

**154-721B ADVANCED MONETARY THEORY.** (3) Selected topics in monetary theory, the theory of monetary policy, and the history of monetary institutions. **Professor Handa**

● **154-722A,B MACROECONOMICS.** (3)

**154-724A INTERNATIONAL ECONOMICS.** (3) Selected problems in international trade, foreign exchange and international movements of capital. **Professor Iton**

**154-734B ECONOMIC DEVELOPMENT.** (3) Problems of economic growth and planning in selected underdeveloped countries. Topics covered vary from year to year in response to student interests; growth, poverty and income distribution, LDC labour markets and institutions, trade and development, international debt problems, issues in trade policy. **Professor Banerjee**

● **154-737B INDUSTRIAL ORGANIZATION AND REGULATION.** (3)

**154-741B ADVANCED LABOUR ECONOMICS.** (3) Selected theoretical and policy issues in labour economics. **Professor Parent**

**154-742B EMPIRICAL MICROECONOMICS.** (3) (Prerequisite: First term of 662D and either 634A or 641A, 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. **Professor Grimard**

● **154-744B HEALTH ECONOMICS.** (3)

**154-750A SELECTED TOPICS IN 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. **TBA**

● **154-751A,B SELECTED TOPICS IN MACROECONOMICS.** (3)

**154-752B TOPICS IN FINANCIAL ECONOMICS.** (3) Selected topics in monetary economics and international finance for advanced graduate work in this area. **Professor Bala**

● **154-753A SELECTED TOPICS IN MATHEMATICAL ECONOMICS.** (3)

● **154-760A,B HISTORY OF ECONOMIC THOUGHT.** (3)

● **154-761A,B ECONOMETRICS – TIME SERIES ANALYSIS.** (3) (Not open to students who have taken 154-762D.)

**154-762A ECONOMETRICS – ASYMPTOTIC AND FINITE – SAMPLE THEORY.** (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. **Professor Zinde-Walsh**

**154-763A,B 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 returns. **Professor Galbraith**

**154-764B SELECTED TOPICS IN APPLIED ECONOMETRICS.** (3) This course covers econometric tools used in applied microeconomics. The material includes limited dependent variable models: probit and logit, censored and truncated regression analysis (Tobit models), self-selection models. Discrete and continuous duration models will also be covered. Empirical application of these techniques to cross-sectional and panel data will be emphasized. **Professor Dagenais**

**154-767A,B APPLIED QUANTITATIVE ECONOMICS.** (3) Co-ordinated quantitative research projects under the guidance of the instructors to increase facility in quantitative research. **TBA**

**154-799D PH.D. COMPREHENSIVE EXAMINATION.**

## Courses Offered Only in Some Years

**154-738A,B TOPICS IN ECONOMIC THEORY.**

**154-753B SELECTED TOPICS IN MATHEMATICAL ECONOMICS.**

**154-761A,B ECONOMETRICS-TIME SERIES ANALYSIS.**

## 27 Educational and Counselling Psychology

Department of Educational and Counselling Psychology  
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Montreal, QC H3A 1Y2

Telephone – Program Information: (514) 398-4241

Telephone – Professors: (514) 398-4240 plus local

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Website: <http://www.education.mcgill.ca/fedwww/depts/ecp/ecp.html>

*Chair — Bruce M. Shore*

*Acting Chair — Robert J. Bracewell (January to June, 1999)*

*Program Directors:*

*Professional Psychology Program Grouping/  
Counselling Psychology — Theodore J. Maroun*

*Professional Education Program Grouping/  
Educational Psychology — Evelyn Lusthaus (Inclusive Education)*

*Associate Program Directors —*

*Rachelle Keyserlingk (Family Life Education)*

*F. Gillian Rejskind (General Educational Psychology,  
Gifted Education, and Psychology of Gender)*

*Professional Psychology Program Grouping/  
Educational Psychology —*

*Jeffrey L. Derevensky (School/Applied Child Psychology)*

*Associate Program Director —*

*Joyce F. Benenson (Applied Developmental Psychology)*

*Cognition and Instruction Program Grouping/  
Educational Psychology —*

*Janet G. Donald (Instructional Psychology)*

*Associate Program Directors —*

*Peter G. Burpee (Educational Technology)*

*Susanne P. Lajoie (Applied Cognitive Science)*

*Lynn M<sup>c</sup>Alpine (Adult Education)*

### 27.1 Staff

*Emeritus Professors*

*Reginald Edwards, B.Sc. (Lond.), M.Ed.(Man.)*

*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.)*

*Glenn F. Cartwright, B.A.(Sir G. Wms.), M.A. (McG.), Ph.D.(Alta.),  
F.A.A.S.P., F.C.C.T.*

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the Centre for University Teaching and Learning)*

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

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

*Associate Professors*

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(PT)*

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

*Alain Breuleux, B.Sc., M.Sc., Ph.D.(Montr.)*

*Jacob A. Burack, B.A.(Col.), M.S., M.Phil., Ph.D.(Yale)*

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*Jack de Stefano, B.A.(Loy. Coll.. Montr.), M.A., Ed.D.(McG.) (PT)*

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 James P. Hanrahan, B.A., B.Ed.(St. F. X.), M.A.(McG.),  
 Ph.D.(Lond.)  
 Michael L. Hoover, B.S.(Tulane), M.A., M.Phil., Ph.D.(Col.)  
 Andrew Hum, B.A.(Sir G. Wms.), M.Ed.(McG.), Ph.D.(Alta.)  
 Rachelle Keyserlingk, B.A.(W. Ont.), M.A.(Ott.)  
 Susanne P. Lajoie, B.A., M.A.(McG.), Ph.D.(Stan.)  
 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 McAlpine, B.A.(McG.), M.A.(C'dia), Ph.D.(Tor.) (*joint appt.  
 with the Centre for University Teaching and Learning*)  
 David D. McWethy, B.S., M.A.(Mich. St.), Ph.D.(Iowa St.) (*joint  
 appt. with Educational Studies*)  
 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*)  
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 Gary E. Torbit, B.Ed., M.Ed., Ph.D.(Alta.)  
 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

Joyce F. Benenson, B.Sc.(Duke), Ph.D.(Harv.)  
 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.) (PT)  
 Nancy L. Heath, B.A.(McG.), M.Ed.(Ott.), Ph.D.(Tor.)  
 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)

#### 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)  
 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.) (*Sacred Heart University, Connecticut*)  
 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 Eljassiapik, B.Ed.(McG.) (*Kativik School Board*)  
 Micki Lane, A.B.(U.C. Berkeley), M.A., Ph.D.(U.C.L.A.) (*MVM  
 Communications*)  
 Judith A. MacArthur, B.A.(Sir G. Wms.), M.Ed.(McG.) (*Kativik  
 School Board*)  
 Susan Pinker, B.A.(McG.), M.A.Sc.(Waterloo)  
 Niki Saros, B.A., B.S.W.(McG.), M.A.Ps.(S.U.N.Y. N.Y.) (Summit  
 School)  
 Leonard Shenker, B.Sc.(C.C.N.Y.), Ph.D.(McG.)  
 William M. Talley, A.B.(K'y Christian Coll.), A.B.(Morehead St.),  
 M.A., Ph.D.(Ohio St.)  
 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, Centre for University Teaching and Learning  
 Joseph Rochford, Department of Psychiatry  
 Lalit Srivastava, Department of Psychiatry  
 Claire-Dominique Walker, Department of Psychiatry

## 27.2 Programs Offered

The Department offers M.Ed., M.A. (non-thesis), M.A., and Ph.D. programs in Counselling Psychology and in Educational Psychology as elaborated below. Under review as this Calendar was pre-

pared for press were a Graduate Certificate in Counselling Applied to Teaching and a Graduate Diploma in School/Applied Child Psychology (Ph.D. Respecialization). For information on the latter two programs, please contact the Department.

At the undergraduate and continuing professional education levels, the Department also offers the Certificate in Inclusive Education, Certificate in Educational Technology, Certificate in First Nations and Inuit Student Personnel Services, and Diploma in Family Life Education.

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 (except M.Ed.), General Educational Psychology, Higher Education, Inclusive (formerly "Special") Education, Instructional Psychology, Psychology of Gender — Mrs. Geri Norton, (514) 398-4244.

For the M.Ed. Concentration in Family Life Education only — Ms. Leona Hamel, (514) 398-7041.

**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 groups of 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
- Applied Cognitive Science
- Computer Applications in Education
- Higher Education
- Instructional Psychology

#### Professional Education

- Education of the Gifted
- Family Life Education
- General Educational Psychology
- Inclusive (formerly "Special") Education
- Psychology of Gender

#### Professional Psychology

- Applied Developmental Psychology
- Counselling Psychology\*
- School/Applied Child Psychology

\*Degrees in Counselling Psychology are specific to this program in respect of the program's history and the accreditation of the master's degree for licensing of graduates as Counsellors. In all other specializations, the degree awarded is in Educational Psychology. To facilitate the presentation of Educational Psychology graduate programs below, Counselling Psychology graduate degrees are listed first.

