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

1. McGill University reserves the right to make changes to the information contained in this online publication - including correcting errors, altering fees, schedules of admission, and credit requirements, and revising or cancelling particular courses or programs - without prior notice.

2. In the interpretation of academic regulations, the Senate is the final authority.

3. Students are responsible for informing themselves of the University's procedures, policies and regulations, and the specific requirements associated with the degree, diploma, or certificate sought.

4. All students registered at McGill University are considered to have agreed to act in accordance with the University procedures, policies and regulations.

5. Although advice is readily available on request, the responsibility of selecting the appropriate courses for graduation must ultimately rest with the student.

6. Not all courses are offered every year and changes can be made after publication. Always check the Minerva Class Schedule link at https://horizon.mcgill.ca/pban1/bwckschd.p_disp_dyn_sched for the most up-to-date information on whether a course is offered.

7. The academic publication year begins at the start of the Fall semester and extends through to the end of the Winter semester of any given year. Students who begin study at any point within this period are governed by the regulations in the publication which came into effect at the start of the Fall semester.

8. Notwithstanding any other provision of the publication, it is expressly understood by all students that McGill University accepts no responsibility to provide any course of instruction, program or class, residential or other services including the normal range of academic, residential and/or other services in circumstances of utility interruptions, fire, flood, strikes, work stoppages, labour disputes, war, insurrection, the operation of law or acts of God or any other cause (whether similar or dissimilar to those enumerated) which reasonably prevent their provision.

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To Graduate Students and Postdoctoral Fellows:

Welcome to Graduate and Postdoctoral Studies (GPS) at McGill. You are joining a community of world-class researchers and more than 10,000 graduate students in over 400 programs. GPS is here to support you from admissions through to graduation and beyond. We take a holistic approach to graduate student success; we support not only your academic development, but also your career-planning and professional development, and your well-being and student life. I invite you to consult the website Resources for Your Success, which is a one-stop-shop for the many resources and support systems in place for you across the University.

I would like to wish you all the best in your studies at McGill. We are here to make sure that you have the best possible experience.

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

2 Graduate and Postdoctoral Studies

2.1 Administrative Officers

<table>
<thead>
<tr>
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<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josephine Nalbantoglu; B.Sc., Ph.D.(McG.)</td>
<td>Dean (Graduate and Postdoctoral Studies)</td>
</tr>
<tr>
<td>Robin Beech; B.Sc.(Nott.), Ph.D.(Edin.)</td>
<td>Associate Dean (Graduate and Postdoctoral Studies)</td>
</tr>
<tr>
<td>France Bouthillier; B.Ed., C.Admin.(UQAM), M.B.S.I.(Montr.), Ph.D.(Tor.)</td>
<td>Associate Dean (Graduate and Postdoctoral Studies)</td>
</tr>
<tr>
<td>Lorraine Chalifour; B.Sc., Ph.D.(Manit.)</td>
<td>Associate Dean (Graduate and Postdoctoral Studies)</td>
</tr>
<tr>
<td>Elisa Pylkkanen; B.A., M.A.(McG.)</td>
<td>Director (Graduate and Postdoctoral Studies)</td>
</tr>
</tbody>
</table>

2.2 Location

James Administration Building, Room 400
845 Sherbrooke Street West
Montreal QC H3A 0G4
Website: www.mcgill.ca/gps

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

2.3 Graduate and Postdoctoral Studies’ Mission

The mission of Graduate and Postdoctoral Studies (GPS) is to promote university-wide academic excellence for graduate and postdoctoral education at McGill. GPS provides leadership and strategic direction across the university in close collaboration with the academic and administrative units, and the graduate and postdoctoral community.