#### Professional Accreditation

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

An application for joint accreditation of the Ph.D. in Counselling Psychology by the Canadian Psychological Association and the American Psychological Association will be submitted in 1999.

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. 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.Ed. 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 recognition 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

Through cross-appointments and other arrangements, the Department maintains working relationships with several specialized centers and other units offering unique services and opportunities for training and research to a limited number of students. This includes the Centre for University Teaching and Learning which is concerned with educational improvement and evaluation in higher education; the Centre for Medical Education whose activities focus on basic research on clinical skills in medicine and on training in the health sciences; the Department's Psychoeducational and Counselling Clinic which assists children, adolescents, and adults with learning and other problems; the Taylor Adolescent Program conducted in association with the Learning Associates of Montreal; the Laboratory of Applied Cognitive Science which conducts research applying methods and theories of cognitive psychology to educationally significant domains of human learning and performance; the Apple Research Partnership Program (APR) which assists faculty members and research and administrative groups in developing Macintosh software and provides information on Apple innovations through seminars and workshops; the Computer-Based Instructional Research Laboratory and Division of Educational Computer Applications regarding research and development with computers in education; and the High Ability and Inquiry Research Group concerned with giftedness from the points of view of research, demonstration programs and training, 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.

### 27.3 Admission Requirements

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

### 27.4 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 – cheque or money order only, payable to “McGill University”).

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 September admission. Some master's programs will consider summer or other admission dates—please consult the Program Coordinator (Secretary) before applying. Late applications in some programs may be considered if places have not been filled. The September start date is normally firm in accredited professional programs.

## 27.5 Program Requirements

### 27.5.1 Graduate Degrees in Counselling Psychology – M.Ed., M.A., Ph.D.

(see page 147 for graduate degrees in Educational Psychology)

#### M.ED. COUNSELLING PSYCHOLOGY (60 credits)

The aim of the M.Ed. in Counselling Psychology is to produce graduates who (a) are trained in the major 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. in Counselling Psychology.

#### Admission Requirements

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:
    - (a) a minimum of 36 credits (substantive as distinguished from experiential content) in psychology which includes courses in theories of personality, abnormal psychology, inferential statistics, and developmental psychology,
    - (b) a minimum of 18 credits in related disciplines in the social sciences, and
    - (c) a CGPA of 3.0 on 4.0 or better in those courses which constitute the 54-credit requirement referred to in (a) and (b) above.
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) 398-4244. 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.Ed. Counselling Psychology** (60 credits)**Required Courses** (30 credits)

412-606	(3)	Theories of Counselling I
412-607	(3)	Theories of Counselling II
412-608	(3)	Group Counselling: Theory
412-609	(3)	Psychological Testing I
412-615	(3)	Assessment and Diagnosis in Counselling
412-618	(3)	Professional Ethics and the Law
412-624	(3)	Group Counselling: Practice
412-662	(3)	Career Psychology
412-665	(6)	Practicum in Counselling

**Internship – Required** (24 credits)

Two internship components reflect the general counselling nature of the profession and two others reflect specific dimensions of the profession. Completion of the internship is essential to becoming a member of the OPCCOQ.

412-679	(6)	Internship General I
412-680	(6)	Internship Research Seminar
412-682	(6)	Practicum in Psychological Testing
412-685	(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 requirement. 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.

412-616	(3)	Individual Reading
412-630	(3)	Feminism, Women and Psychology
412-635	(3)	Counselling for Sexual Adjustment
412-636	(3)	Theories of Sex Therapy
416-617	(3)	Adolescent Development
412-660	(3)	Selected Topics in Counselling
412-670	(3)	Current Trends in Counselling

**M.A. COUNSELLING PSYCHOLOGY** (48 credits)

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 fulfill 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 field-work experience. M.A. students are admitted to an internship/field-work only with approval of the program staff and if supervisory staff is available.

**Admission Requirements**

Same as for the M.Ed. 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)

412-606	(3)	Theories of Counselling I
412-607	(3)	Theories of Counselling II
412-608	(3)	Group Counselling: Theory

412-609	(3)	Psychological Testing I
412-662	(3)	Career Psychology
412-665	(6)	Practicum in Counselling

**Thesis Component – Required** (24 credits)

412-697	(6)	Thesis Preparation I
412-698	(6)	Thesis Preparation II
412-699	(12)	Thesis Preparation III

**Elective Course** (3 credits)**Ph.D. in Counselling Psychology**

The aim of the program is to develop advanced levels of counselling psychology and assessment skills necessary for bringing about appropriate developmental changes in the lives and the behavior of clients. In addition, students will acquire the ability to (a) design, conduct, and interpret counselling-related research, and (b) plan and evaluate programs for the delivery of counselling psychology and related services. 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 preventive 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 must have completed a Master's level internship, otherwise, they must additionally do a more intensive internship during their doctoral studies.
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****Required Courses, Comprehensive Examination, and Internship** (84 credits)

411-692	(3)	Qualitative Research Methods
412-709	(3)	Advanced Theories and Models
412-714	(3)	Models of Family Therapy
412-719	(3)	Advanced Small Group Counselling
412-720	(6)	Seminar Vocational Psychology and Career Development Theory
412-780	(6)	Professional Development
412-782	(6)	Doctoral Field Practicum
412-786	(6)	Seminar: Research Problems in Counselling
416-622	(3)	Multiculturalism and Gender
416-627	(3)	Professional Practice of Psychology
416-676	(3)	Intermediate Statistics II
416-682	(3)	General Model for Univariate Analysis
416-684	(3)	Methods of Multivariate Analysis
416-712	(3)	Neurological Bases of Behavior
412-701		Comprehensive Examination

**Complementary Courses** (6 credits)

416-616	(3)	Cognitive Development (or an equivalent course)
416-617	(3)	Adolescent Development
or 416-623	(3)	Social-Emotional Development

**Internship – Required** (24 credits)

412-795	(24)	Supervised Fieldwork in Counselling (Internships)
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### Other Requirements

Most applicants to the Ph.D. 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 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.

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

(see page 145 for graduate degrees in Counselling Psychology)

### Cognition and Instruction Program Grouping – M.Ed., M.A., Ph.D.

#### M.ED. EDUCATIONAL PSYCHOLOGY (48 credits)

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:

- General Educational Psychology,
- Adult Education,
- Education of the Gifted,
- Family Life Education,
- Inclusive Education, and
- Computer Applications.

These Concentrations may have additional course requirements, as listed below.

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

#### Admission Requirements

- An undergraduate degree in Education, Psychology, or another field relevant to the proposed studies in Educational Psychology.
- CGPA of 3.0 on 4.0 or higher in undergraduate studies.
- Statements of academic and research experience, relevant professional training and experience.
- 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 416-602 early in their program. Pre- or corequisite to 416-602: 416-575 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)

- 416-602 (3) Uses of Research Findings in Education  
 416-603 (3) Educational Research and Development for Practitioners  
 416-635\* (3) Theories of Learning and Instruction  
 416-697 (6) Special Activity I  
 416-698\*\* (6) Special Activity II

\* Inclusive Education and Family Life Education students may replace 416-635 with 416-636 or take both

\*\* Inclusive Education students may replace 416-698 with 414-656

#### 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.

#### Adult Education

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

- 450-610 (3) Foundations of Adult Education  
 450-612 (3) The Adult Learner  
 450-614 (3) Teaching the Adult

#### Computer Applications in Education

15 credits from amongst the following:

- 416-640 (3) Research in Computer Applications  
 416-641 (6) Use of the Computer in Educational Instruction  
 416-643 (3) Evaluation of Computer Software and Hardware  
 416-650 (3) Consciousness and Virtual Reality  
 416-660 (3) Artificial Intelligence and Education

#### 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) 416-602, (b) 416-603 (research methods) or 411-692, 431-630 or the equivalent (qualitative research methods), and (c) 416-676 (intermediate statistics – 416-675 is not presently offered since 416-575 now prepares students to proceed directly to 416-676).
- a research project in the manner of an M.A. thesis (though less extensive) within at least one of the Special Activities (416-697 or 416-698).

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:

- 416-600 (3) Seminar in Educational Psychology  
 416-682 (3) General Models for Univariate Analysis  
 and, optionally,  
 416-684 (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 416-666 and, in addition, take 416-555 which may supplement or replace 416-600.