3 Important Dates

For all dates relating to the academic year, consult www.mcgill.ca/importantdates.
4 Graduate Studies at a Glance

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

5 Program Requirements

Refer to University Regulations & Resources > Graduate > Regulations > : Program Requirements for graduate program requirements for the following:

- Master's Degrees
- Doctoral Degrees
- Coursework for Graduate Programs, Diplomas, and Certificates

6 Graduate Admissions and Application Procedures

Please refer to University Regulations & Resources > Graduate > : Graduate Admissions and Application Procedures for information on:

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

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

7 Fellowships, Awards, and Assistantships

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

8 Postdoctoral Research

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

8.1 Postdocs

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

Postdocs must be appointed by their department and registered with Enrolment Services in order to have access to University facilities (library, computer, etc.).
8.2 Guidelines and Policy for Academic Units on Postdoctoral Education

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

1. Definition and Status

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

2. Registration

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

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

3. Appointment, Pay, Agreement of Conditions

i. Appointments may not exceed your registration eligibility status.

ii. In order to be registered as a Postdoc, you must be assured of financial support other than from personal means during your stay at McGill University, equivalent to the minimal stipend requirement set by the University in accordance with guidelines issued by federal and provincial research granting agencies. There are no provisions for paid parental leave unless this is stipulated in the regulations of a funding agency outside the University.

iii. At the outset of a postdoctoral appointment, a written Letter of Agreement for Postdoctoral Education should be drawn up and signed by the Postdoc, the supervisor, and the department head or delegate (see template Letter of Agreement and supporting document—Commitments of Postdoctoral Scholars and Supervisors—available at www.mcgill.ca/gps/postdocs/fellows/responsibilities). This should stipulate, for example, the purpose of the postdoctoral appointment (research training and the advancement of knowledge), the duration of the fellowship/financial support, the modality of pay, the work space, travel funds, and expectations and compensation for teaching and student research supervision. Leaves from postdoctoral education must comply with the Graduate and Postdoctoral Studies Policies for Vacation, Parental/Familial, and Health Leave (see section 8.3: Vacation Policy for Graduate Students and Postdocs and University Regulations & Resources > Graduate > Regulations > Categories of Students > Leave of Absence Status). Any breach of these conditions may result in grievance procedures or the termination of the postdoctoral appointment.

iv. Postdocs with full responsibility for teaching a course should be compensated over and above their fellowship at the standard rate paid to lecturers by their department. This applies to all postdocs, except those for whom teaching is part of the award (e.g., Mellon grantees).

v. The amount of research, teaching, or other tasks that Postdocs engage in over and above postdoctoral activities should conform to the regulations for Postdocs specified by the Canadian research council of their discipline. This applies to all Postdocs, including those whose funding does not come from the Canadian research councils.

4. Privileges

i. Postdocs have the same pertinent rights as the ones granted to McGill students under www.mcgill.ca/students/srr, and those granted by the policies listed at www.mcgill.ca/secretariat/policies-and-regulations.

ii. Postdocs have full graduate student borrowing privileges in McGill libraries through their identity card.

iii. As a rule, Postdocs who are Canadian citizens or who have Permanent Resident status may take courses for credit. Admission to such courses should be sought by submitting application documents directly to the appropriate program by the Postdoc. They must be admitted by the department offering the courses as Special Students. These Postdocs may only be enrolled as part-time students in non-degree granting programs. They will be charged fees for these courses.

iv. Postdocs may be listed in the McGill directory. The Computing Centre will grant Postdocs email privileges on the same basis as graduate students upon presentation of a valid identity card.

v. The Department of Athletics will grant Postdocs access to sports facilities upon presentation of their identity card. A fee will be charged on an annual or term basis.

vi. Postdocs are mandatory members of the Post-Graduate Students’ Society (PGSS) and an annual association fee is automatically charged. PGSS fees are mandatory. Postdocs are permitted membership in the Faculty Club; an annual fee will be charged for this membership.

vii. Postdocs are encouraged to participate in Professional Development Workshops provided by Graduate and Postdoctoral Studies and Teaching and Learning services. These sessions are usually free of charge.

viii. Postdocs have access to the services provided by the Ombudsperson.

ix. Postdocs may enrol as part-time students in the second language written and spoken English/French courses offered by the School of Continuing Studies/French Language Centre. Postdocs will be charged tuition for these courses. International Postdocs may be required to obtain a CAQ and a Study Permit.
x. Access to student services and athletic services are available to the Postdoc on an opt-in basis. Fees are applicable.

5. Responsibilities

i. Postdocs are subject to the responsibilities outlined at www.mcgill.ca/students/srr and must abide by the policies listed at www.mcgill.ca/secretariat/policies-and-regulations.

ii. Each academic unit hosting Postdocs should clearly identify Postdocs’ needs and the means by which they will be met by the unit.

iii. Each academic unit should assess the availability of research supervision facilities, office space, and research funding before recruiting Postdocs.

iv. Some examples of responsibilities of the department are:

   • to verify the Postdoc’s eligibility period for registration;
   • to provide Postdocs with departmental policy and procedures that pertain to them;
   • to oversee the registration and appointment of Postdocs;
   • to assign departmental personnel (e.g., Postdoc coordinator and Graduate Program Director) the responsibility for Postdocs;
   • to oversee and sign off on the Letter of Agreement for Postdoctoral Education;
   • to ensure that each Postdoc has a supervisor, lab and/or office space, access to research operating costs and necessary equipment;
   • to include Postdocs in departmental career and placement opportunities;
   • to refer Postdocs to the appropriate University policies and personnel for the resolution of conflict that may arise between a Postdoc and a supervisor.

v. Some examples of responsibilities of the supervisor are:

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

vi. Some examples of responsibilities of Postdocs are:

   • to inform themselves of and adhere to the University’s policies and/or regulations for Postdocs for leaves, for research, and for student conduct as outlined at www.mcgill.ca/students/srr and the Graduate and Postdoctoral Studies University Regulations and Resources;
   • to submit a complete file for registration to Enrolment Services;
   • to sign and adhere to their Letter of Agreement for Postdoctoral Education;
   • to communicate regularly with their supervisor;
   • to inform their supervisor of their absences.

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

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

Approved by Senate, April 2000; revised May 2014

8.3 Vacation Policy for Graduate Students and Postdocs

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

Council of FGSR April 23, 1999

8.4 Leave of Absence for Health and Parental/Familial Reasons

A leave of absence may be granted for maternity or parental reasons or for health reasons (see University Regulations & Resources > Graduate > Leave of Absence Status).

Such a leave must be requested on a term-by-term basis and may be granted for a period of up to 52 weeks. For a maternity or parental leave, the eligibility period of a maximum of 52 consecutive weeks is determined based on when the child is born; if the leave is interrupted for one or two terms, the eligibility period cannot be extended. Students and Postdocs must make a request for such a leave in writing to their department and submit a medical certificate. The
department shall forward the request to Enrolment Services. See the procedure in *University Regulations & Resources > Graduate > Leave of Absence Status*.

Students who have been granted such a leave will have to register for the term(s) in question and their registration will show as “leave of absence” on their record. No tuition fees will be charged for the duration of the authorized leave. Research supervisors are not obligated to remunerate students and Postdocs on leave. A summary table of various leave policies (paid or unpaid) for students and Postdocs paid from the Federal and Quebec Councils through fellowships or research grants is available at [www.mcgill.ca/gps/funding/getting-paid](http://www.mcgill.ca/gps/funding/getting-paid) under "Leave Policies and Form."

8.5 **Postdoctoral Research Trainees**

**Eligibility**

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

The category of Postdoctoral Research Trainee is for:

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

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

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

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

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

**General Conditions**

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

9 **Graduate Studies Guidelines and Policies**

Refer to *University Regulations & Resources > Graduate > Guidelines and Policies* for information on the following:

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

Graduate students are encouraged to refer to: *Student Services and Information* for information on the following topics:

- Service Point
- Student Rights & Responsibilities
- Student Services – Downtown & Macdonald Campuses
- Residential Facilities
- Athletics and Recreation
- Ombudsperson for Students
- Extra-Curricular and Co-Curricular Activities
- Bookstore
- Computer Store
- Day Care

11 **Information on Research Policies and Guidelines, Patents, Postdocs, Associates, Trainees**

Refer to *University Regulations & Resources > Graduate > Research Policy and Guidelines* for information on the following:

- Regulations on Research Policy
- Regulations Concerning the Investigation of Research Misconduct
- Requirements for Research Involving Human Participants
- Policy on the Study and Care of Animals
- Policy on Intellectual Property
- Regulations Governing Conflicts of Interest
- Safety in Field Work
- Office of Sponsored Research
- Postdocs
- Research Associates

12 **Browse Academic Units & Programs**

The programs and courses in the following sections have been approved for the 2019–2020 session as listed. The Faculty/School reserves the right to introduce changes as may be deemed necessary or desirable at any time throughout the year.