### M.A. Educational Psychology (48 credits)

The aim of the M.A. (with thesis) is to produce graduates who (a) are broadly trained in two of the major areas of educational psychology listed above, (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 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)

416-605	(3)	Research Methods
416-676	(3)	Intermediate Statistics II
416-682	(3)	General Model for Univariate Analysis

#### Thesis Component – Required (24 credits)

416-604	(3)	Thesis I
416-607	(3)	Thesis II
416-693	(3)	Thesis III
416-694	(3)	Thesis IV
416-695	(6)	Thesis V
416-696	(6)	Thesis VI

#### Complementary Courses (15 credits)

one of:

- |            |     |                                   |
|------------|-----|-----------------------------------|
| 416-600    | (3) | Seminar in Educational Psychology |
| or 416-555 | (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 amongst 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 in the sections below (please see all three Program Groupings).

Students in the Ph.D. Majors in Applied Cognitive Science and Instructional Psychology are required to take courses for which 416-555 Applied Cognitive Science or the equivalent is a prerequisite. Students may therefore substitute 416-555 for 416-600, or they may take both courses.

#### Ph.D. Educational Psychology

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 and the knowledge resulting from research to the solution of educational problems and the improvement of

educational practices. It also 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 supervision commitment prior to entry into the program. Interested candidates should contact the program coordinator (secretary) for a faculty list. A supervisor may be selected from among professors in the Department. Most professors' research bridges at least two areas, even though they are usually closely identified with teaching and supervision in particular areas. It is essential to clearly state for which Major sequence of study one is applying. It is helpful to identify the Minor as well.

Applications should be submitted to the Department for referral to the appropriate Major group for preliminary evaluation. In all program areas, the number of applications exceeds supervisory resources and some otherwise qualified students are not admitted. 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. (This option is rarely exercised.)

##### 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.)

#### 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) 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 normally including at least one member from another department. 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 416-708 (Comprehensive Examination) they may partly or wholly be completed in the M.A. or M.Ed.

#### Required Courses and Comprehensive Examination

416-605	(3)	Research Methods
416-676	(3)	Intermediate Statistics II
416-682	(3)	General Model for Univariate Analysis
416-708		Comprehensive Examination

#### Complementary Courses

416-600	(3)	Seminar in Educational Psychology
or 416-555	(3)	Applied Cognitive Psychology
449-689	(3)	Teaching and Learning
or 412-780	(6)	Professional Development,

3 credits chosen from:

416-684	(3)	Methods of Multivariate Analysis
or 411-692	(3)	Qualitative Research Methods
or 431-630	(3)	Qualitative and Ethnographic Studies or the equivalent

#### Major Sequences in Cognition and Instruction

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

##### (a) Applied Cognitive Science Major Sequence

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)

416-666	(3)	Cognition and Instruction (to be taken first)
416-656	(3)	Applied Cognitive Theory/Methods

#### Complementary Courses (9 credits)

9 credits to be chosen from:

416-655	(3)	Cognitive Science and Education
416-661	(3)	Discourse Processes and Education
416-662	(3)	Psycholinguistics and Learning
416-663	(3)	Learning in Complex Situations
416-664	(3)	Nature/Development of Expertise
416-665	(3)	Reasoning and Problem Solving
416-668	(3)	Seminar: Applied Cognitive Science

##### (b) Instructional Psychology Major Sequence

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 education; 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 (15 credits)

416-666	(3)	Cognition and Instruction (to be taken first)
416-535	(3)	Instructional Design
416-635	(3)	Theories of Learning and Instruction
416-645	(3)	Research on Instructional Processes
416-648	(3)	Instructional Psychology Seminar (to be taken near the end)

Also recommended:

416-670	(3)	Educational Evaluation
416-687	(3)	Advanced Qualitative Methods

#### Minor Sequences in Cognition and Instruction

##### (a) Applied Cognitive Science Minor Sequence

#### Complementary Courses (9 credits)

6 credits chosen from:

416-555	(3)	Applied Cognitive Psychology
416-655	(3)	Cognitive Science and Education
416-656	(3)	Applied Cognitive Theory/Methods

3 credits chosen from:

416-661	(3)	Discourse Process and Education
416-662	(3)	Psycholinguistics and Learning
416-663	(3)	Learning in Complex Situations
416-664	(3)	Nature/Development of Expertise
416-665	(3)	Reasoning and Problem Solving
416-666	(3)	Cognition and Instruction
416-668	(3)	Seminar in Applied Cognitive Psychology

##### (b) Instructional Psychology Minor Sequence

#### Required Courses (6 credits)

416-666	(3)	Cognition and Instruction (to be taken first)
416-648	(3)	Instructional Psychology Seminar (to be taken last)

#### Complementary Courses (3 credits)

to be chosen from:

416-535	(3)	Instructional Design
416-635	(3)	Theories of Learning and Instruction
416-645	(3)	Research on Instructional Processes

##### (c) Adult Education

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

#### Required Courses (9 credits)

450-610	(3)	Foundations of Adult Education
450-612	(3)	The Adult Learner
450-614	(3)	Teaching the Adult

##### (d) Computer Applications in Education Minor Sequence

#### Complementary Courses (9 credits)

9 credits chosen from:

416-640	(3)	Research in Computer Applications
416-641	(6)	Use of the Computer in Educational Instruction
416-643	(3)	Evaluation of Computer Software and Hardware
416-650	(3)	Consciousness and Virtual Reality
416-660	(3)	Artificial Intelligence and Education

##### (e) Higher Education Minor Sequence

#### Required Courses (9 credits)

449-582	(3)	Higher Education Theory/Policy
449-588	(3)	The Higher Education Environment
449-681	(3)	Higher Education Development

#### Professional Education Program Grouping – M.Ed., M.A., Ph.D.

##### M.Ed. Educational Psychology (48 credits)

The aim of the M.Ed. is to offer educators advanced professional training in areas where educational psychology can make a prac-

tical contribution to teaching, such as (a) the application of the results of educational research, (b) evaluation of student learning, teaching, programs, and educational research 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 four specific Concentrations: (a) General Educational Psychology, (b) Education of the Gifted, (c) Family Life Education, and (d) Inclusive Education.

#### 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 on 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) a Special Activity (12 credits), 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) elective 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 416-602 early in their program. Pre- or corequisite to 416-602: 416-575 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 student's faculty advisor or the Associate Program Director for the M.Ed. area of concentration should be consulted about the specific sequence to be followed.

#### Required Courses (9 credits)

- 416-602 (3) Uses of Research Findings in Education  
 416-603 (3) Educational Research and Development for Practitioners  
 416-635\* (3) Theories of Learning and Instruction

\* Inclusive Education and Family Life Education students may replace 416-635 with 416-636 or take both.

#### Required Special Activity (12 credits)

- 416-697 (6) Special Activity I  
 416-698\*\* (6) Special Activity II

\*\*Inclusive Education students may replace 416-698 with an internship 414-656

#### Elective Courses (27 credits)

Optional courses may be selected, in consultation with the student's advisor or the Associate 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 electives. 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. Also see the section below on the Cognition and Instruction Program Grouping for additional M.Ed. Concentrations.

#### (a) General Educational Psychology

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

#### (b) Education of the Gifted

- 414-526 (3) Talented and Gifted Students  
 414-536 (3) Practicum in the Education of the Gifted

plus 3 credits from the following:

- 414-527 (3) Creativity and its Cultivation  
 414-537 (3) Practicum in the Education of the Gifted II  
 414-628 (3) Gifted Students with Special Needs

#### (c) Family Life Education

- 416-640 (3) The Foundation of Family Life Education

plus 15 credits from the following:

- 412-501 (3) Helping Relationships  
 412-502 (3) Group Processes and Individuals  
 412-503 (3) Human Sexuality for Professionals  
 412-504 (3) Practicum in Interviewing Skills  
 412-505 (3) Crisis Intervention Processes  
 412-507 (3) Practicum in Group Leadership Skills  
 412-508 (3) Seminar in Special Topics  
 412-509 (3) Individual Reading Course  
 412-510 (3) Family Life Education and Marriage  
 416-560 (3) Human Development  
 416-564 (3) Family Communication  
 416-565 (3) Psychosocial Aspects of Cancer  
 416-595 (3) Seminar in Special Topics

#### (d) 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.

- 414-642 (3) Education of Learners with Special Needs I: Overview  
 414-643 (3) Education of Learners with Special Needs II: Issues  
 414-645 (3) Diagnosis and Assessment in Special Education  
 414-654 (3) Instruction/Curriculum Design and Adaptation  
 414-665 (3) Research & Theory in Learning Disabilities  
 414-667 (3) Behavioral and Emotional Problems  
 414-680 (3) Selected Topics in Special Education (I)  
 414-526 (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) 416-602, (b) 416-603 (research methods) or 411-692, 431-630 or the equivalent (qualitative research methods), and (c) 416-676 (intermediate statistics – 416-675 is not presently offered since 416-575 now prepares students to proceed directly to 416-676).
- a research project in the manner of an M.A. thesis (though less extensive) within at least one of the Special Activities (416-697 or 416-698).