12.1 **Educational and Counselling Psychology**

12.1.1 **Location**

Department of Educational and Counselling Psychology
Education Building, Room 614
3700 McTavish Street
Montreal QC H3A 1Y2
Canada
Telephone – Program Information: 514-398-4242
Fax: 514-398-6968
12.1.2 About Educational and Counselling Psychology

The Department of Educational and Counselling Psychology (ECP) programs and research examine the interplay between complex human systems (cognitive, social, emotional, behavioural, and biological) to maximize:

a. learning
b. wellness (mental and physical)
c. human development

in multiple settings and throughout the lifespan. More specifically, they examine issues pertaining to cognitive processes and developmental neuroscience, assessment and intervention, and the design and evaluation of learning environments and instructional practices, with both typical and atypical populations in mind. While ECP’s primary disciplinary bases are psychology and education, it contributes to and is enriched by extended interdisciplinary collaborations with, among others, medicine and other health professions; neurosciences; computer science; science; social work and policy; and law.

Students in our programs benefit from having access to the McGill Psychoeducational and Counselling Clinic and the Departmental Assessment Materials Resource Centre. To develop their professional skills in assessment, therapy, and supervision, students are equipped with the latest standardized materials and a state-of-the-art venue within which to conduct psychological and cognitive assessments.

Our professional programs also have established connections with world-class public and private organizations, which include health care facilities and school boards where students receive supervised training for internships and practica. Our faculty members are involved in intra- and interdisciplinary collaborative research locally, nationally, and internationally. These networks offer students valuable exposure to, and connection with, different research laboratories, research leaders, and professional organizations. Students benefit from international mobility programs and specialized training offered in specific locations. Working closely with faculty members in their research teams, our students enrolled in research-based M.A. and Ph.D. programs have proven very successful in obtaining major external fellowships from bodies such as SSHRC, FQRSC, FRQS, and CIHR.

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

Detailed graduate degree descriptions are available in the following sections:

- section 12.1.2: Graduate Degrees in Counselling Psychology
- section 12.1.2: Graduate Degrees in School/Applied Psychology
- section 12.1.2: Graduate Degrees in Educational Psychology

Master of Arts (M.A.) Degrees

Students can obtain an M.A. degree in:

1. Counselling Psychology (Non-Thesis) with major concentrations in:
   - Professional/Internship (coursework and internship based)
   - Project (coursework and research based)

2. School/Applied Child Psychology (Non-Thesis)

3. Educational Psychology with a Major in:
   - School/Applied Child Psychology

4. Educational Psychology with concentrations in:
   - Health Professions Education
   - Human Development
   - Learning Sciences

Master of Education (M.Ed.) Degrees

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

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

Doctor of Philosophy (Ph.D.) Degrees

Students can obtain a Ph.D. degree in:

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

Postdoctoral Degrees

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

- Post-Ph.D. Graduate Diploma in School/Applied Child Psychology Please note that admissions to this program is currently suspended

Advising

For information about these graduate programs please view our website at www.mcgill.ca/edu-ecp/prospective.

Please contact us at admissions.ecp@mcgill.ca for any questions related to the admissions process for any of the above programs.

Professional Accreditation

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

Note: The APA no longer accredits programs outside of the United States of America effective September 1, 2015. The implication of this decision for students is that those who graduate from our programs after this date cannot attest to having graduated from an APA-accredited program. For further information regarding APA accreditation, see: www.apa.org/ed/accreditation/index.aspx.

Important addresses:

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

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

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

Graduate degrees in Counselling Psychology or School/Applied Child Psychology, and elsewhere in Educational Psychology, do not lead to teaching certification—see the Faculty of Education’s Undergraduate section for B.Ed. programs. Holders of other undergraduate degrees may apply to enter the B.Ed. with Advanced Standing.