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 required courses referred to are:

- 416-600 (3) Seminar in Educational Psychology  
 416-682 (3) General Models for Univariate Analysis  
 and, optionally,  
 416-684 (3) Methods of Multivariate Analysis

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

### M.A. Educational Psychology (48 credits)

The aim of the M.A. (with thesis) is to produce graduates who (a) are broadly trained in two of the major areas of educational psychology listed above, (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 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 (12 credits)

- 416-600 (3) Seminar in Educational Psychology  
 416-605 (3) Research Methods  
 416-676 (3) Intermediate Statistics II  
 416-682 (3) General Model for Univariate Analysis

#### Thesis Component – Required (24 credits)

- 416-604 (3) Thesis I  
 416-607 (3) Thesis II  
 416-693 (3) Thesis III  
 416-694 (3) Thesis IV  
 416-695 (6) Thesis V  
 416-696 (6) Thesis VI

#### 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 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 amongst 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 in the sections below (please see all three Program Groupings).

### Ph.D. Educational Psychology

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 and the knowledge resulting from research to the solution of educational problems and the improvement of educational practices. It also prepares graduates to work as psy-

chologists, 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 supervision commitment prior to entry into the program. Interested candidates should contact the program coordinator (secretary) for a faculty list. A supervisor may be selected from among professors in the Department. Most professors' research bridges at least two areas, even though they are usually closely identified with teaching and supervision in particular areas. It is essential to clearly state for which Major sequence of study one is applying. It is helpful to state the Minor as well.

Applications should be submitted to the Department for referral to the appropriate Major group for preliminary evaluation. In all program areas, the number of applications exceeds supervisory resources and some otherwise qualified students are not admitted. 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. (This option is rarely exercised.)

#### 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.)

#### 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) and a Minor consists of three (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 normally including at least one member from another department. 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.

### Required Courses

These requirements apply to all Majors and except for 416-708 (Comprehensive Examination) they may partly or wholly be completed in the M.A. or M.Ed.:

### Required Courses and Comprehensive Examination

(12 credits)

416-600	(3)	Seminar in Educational Psychology
416-605	(3)	Research Methods
416-676	(3)	Intermediate Statistics II
416-682	(3)	General Model for Univariate Analysis
416-708		Comprehensive Examination

### Complementary Courses (6 - 9 credits)

449-689	(3)	Teaching and Learning
or 412-780	(6)	Professional Development
416-684	(3)	Methods of Multivariate Analysis
or 411-692	(3)	Qualitative Research Methods
or 431-630	(3)	Qualitative and Ethnographic Studies
		or the equivalent)

### Major Sequences in Professional Education

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

#### (a) Special Populations of Learners/Major Sequences

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:

- 416-603 instead of 416-605,
- 431-630 or equivalent, instead of the alternative 416-684,
- and 416-676, if not already taken.

M.A. students will require 416-635 as an additional course.

#### Special Populations of Learners/Special Needs Option

414-643	(3)	Education of Learners with Special Needs II: Issues
414-743	(3)	Seminar on Special Needs
414-756	(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

414-526	(3)	Talented and Gifted Students
416-535	(3)	Instructional Design
414-636	(3)	Curriculum in Gifted Education
416-670	(3)	Educational Evaluation
or 416-671	(3)	Educational Evaluation: Theory and Practice
		and one of the following, which may be offered in rotation:
414-527	(3)	Creativity and its Cultivation
414-628	(3)	Students with Special Needs
416-636	(3)	Classroom Processes and Social Psychology

In addition, one of the Special Activities (416-697 or 416-698) (6 credits each) must consist of the content of 416-536 and 414-537, Practicum in the Education of the Gifted I and II (3 credits each). Students may register either for the Practica or Special Activity.

### Minor Sequences in Professional Education

#### (a) Special Populations of Learners/Special Needs

414-643	(3)	Education of Learners with Special Needs II: Issues
414-743	(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.

#### (b) Special Populations of Learners/Gifted Education

414-526	(3)	Talented and Gifted Students
414-536	(3)	Practicum in the Education of the Gifted I
		and one of
414-527	(3)	Creativity and its Cultivation
414-537	(3)	Practicum in the Education of the Gifted II
414-628	(3)	Gifted Students with Special Needs

#### (c) Adult Education

Please see the corresponding section below on the Cognition and Instruction Program Grouping.

#### (d) Family Life Education

412-505	(3)	Crisis Intervention Processes
412-640	(3)	The Foundations of Family Life Education
416-564	(3)	Family Communication

#### (e) Psychology of Gender

416-515	(3)	Gender Identity Development (must be completed at the Master's or Ph.D. 1 level).
416-624	(3)	Educational Psychology and Gender
412-630	(3)	Feminism, Women and Psychology

Students selecting the Psychology of Gender Minor are encouraged to take 411-692 or 431-301 or the equivalent (qualitative research methods).

### 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.

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

#### M.A. (NON-THESIS) EDUCATIONAL PSYCHOLOGY (60 credits)

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, 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)

The M.A. in Educational Psychology with thesis in this program grouping is available in two specializations, Applied Developmental Psychology and School/Applied Child Psychology. 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 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:*

416-600	(3)	Seminar in Educational Psychology
416-605	(3)	Research Methods
416-676	(3)	Intermediate Statistics II
416-682	(3)	General Model for Univariate Analysis

#### Thesis Component – Required (24 credits)

##### *Applied Developmental Psychology:*

416-604	(3)	Thesis I
416-607	(3)	Thesis II
416-693	(3)	Thesis III
416-694	(3)	Thesis IV
416-695	(6)	Thesis V
416-696	(6)	Thesis VI

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 72 credits.

### PH.D. EDUCATIONAL PSYCHOLOGY

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 and the knowledge resulting from research to the solution of educational problems and the improvement of educational practices. It also 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 supervision commitment prior to entry into the Ph.D. program. (Students in School/Applied Child Psychology normally make these arrangements during their second year of M.A. level registration.) Potential applicants should contact the Program Coordinator (Secretary) for a faculty list. A supervisor may be selected from among professors in the Department. Most professors' research bridges at least two areas, even though they are usually closely identified with teaching and supervision in particular areas. It is essential to clearly state for which Major sequence of study one is applying. It is helpful to state 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.

Applications should be submitted to the Department for referral to the appropriate Major group for preliminary evaluation and an admission decision. There are two entry levels and patterns:

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

#### 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. (This option is rarely exercised.)

#### 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.)

### 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, 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.

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).

#### Program Requirements

In Applied Developmental Psychology, these are as described above for the Ph.D. under the Professional Education Program Grouping. The School/Applied Child Psychology program follows a fixed pattern.

#### Required Courses

As described above for the Ph.D. under the Professional Education Program Grouping, in both Applied Developmental Psychol-

ogy and School/Applied Developmental Psychology and School/Applied Child Psychology.

### Major Sequences in Professional Psychology

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

#### (a) 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)

416-615	(3)	Theory/Issues in Child Development
416-616	(3)	Cognitive Development
416-623	(3)	Social Emotional Development

#### Complementary Courses (6 credits)

6 credits from the following, which may be offered in rotation:

416-515	(3)	Gender Identity Development
416-610	(3)	History/Development Psychology
416-620	(3)	Developmental Psychopathology
416-622	(3)	Psycholinguistics & Learning
416-628	(3)	Seminar in Applied Developmental Psychology

#### (b) School/Applied Child Psychology

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 102 credit, five-year fixed program that includes the M.A.

#### Required Courses and Internship (102 credits)

412-609	(3)	Psychological Testing I
412-610	(3)	Psychological Testing II
412-618	(3)	Professional Ethics and the Law
412-682	(6)	Practicum in Psychological Testing
412-714	(3)	Models of Family Therapy
414-654	(3)	Instruction/Curriculum Adaptation
416-611	(3)	School Psychology Seminar
416-615	(3)	Theory/Issues in Child Development
416-616	(3)	Cognitive Development
416-619	(3)	Child and Adolescent Therapy
416-620	(3)	Developmental Psychopathology
416-622	(3)	Multiculturalism and Gender
416-623	(3)	Social-Emotional Development
416-625	(3)	Practicum I in School Psychology
416-626	(3)	Practicum II in School Psychology
416-627	(3)	Professional Practice of Psychology
416-629	(3)	School Psychology Research Project
416-710	(3)	Consultation in School Psychology
416-712	(3)	Neurological Bases of Behavior
416-721*	(6)	School Psychology: Elementary
416-722*	(6)	School Psychology: Secondary
416-723	(6)	School Psychology: Community
416-725	(12)	Internship I in School Psychology
416-726	(12)	Internship II in School Psychology

\*placement in a school covering all grades may be applied to either 416-721 or 416-722

Students who transfer from the non-thesis to the Thesis option will replace 416-629 (6 credits) with 416-604, 607, and 693 to 696 (total 24 credits).

### Minor Sequence in Professional Psychology

#### (a) Applied Developmental Psychology

416-615	(3)	Theory/Issues in Child Development
416-616	(3)	Cognitive Development
416-623	(3)	Social and Emotional 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.

## 27.6 Courses

**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).

- Denotes a course not offered in 1999-2000 according to information available as this Calendar goes to press. This status may change. 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 course title.

Courses are listed in numerical order, with the 3-digit prefix indicating the areas, as follows:

412	–	Counselling Psychology and Family Life Education
		<b>Note:</b> 500-level courses are offered through Continuing Education. Please contact the Program Coordinator.
414	–	Inclusive Education and Education of the Gifted
416	–	Educational Psychology (including all specializations not represented by other prefixes)
432	–	Educational Technology (undergraduate)
449	–	Higher Education
450	–	Adult Education

**412-501 HELPING RELATIONSHIPS.** (3) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) A course in basic principles of human relationships and communication skills, approached from a theoretical and experiential viewpoint. Emphasis will be given to training in basic listening skills, interviewing techniques, and the interpretation of non-verbal behaviour in communication.

**412-502 GROUP PROCESSES AND INDIVIDUALS.** (3) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) A laboratory course in which participants observe individual dynamics within a group setting as well as analyze 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.

**412-503 HUMAN SEXUALITY FOR PROFESSIONALS.** (3) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) Historical, biological, anthropological, psychological and sociological perspectives of human sexual development. Sexual dysfunctions and approaches to sex therapy will be discussed. Attitudes toward sexuality held by professional helpers will be examined relative to their implications for the learning and teaching of human sexuality and sex therapy.

**412-504 PRACTICUM IN INTERVIEWING SKILLS.** (3) (Prerequisite: 412-501) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) 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.

**412-505 CRISIS INTERVENTION PROCESSES.** (3) (Open to Educational and Counselling Psychology students, or permission of

Associate Program Director required.) 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.

**412-506 ORGANIZATIONAL DEVELOPMENT.** (3) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) Interrelationships of individuals, groups, and organizational systems. Various models for understanding group and individual functions within an organization. Intervention techniques by the practitioner to effect changes within the organization.

**412-507 PRACTICUM IN GROUP LEADERSHIP SKILLS.** (3) (Prerequisite: 412-502) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) 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 pre-requisite course.

**412-508 SEMINAR IN SPECIAL TOPICS.** (3) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) 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. Permission must be obtained from the Department before registration.

**412-509 INDIVIDUAL READING COURSE.** (3) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) By arrangement with individual instructor.

**412-510 FAMILY LIFE EDUCATION AND MARRIAGE.** (3) (Open to Educational and Counselling Psychology students, or permission of Associate Program Director required.) 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.

**412-542 COUNSELLING ROLE OF TEACHERS.** (3) Theory and practice in interpersonal communication, interviewing, group dynamics, group leadership management, and referral criteria and procedures for students with developmental problems who experience trauma or crisis. Addressed primarily to elementary and secondary teachers who combine instructional responsibilities with a supportive role in school guidance and counselling activities. (Awaiting University Approval)

**412-562 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 decision-making, and the necessary career-resilient employability skills for the school-to-work transition. (Awaiting University Approval)

**412-606 THEORIES OF COUNSELLING I.** (3) An introduction to counselling theories especially as they are related to theories of personality, human development and learning.

**412-607 THEORIES OF COUNSELLING II.** (3) (Prerequisite: 412-606) A detailed study of phenomenological, developmental and behavioural theories of counselling among others.

**412-608 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.

**412-609 PSYCHOLOGICAL TESTING I.** (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.

**412-610 PSYCHOLOGICAL TESTING II.** (3) (Prerequisite: 412-609) (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.

**412-615 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.

**412-616 INDIVIDUAL READING.** (3) Candidates may, with the consent of the Department, elect this individual reading and conference course in lieu of one of the above courses.

**412-618 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.

**412-620 ADVANCED CHILD PSYCHOLOGY.** (3) Study of the growing person from birth to pre-adolescence with emphasis on the background and methods as well as research on the principles of child development, disturbances in child development, various areas of development, and characteristics of different age levels.

**412-624 GROUP COUNSELLING: PRACTICE.** (3) (Prerequisite: 412-608) The practical dimension of planning and designing a group. Setting up and conducting a group in a professional setting over a period of sessions and evaluating a group in terms of models studied in 412-608.

**412-630 FEMINISM, WOMEN AND PSYCHOLOGY.** (3) Examination of the complexity of women's lives, through the interaction of feminist and psychological literature about women. Women's diversity and similarities in terms of race, class, sexual orientation and life experiences will be explored.

**412-635 COUNSELLING FOR SEXUAL ADJUSTMENT.** (3) The counsellor's understanding of his or her own sexuality and an examination of models for counselling others for sexual adjustment. How and when to make appropriate referrals.

**412-636 THEORIES OF SEX THERAPY.** (3) (Prerequisite: 412-635) An examination of various theoretical approaches to the treatment of sexual dysfunction, with special emphasis on psychodynamic and behavioural models.

**412-640 THE FOUNDATIONS OF FAMILY LIFE EDUCATION.** (3) An examination of the psychological and sociological foundations of family life education tracing the evolution of theory, research and practice within this domain.

**412-660 SELECTED TOPICS IN COUNSELLING.** (3) Advanced studies in selected topics in the field of counselling. Areas such as pre-retirement counselling, mid-life transitions, crisis intervention, drug abuse counselling, and the training of paraprofessionals will be explored in depth.

**412-662 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.

**412-665 PRACTICUM IN COUNSELLING.** (6) 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.

**412-670 CURRENT TRENDS IN COUNSELLING.** (3) Advanced studies in current trends in the counselling profession. Recent developments in areas such as behavioural counselling, interpersonal process recall, and consultation models will be treated. The content of the course will change periodically to reflect developing trends.

**412-679 INTERNSHIP, GENERAL I.** (6)

**412-680 INTERNSHIP RESEARCH SEMINAR.** (6) 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.

**412-681 INTERNSHIP IN GROUP COUNSELLING.** (6)

**412-682 PRACTICUM IN PSYCHOLOGICAL TESTING.** (6) (Prerequisite: 412-609. 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.

**412-683 INTERNSHIP IN ORGANIZATION AND DEVELOPMENT OF SERVICE PROGRAMS.** (6)

**412-685 INTERNSHIP IN VOCATIONAL AND REHABILITATION COUNSELLING.** (6) Study, observation, and practice of specialized aspects of counselling through Faculty supervision and direction by personnel in the internship setting.

**412-697 THESIS PREPARATION I.** (6)

**412-698 THESIS PREPARATION II.** (6)

**412-699 THESIS PREPARATION III.** (12)

**412-701 PH.D. COMPREHENSIVE EXAMINATION.**

**412-709 ADVANCED THEORIES AND MODELS.** (3) (Prerequisite: 412-624) Further study of theories and models in counselling, their history, development, and applications.

**412-711 ADVANCED METHODS OF EDUCATIONAL STUDY AND RESEARCH DESIGN.** (6) Statistical methods as applied to educational data and problems are systematically studied, including topics such as: correlation and regression, analysis of variance, and other tests of significance including selected non-parametric techniques. Training is given in identifying research problems and organizing useful means for research, and interpreting and reporting observed phenomena.

**412-714 MODELS OF 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.

**412-719 ADVANCED SMALL GROUP COUNSELLING.** (3) (Prerequisite: 412-709) Further study of theories and models in counselling, their history, development and applications.

**412-720 SEMINAR: VOCATIONAL PSYCHOLOGY AND CAREER DEVELOPMENT THEORY.** (6) 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.

**412-770 INDIVIDUAL READING.** (6) Candidates may, with the consent of the Program Director, elect this individual reading and conference course.

**412-771 INDIVIDUAL READING.** (3) (Corequisite: 412-709) Supervised reading on an approved topic leading to completion of a suitable document.

**412-780 PROFESSIONAL DEVELOPMENT.** (6) (For Ph.D. students in Counselling Psychology and, with permission, in School/Applied Child Psychology.) Individually planned and developed (1) supervision of Master's practicum or internship students, (2) co-teaching with a McGill staff member, and (3) diversified research experiences utilizing different techniques and instrumentation.

**412-782 DOCTORAL FIELD EXPERIENCE.** (6) (Corequisite: 412-780) A 2-day/week, 2-term (minimum 500 hours) doctoral practicum integrating research, theory, and supervised practice 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.