Research/Training Facilities

The Department houses a number of training and research units and maintains working relationships with specialized centres and research groups that offer opportunities for training and research to selected students. For a comprehensive list of such groups, consult our website.

Graduate Degrees in Counselling Psychology

**section 12.1.5: Master of Arts (M.A.) Counselling Psychology (Non-Thesis): Professional/Internship (60 credits)**

The aim of this program is to produce graduates who:

1. are trained in the major applied areas of counselling;
2. will be qualified to work in a variety of settings where educational, vocational, personal, and developmental counselling is offered; and
**section 12.1.5: Master of Arts (M.A.) Counselling Psychology (Non-Thesis): Professional/Internship (60 credits)**

3. have had an extensive supervised internship in either a clinical or educational setting.

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

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

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

For further information, consult the [website](http://example.com).

**section 12.1.6: Master of Arts (M.A.) Counselling Psychology (Non-Thesis): Project (60 credits)**

This program is designed to produce graduates with introductory academic preparation for research or clinical careers in counselling psychology. Training is provided in the research domain through coursework in data analysis and a research project. Clinical preparation is initiated in the program through coursework in ethics, intervention, assessment, psychological testing, and multicultural issues and through a practicum. Most coursework is taken during the student’s first year of studies while beginning work on their research projects. In their second year, students gain practical experience via a practicum in the Department’s Psychoeducational and Counselling Clinic while also completing the majority of their work on the research project. The degree alone does not fulfil the requirements for membership in the orders that certify either guidance counsellors (OCCOQ) or psychologists (OPQ) in Quebec.

For further information, consult the [website](http://example.com).

**section 12.1.7: Doctor of Philosophy (Ph.D.) Counselling Psychology**

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

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

Graduates of the program will be prepared to assume careers in education and community settings, including faculty positions, counselling and psychological positions on the staff of university and college mental health centres, and professional positions in psychological agencies offering preventative mental health services. The program is currently accredited by the Canadian Psychological Association (CPA), and the *Ordre des psychologues du Québec* (OPQ) (Please note that the APA no longer accredits programs outside of the United States of America). Graduates are eligible for licensure in Quebec.

For further information, consult the [website](http://example.com).

**Graduate Degrees in School/Applied Psychology**

**section 12.1.8: Master of Arts (M.A.) School/Applied Child Psychology (Non-Thesis) (60 credits)**

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

**section 12.1.9: Doctor of Philosophy (Ph.D.) School/Applied Child Psychology**

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

Extending upon the M.A. degree, the program's focus remains on the improvement of the educational and psychological well-being of children and to educate school psychologists in a manner consistent with the highest international standards in the field. Students explore a variety of topics including mental health, child development, school organization, learning processes, behaviour, motivation, and effective teaching. They are prepared to become...
Graduate Degrees in Educational Psychology

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

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

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

The program offers the following concentrations of study:

- **Family Life Education:** Admission to this concentration is currently suspended.


- **General Educational Psychology:** Permits students with very specific experiences and career paths to tailor the program to their particular situations. Students may draw courses from other concentrations within the M.Ed. programs including Inclusive Education, Learning Sciences, or any other general Departmental courses. This program suits students with very unique program needs in Educational Psychology.


- **General Educational Psychology (Project)** Provides students with an interest in the General Educational Psychology concentration the opportunity to focus on an issue in the field and complete a research project in place of coursework (12 credits).


- **Inclusive Education:** Prepares students to work with diverse individuals in a variety of settings that emphasize inclusive practice. As most professional and educational contexts are becoming more diverse, this program has wide appeal and is relevant to current teachers, consultants, other professionals working in the education system, and to those wishing to understand human development and potential in all inclusive contexts.


- **Inclusive Education (Project):** Provides students with an interest in the Inclusive Education concentration the opportunity to focus on an issue in the field and complete a research project in place of coursework (12 credits).
The program offers candidates the option of conducting academic or applied research (via a 12-credit Research Project or Special Activity) to enhance the applied experience of learning. The academic staff who teach and supervise within the program understand both research and applied contexts such as the school system. Courses are offered in the evening to accommodate full-time professionals and can be completed on either a full-time or part-time basis.