**412-786 SEMINAR: RESEARCH PROBLEMS IN COUNSELLING.** (6) 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.

**412-795 SUPERVISED FIELDWORK IN COUNSELLING.** (24) (Prerequisites: 412-679, 680, 682, 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.

**414-526 TALENTED AND GIFTED STUDENTS.** (3) The psychology and education of exceptionally able children. Definitions, assessment, goals, classroom adaptations, educational programs, and educational issues. The course combines theoretical background and practical concerns. Application component: application of teaching methods with exceptionally able students.

**414-527 CREATIVITY AND ITS CULTIVATION.** (3) Recent research, theory and educational practice concerning creativity, with special attention to creativity in students and educational settings.

**414-536 PRACTICUM IN GIFTED EDUCATION I.** (3) (Prerequisite: 414-526) (Permission is required to register; call 398-4252 for an application form.) Supervised practice in demonstration classrooms for gifted and talented children, with supporting seminars. Normally offered in the Summer term concurrently with 414-537.

**414-537 PRACTICUM IN GIFTED EDUCATION II.** (3) (Prerequisite: 414-526) (Permission is required to register; call 398-4252 for an application form.) Supervised practice in demonstration classrooms for gifted and talented children, with supporting seminars. Normally offered in the Summer term with 414-536.

**414-539 FIELD WORK I: EXCEPTIONAL STUDENTS.** (3) Supervised experience with exceptional students in an approved educational setting.

**414-540 FIELD WORK II: EXCEPTIONAL STUDENTS.** (3) (Prerequisite: 414-539) Supervised experience with exceptional students in an approved educational setting.

**414-543 FAMILY, SCHOOL AND COMMUNITY.** (3) (May be offered through Continuing Education.) 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. (Awaiting University Approval)

**414-603 READING COURSE.** (6)

**414-616 READING COURSE.** (3)

**414-628 GIFTED STUDENTS WITH SPECIAL NEEDS.** (3) (Prerequisite: 414-526 or 414-643) Gifted, talented, and creative students

with handicaps, disabilities, and other special needs which may or may not compromise their high abilities.

**414-636 CURRICULUM IN GIFTED EDUCATION.** (3) (Prerequisite: 414-526) Curriculum models for gifted students at the elementary and secondary levels. Primarily intended for students registered in programs in the McGill Summer School for the Gifted.

**414-637 ADOLESCENT DEPRESSION.** (3) Preparation of teachers and counsellors to deal with depressed adolescents. Theories and models of treatment.

**414-642 EDUCATION OF LEARNERS WITH SPECIAL NEEDS I: OVERVIEW.** (3) Introduction to learners with different types of special needs. Emphasis on current research and practice of educating students with special needs.

**414-643 EDUCATION OF LEARNERS WITH SPECIAL NEEDS II: ISSUES.** (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.

**414-645 DIAGNOSIS AND ASSESSMENT IN SPECIAL EDUCATION.** (3) Purposes of diagnosis and assessment; formal and informal assessment procedures; issues in traditional testing procedures; emerging trends in assessment.

**414-646 BEHAVIOUR MANAGEMENT: THEORY, METHODS AND ETHICS.** (3) Theoretical and research bases for behavioural approaches in education of students with special needs; methods of applied behaviour analysis; ethical issues in behaviour management.

**414-654 INSTRUCTION/CURRICULUM DESIGN AND ADAPTATION.** (3) Adapting instruction and curriculum for students with special needs; developing individualized programs and methods; building curriculum that addresses both academic and social needs of students.

**414-656 CLINIC PRACTICUM IN SPECIAL EDUCATION.** (6) 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.

**414-657 PRACTICUM IN 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.

**414-658 INTERNSHIP IN LEARNING DISABILITIES.** (3) (Prerequisite: 416-657) Supervised internship in evaluation and remedial planning. Under the instructors' supervision, participants will evaluate a student with learning difficulties, and plan and implement a remedial program.

**414-661 SEMINAR IN EDUCATIONAL INTEGRATION I.** (3) This course provides the rationales for integrated education; research on integration outcomes; historical and legal influences; issues and future trends. Students will be given practical opportunities for developing and/or monitoring integration efforts.

**414-662 SEMINAR IN EDUCATIONAL INTEGRATION II.** (3) This course presents an overview of models of integration; curricular approaches; changing roles of teachers; transition to community integration. Students will be given practical opportunities for developing and/or monitoring integration efforts.

**414-663 INSTRUCTION IN INTEGRATED SETTINGS.** (3) A workshop dealing with methods for integration: cooperative learning strategies; curriculum-based assessment and instruction; team planning processes; computer applications for instruction; peer tutoring; specialized resources.

**414-664 LEADERSHIP AND CHANGE IN SPECIAL EDUCATION.** (3) Systems approaches to educating children with special needs; historical, current, and future models; system change; leadership roles and strategies; program effectiveness.

**414-665 RESEARCH & 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.

**414-666 METHODS IN LEARNING DISABILITIES.** (3) Specific methods and materials for teaching students with learning disabilities; diagnostic-prescriptive process; methods for varying kinds of specific learning disabilities; needs of students in preschool, elementary, high school and post-secondary levels.

**414-667 BEHAVIORAL AND EMOTIONAL PROBLEMS.** (3) (Prerequisite: 416-615 or 414-643) Behavioral and emotional problems examined from different psychological perspectives. Theoretical issues and behavior management applications in educational settings.

**414-668 PERSONALITY THEORY IN RELATION TO THE SPECIAL CHILD.** (3) This course will examine normal personality development from several theoretical viewpoints. Exceptional development will also be examined with emphasis on the learning problems which can arise out of this.

**414-669 COGNITIVE DEVELOPMENT IN RELATION TO THE SPECIAL CHILD.** (3) This course will deal with the cognitive development of children and adolescents with implications for exceptional children.

**414-670 INTEGRATION OF STUDENTS WITH MENTAL HANDICAPS.** (3) Societal attitudes toward mental retardation; studies in the development of people with mental handicaps from birth through old age; emphasis on participation in home, school and community.

**414-671 CURRICULUM DEVELOPMENT FOR STUDENTS WITH MENTAL HANDICAPS.** (3) Issues in the definition and classification of students identified as mentally handicapped; methods for teaching academic, social and vocational skills.

**414-680 SELECTED TOPICS IN SPECIAL EDUCATION (I).** (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.

**414-681 SELECTED TOPICS IN SPECIAL EDUCATION (II).** (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.

**414-743 SEMINAR ON SPECIAL NEEDS.** (3) (Prerequisite: 414-643) Contemporary issues in the education of students with special needs. Professional and research issues.

**414-756 INTERNSHIP IN SPECIAL NEEDS EDUCATION.** (3) (Prerequisite: 414-656) Supervised internship in special needs education in a field setting tailored to the needs and interests of individual students.

**416-099 SUPERVISED TEACHING ASSISTANTSHIP IN EDUCATIONAL PSYCHOLOGY AND COUNSELLING.** (0)

**416-510 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. (Awaiting University Approval)

**416-515 GENDER IDENTITY DEVELOPMENT.** (3) (Prerequisites: 416-208, 416-300, 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.

**416-535 INSTRUCTIONAL DESIGN.** (3) The concept of instructional design, specifically its application to planning, enacting, and evaluating a specific course or curriculum unit.

**416-545 PRACTICUM IN INSTRUCTIONAL DESIGN.** (3) (Prerequisite: 416-535) This course is devoted to extensive work on developing

an instructional system. Each student selects a subject area and develops and validates an instructional unit. Students may wish to use this occasion to investigate in depth a particular aspect or feature of instructional design.

**416-555 APPLIED COGNITIVE SCIENCE.** (3) Examination of foundations of cognitive science including contributions by psychology, linguistics, and computer science. Consideration of theory and methodology of cognitive science in educational and instructional contexts.

**Courses 416-560, 416-564 and 416-565 are offered through Continuing Education. Please see the Program Coordinator.**

**416-560 HUMAN DEVELOPMENT.** (3) (Open to Educational and Counselling Psychology students or permission of Associate Program Director required.) 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.

**416-564 FAMILY COMMUNICATION.** (3) (Open to Educational and Counselling Psychology students or permission of Associate Program Director required.) 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.

**416-565 PSYCHOSOCIAL ASPECTS OF CANCER.** (3) (Open to Educational and Counselling Psychology students or permission of Associate Program Director required.) Psychosocial aspects of the cancer experience; assessment of psychological needs, resources and development of appropriate new coping skills. Crisis intervention, cognitive-behavioral therapy, relaxation, visual imagery, communication, decision making, and pain management, in group and individual modalities, for patients and significant others.

**416-575 EDUCATIONAL MEASUREMENT.** (3) Statistical measurements in education, graphs, charts, frequency distributions, central tendencies, dispersion, correlation, and sampling errors.

**416-595 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.

**416-596 SEMINAR IN SPECIAL TOPICS.** (3) Seminar in selected topics in Educational and Counselling Psychology. The topic will vary from year to year and will be announced prior to registration.

**416-600 SEMINAR IN 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.

**416-602 USES OF RESEARCH FINDINGS IN EDUCATION.** (3) (Corequisite or Prerequisite: 416-575 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.

**416-603 EDUCATIONAL RESEARCH AND DEVELOPMENT FOR PRACTITIONERS.** (3) (Prerequisite: 416-602) Development of research projects and proposals, design and methodology. Emphasis on applied research in school settings. Evaluation of research.

**416-604 THESIS I.** (3) (Corequisite: 416-600) Literature survey and thesis planning.

**416-605 RESEARCH METHODS.** (3) (Corequisite: 416-676) 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.

**416-607 THESIS II.** (3) (Corequisite: 416-604) Preparation of a thesis proposal.

**416-608 SELECTED TOPICS.** (3) A detailed examination of recent developments in specific topics in educational psychology. The content will vary from year to year and will be announced prior to registration.

**416-609 SELECTED TOPICS IN EDUCATIONAL PSYCHOLOGY.** (3) A detailed examination of recent developments in specific topics of educational psychology. The content of the seminar will vary from year to year and will be announced prior to registration.

**416-610 HISTORY/DEVELOPMENTAL PSYCHOLOGY.** (3) (Corequisite: 416-615) Major figures, theories and schools in the history of developmental psychology, including psychoanalytic, behaviorist, organismic, Piagetian, transactional, and neo-Piagetian.

**416-611 SCHOOL PSYCHOLOGY SEMINAR.** (3) Open only to School/Applied Child Psychology students. 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.

**416-615 THEORY/ISSUES IN CHILD DEVELOPMENT.** (3) Critical examination of the idea of child development. Major questions in the field will be examined, including biology versus the environment, sensitive periods, stage theory, continuity, constructivism, and qualitative change. Assessment of specific models of child development and relevant applications.

**416-616 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.

**416-617 ADOLESCENT DEVELOPMENT.** (3) Normal development of adolescents through young adulthood. Problems and concerns of adolescence which occur with physical, social and personal development, in the context of family and school adjustment.

**416-619 CHILD AND ADOLESCENT THERAPY.** (3) (For School/Applied Child and Counselling 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 strategies and methods for school and counselling psychologists.

**416-620 DEVELOPMENTAL PSYCHOPATHOLOGY.** (3) (Prerequisite: 416-615) 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.

**416-622 MULTICULTURALISM AND GENDER.** (3) 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.

**416-623 SOCIAL-EMOTIONAL DEVELOPMENT.** (3) (Prerequisites: 416-615, 616 or 620) Social-emotional development including temperament, attachment, gender identity, and peer relations. Biological and environmental influences, continuity and change, and qualitative versus quantitative variables.

**416-624 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.

**416-625 PRACTICUM I IN SCHOOL PSYCHOLOGY.** (3) (Prerequisites: 412-609, 412-610, 412-618, 414-654, 416-611, 416-616. Corequisites: 412-682, 416-620.) 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.

**416-626 PRACTICUM II IN SCHOOL PSYCHOLOGY.** (3) (Prerequisites: 416-620, 416-625. Corequisite: 412-682) Clinic experiences (normally 8-10 hours/week) building upon 416-625: (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.

**416-627 PROFESSIONAL PRACTICE OF PSYCHOLOGY.** (3) (Open only to students in Counselling Psychology or School/Applied Child Psychology, or by permission of the instructor and program directors.) 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.

**416-628 APPLIED DEVELOPMENTAL PSYCHOLOGY.** (3) (Prerequisite: 416-615 or permission of the instructor.) Examination of research, professional and theoretical topics extending beyond the prerequisite course, as applied to education.

**416-629 SCHOOL PSYCHOLOGY RESEARCH PROJECT.** (3) (Prerequisites: 412-618, 416-605. Corequisite: 416-682) Open to School/Applied Child Psychology students. An individually supervised research project in school/applied child psychology.

**416-635 THEORIES OF LEARNING AND INSTRUCTION.** (3) An analysis of the relationship between theory and research about learning and teaching from a historical perspective.

**416-636 CLASSROOM PROCESSES AND SOCIAL PSYCHOLOGY.** (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.

**416-638 THE PSYCHOLOGY OF ART IN EDUCATION.** (6) This course explores major theories and content areas within the field of the psychology of art focusing on the following topics: art and cognition from the point of view of the artist and the audience; problems of aesthetic judgment; psychoanalytic theories of art; the development of artistic skills in children; art in cross-cultural contexts; and the relationship between the psychology of art and teaching.

**416-640 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.

**416-641 USE OF THE COMPUTER IN EDUCATIONAL INSTRUCTION.** (6) Computer-assisted, -aided, and -managed instruction. Direct experience with remote-access terminals and micro-computers, and the writing, preparation and developmental testing of instructional sequences, in computerized form. Parts of this course are presented in computerized mode.

**416-643 EVALUATION OF COMPUTER SOFTWARE AND HARDWARE.** (3) The importance of evaluation in the selection of software and hardware for education. Establishment of criteria for evaluation. In-depth evaluations and comparisons of a variety of computer software, including word-processing and data-base packages, as well as various types of computer hardware for use within educational settings.

**416-645 RESEARCH ON INSTRUCTIONAL PROCESSES.** (3) (Corequisite: 635) This course builds critical skills in the analysis of categories of research and methodologies specific to instructional processes.

**416-646 SELECTED TOPICS IN THE SOCIAL PSYCHOLOGY OF EDUCATION.** (3) Topics vary from year to year but generally deal with the patterns of human interaction in classrooms and schools and their relations to such issues as the social and academic performance

of students, reciprocal effects among peer relationships, achievement and motivation, and the stereotyping of behavior and perceptions.

**416-648 INSTRUCTIONAL PSYCHOLOGY SEMINAR.** (3) (Prerequisites: 416-635) An advanced course intended to provide a framework for the review of theoretical and methodological issues in the field.

**416-649 INSTRUCTIONAL PSYCHOLOGY PRACTICUM.** (3) (Prerequisites: 416-535, 645, 670) The practical application of the knowledge gained in the Instructional Psychology course sequence in a setting that corresponds to the candidates' professional career goals.

**416-650 CONSCIOUSNESS AND VIRTUAL REALITY.** (3) An exploration of the nature and role of consciousness from the virtual reality research perspective, and the implications of virtual reality and cyberspace in education.

**416-655 COGNITIVE SCIENCE AND EDUCATION.** (3) (Prerequisite: 416-555 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.

**416-656 APPLIED COGNITIVE THEORY/METHODS.** (3) (Prerequisite: 416-555 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.

**416-660 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.

**416-661 DISCOURSE PROCESSES AND EDUCATION.** (3) (Prerequisites: 416-655, 656 or permission of the instructor.) Models of discourse representation and processing in realistic settings. Implications of such models for knowledge elaboration, transfer, and acquisition.

**416-662 PSYCHOLINGUISTICS AND LEARNING.** (3) (Prerequisites: 416-655, 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.

**416-663 LEARNING IN COMPLEX SITUATIONS.** (3) (Prerequisites: recommended: 416-555, 656 or permission of the instructor.) Theory and research on situated learning, including tutorial interaction and collaborative learning.

**416-664 NATURE/DEVELOPMENT OF EXPERTISE.** (3) (Prerequisites: 416-655, 656 or permission of the instructor.) Theories of expert performance in complex and realistic situations, including the development of such expertise.

**416-665 REASONING AND PROBLEM SOLVING.** (3) (Prerequisites: 416-655, 656 or permission of the instructor.) Seminar on theories and methods for research on human problem solving in educational and other complex situations. Includes the development of problem-solving skills.

**416-666 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.

**416-668 SEMINAR IN APPLIED COGNITIVE PSYCHOLOGY.** (3) (Prerequisite: 416-655 or permission of the instructor.) Examination of research, professional and theoretical topics extending beyond the prerequisite course, as applied to education.

**416-670 EDUCATIONAL EVALUATION.** (3) (Prerequisite: 416-635) Theories and models of evaluation as applied to educational programs and instructional systems.

**416-671 EDUCATIONAL EVALUATION: THEORY AND PRACTICE.** (6) Current models of evaluation of educational programs and products. These include objectives-based, discrepancy, decision-making and responsive models. Methods of evaluation both experimental and ethnographic. Emphasis is on the application of the models and methods to an evaluation project.

**416-675 INTERMEDIATE STATISTICS I.** (3) (Prerequisite: 416-575 or equivalent.) Central tendency, variation, correlation, simple regression, chi-square, estimation, hypothesis testing, selected inferential techniques (parametric and non-parametric). Computer data processing using existing packages.

**416-676 INTERMEDIATE STATISTICS II.** (3) (Prerequisite: 416-675 or equivalent.) Analysis of variance and covariance, fixed, random and mixed effects, crossed and nested designs; regression models. Computer data processing using existing packages.

**416-682 UNIVARIATE/MULTIVARIATE ANALYSIS.** (3) (Prerequisite: 416-676) 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.

**416-684 APPLIED MULTIVARIATE STATISTICS.** (3) (Prerequisite: 416-682 or equivalent.) Principal methods, models, and hypothesis-testing procedures for the prediction and analysis of patterns, structure, and relationships in multivariate data, 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.

**416-685 STUDIES IN EDUCATIONAL PSYCHOLOGY: MEASUREMENT OF INDIVIDUAL DIFFERENCES IN LEARNING AND ABILITY.** (3) (Corequisite: 416-676 or equivalent.) Theoretical and methodological approaches to the measurement and description of individual and group differences in cognitive abilities, learning, and other intellectual traits or processes. Measurement of abilities and learning, assessment of growth and development, group differences in intellectual processes, statistical theories of mental tests, and factor analysis.

**416-687 ADVANCED QUALITATIVE METHODS.** (3) (Prerequisite: 411-692 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.

**416-688 SEMINAR IN MEASUREMENT, EVALUATION AND RESEARCH DESIGN.** (3) (Prerequisite: Any of 416-671, 416-676, 416-682, 416-684, according to the topic in a particular semester; permission of the instructor.) Examination of research, professional, and theoretical topics extending beyond the prerequisite course.

**416-691 READING COURSE.** (3)

**416-692 READING COURSE.** (6)

**416-693 THESIS III.** (3) Thesis research under supervision of a research director.

**416-694 THESIS IV.** (3) Thesis research under supervision of a research director.

**416-695 THESIS V.** (6) Thesis research under supervision of a research director.

**416-696 THESIS VI.** (6) Thesis research under supervision of a research director.

**416-697 SPECIAL ACTIVITY I.** (6)

**416-698 SPECIAL ACTIVITY II.** (6) A project relevant to improving educational practice. It may be an internship, a research project,

or an innovation in teaching, supervised by the student's advisor and with the approval of the department. It is completed by the submission of a project report, monograph, or production. For M.Ed. students only.

**416-705 ADVANCED SEMINAR ON CURRENT PROBLEMS IN EDUCATIONAL PSYCHOLOGY.** (6) Research and theory in the study of human learning and teaching and related psychological considerations. An exploration of present frontiers of knowledge in these areas and of research and analytical methods appropriate for their study, in the laboratory and in field settings. Full course, to be taken during the first year of Ph.D. study. (Taught by the Program Committee.)

**416-708 PH.D. COMPREHENSIVE EXAMINATION.** 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.

**416-710 CONSULTATION IN SCHOOL PSYCHOLOGY.** (3) (Corequisites: 416-625, 416-626 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.

**416-712 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.

**416-721 SCHOOL PSYCHOLOGY: ELEMENTARY.** (6) (Prerequisites: 416-626) 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 416-722 or 416-723 in the same academic year.

**416-722 SCHOOL PSYCHOLOGY: SECONDARY.** (6) (Prerequisite: 416-626) 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 416-721 or 416-723 in the same academic year.

**416-723 SCHOOL PSYCHOLOGY: COMMUNITY.** (6) (Prerequisite: 416-626) 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 416-721 or 416-722 in the same academic year.

**416-725 INTERNSHIP I IN SCHOOL PSYCHOLOGY.** (12) (Prerequisites: 416-708 and two of 416-721, 416-722 or 416-723) Open only to Ph.D. students in School/Applied Child Psychology. A 2½ 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 416-726 in a single full-time year long internship; this full-time pattern is typical in accredited sites.

**416-726 INTERNSHIP II IN SCHOOL PSYCHOLOGY.** (12) (Prerequisites: 416-708 and two of 416-721, 416-722 or 416-723) Open only to Ph.D. students in School/Applied Child Psychology. A 2½ 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 416-725 in a single full-time year long internship; this full-time pattern is typical in accredited sites.

**449-582 HIGHER EDUCATION THEORY AND POLICY.** (3) Major issues facing universities and colleges in Canada and internationally. Review of systems of higher education in Canada. Analysis of the most important issues across higher education institutions, for example, quality of programs, instruction.

**449-588 THE HIGHER EDUCATION ENVIRONMENT.** (3) Investigation of the postsecondary environment, its constraints and potential for facilitating intellectual development and higher order learning. The student in the learning environment. In-depth analysis of the learning environment provided by universities and colleges, with an emphasis on the steps that can be taken to ensure effective teaching and learning.

**449-681 HIGHER EDUCATION DEVELOPMENT.** (3) (Corequisite: 449-582 or permission of instructor.) Analysis of program and curriculum development across disciplines and multidisciplinary areas of study at the postsecondary level. Program organization and planning in particular disciplinary areas and in relation to that of other disciplines.

**449-689 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.

**449-692 PRACTICUM IN UNIVERSITY TEACHING I.** (3) Supervised by a professor in their Department, students will experience all aspects of planning and conducting a university course. This includes directed observation of course sessions, and the planning and implementation of teaching episodes. In order to enrol, the student must obtain agreement from the supervising professor in advance.

**450-610 FOUNDATIONS OF ADULT EDUCATION.** (3) Adult education in the North American context, with emphasis on Canada; historical development; conceptual bases; contemporary trends; major literature in the field.

**450-612 THE ADULT LEARNER.** (3) Patterns of adult development; application of theories of learning to the adult learner; influence of such factors as work history, family role, learner needs and motivation on the role of the adult as learner.

**450-614 TEACHING THE ADULT.** (3) Teacher roles in adult education; instructional strategies and systems such as self-directed learning and learning contracts; comparisons and contrasts with the teaching of the young.

**450-615 ADMINISTERING ADULT EDUCATION PROGRAMS.** (3) Human resource management in relation to unique employment conditions in the field; the procurement, disbursement and control of funds.

**450-618 ISSUES IN ADULT EDUCATION.** (3) Selected issues related to policy, curriculum, and alternative models in adult education, with particular emphasis given to Quebec and Canadian settings.

**450-620 SELECTED TOPICS IN ADULT EDUCATION.** (3) Seminar on special topics such as adult literacy education, the education of handicapped adults, educational services to an aging population. Content of the seminar will vary from year to year.

**450-628 PRACTICUM IN ADULT EDUCATION.** (6) Observation of a skilled practitioner and supervised experience in an adult education setting.

**450-638 MONOGRAPH.** (6) An independent investigation of a topic in adult education leading to the submission of a substantial written report.

#### Courses in Other Departments

Students interested in statistical models and techniques in test theory are welcome to enrol in 204-510 (Dept. of Psychology):

**204-510 STATISTICAL ANALYSIS OF TESTS.** (3) (2 lectures; Prerequisites: 204-305 or 435B, 204-406 or permission of instructor.) 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 411-692 (Department of Educational Studies); 431-617 or 431-630 (Department of Second Language Education) and 416-687 (Department of Educational and Counselling Psychology).

**411-692 QUALITATIVE RESEARCH METHODS.** (3) Theoretical and practical exploration of the foundations of qualitative methods, with emphasis on underlying principles.

**431-617 SPECIAL TOPIC.** (3) Qualitative and ethnographic research methods. (May be offered in conjunction with 431-630.)

**431-630 QUALITATIVE AND ETHNOGRAPHIC STUDIES IN SECOND LANGUAGE EDUCATION.** (3) An examination of theoretical and applied issues in qualitative and ethnographic studies in second language education.

**455-635 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.

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.

## 28 Educational Studies

Department of Educational Studies

Administrative Offices:

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3700 McTavish Street

Montreal QC H3A 1Y2

Telephone: (514) 398-4525

Fax: (514) 398-4529

Website: <http://www.education.mcgill.ca/des/default.html>

Graduate Programs:

Duggan House, Room 205

3724 McTavish Street

Telephone: (514) 398-4531

Fax: (514) 398-7436

Chair — Anthony Paré

Director of Graduate Programs — Lynn Butler-Kisber

To contact the academic staff of the Department: telephone (514) 398-6746, or fax (514) 398-7436. The administrative office is open Monday to Friday from 08:30 to 16:30. During the first week of classes, the office will remain open until 18:00.

Dr. Butler-Kisber is responsible for academic advising for all graduate programs in the Department. For general information, please initially contact the Graduate Program Coordinator at (514) 398-4531.

### 28.1 Staff

#### *Emeritus Professors*

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

Margaret Gillett; B.A., Dip. Ed.(Syd.), M.A.(Russel Sage),

Ed.D.(Col.) (*William C. Macdonald Emeritus Professor of Education*)

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

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