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

For further information, consult the website.

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

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

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

Candidates are required to select and follow the set of courses in one of three concentrations of study or the Major in School/Applied Child Psychology, select a topic for research, and present the results of such research in a thesis.

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

1. **The Health Professions Education concentration** ([www.mcgill.ca/edu-ecp/programs/healthprofessions](http://www.mcgill.ca/edu-ecp/programs/healthprofessions)) is dedicated to the preparation of qualified researchers, developers, and practitioners who can advance the scientific understanding and practice of teaching and learning as they happen in the health professions and throughout the lifespan. The program is for health professionals who are interested in conducting educational research and working on development projects (e.g., program, curriculum, faculty) as well as for educational psychology graduate students who are interested in issues related to medical education and education in other health professions.

   The program will produce a graduate who can recognize the role of education in a health professions context, who has sufficient research competence to conduct empirical research in health education settings, and who can apply research results to solve practical problems in this field. Student admission and supervision is done jointly with the Centre for Medical Education.

   See [section 12.1.17: Master of Arts (M.A.) Educational Psychology (Thesis): Health Professions Education (48 credits)](#).

2. **The Human Development concentration** ([www.mcgill.ca/edu-ecp/programs/humandev](http://www.mcgill.ca/edu-ecp/programs/humandev)) is intended to prepare students from education and psychology backgrounds to work in school, institutional, and university settings. The degree prepares candidates to support the educational and psychological well-being of individuals, to use research to critically inform practice, and to be able to conceptualize and conduct applied and theoretical research related to different trajectories of human development and varied educational settings. The program follows a mentorship model that encourages students’ active participation in research and prepares them for academia and leadership roles in the field.

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

   See [section 12.1.18: Master of Arts (M.A.) Educational Psychology (Thesis): Human Development (45 credits)](#).

3. **The Learning Sciences concentration** ([www.mcgill.ca/edu-ecp/programs/learningsci](http://www.mcgill.ca/edu-ecp/programs/learningsci)) aims to develop competent and inquiring professionals who have the skills to understand and improve learning and teaching by way of conceptualizing and conducting applied and theoretical research in different formal and informal educational settings. It is dedicated to the preparation of qualified researchers, developers, and practitioners who can advance the scientific understanding and practice of teaching and learning in schools, colleges and universities, the workplace and professional practice, as well as virtual learning communities. Students acquire theoretical and practical knowledge through coursework, team-based research assistantships, and apprenticeships where appropriate.

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

   See [section 12.1.19: Master of Arts (M.A.) Educational Psychology (Thesis): Learning Sciences (45 credits)](#).

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

1. **The School/Applied Child Psychology Major** ([www.mcgill.ca/edu-ecp/programs/schoolpsych](http://www.mcgill.ca/edu-ecp/programs/schoolpsych)) is a combined M.A. and Ph.D. program with the doctoral degree in School/Applied Child Psychology. Most students who enrol in the master’s program continue to pursue studies at the doctoral level, although students can apply for direct entry into the Ph.D. program with a master’s degree obtained at another institution.

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

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

   See section 12.1.8: Master of Arts (M.A.) School/Applied Child Psychology (Non-Thesis) (60 credits).

2. **The Human Development concentration** ([www.mcgill.ca/edu-ecp/programs/humandevelop](http://www.mcgill.ca/edu-ecp/programs/humandevelop)) is a combined M.A. and Ph.D. program with the doctoral degree in Human Development. The Human Development concentration builds upon the M.A. program and is intended to prepare students to work in school, institutional, and university settings. The degree prepares candidates to support the educational and psychological well-being of individuals, to use research to critically inform practice, and to be able to conceptualize and conduct applied and theoretical research related to different trajectories of human development and varied educational settings. The program follows a mentorship model that encourages students’ active participation in research and prepares them for academia and leadership roles in the field.

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

   See section 12.1.20: Doctor of Philosophy (Ph.D.) Educational Psychology: Human Development.

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

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

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

The program offers **two concentrations**:

1. **Human Development concentration** ([www.mcgill.ca/edu-ecp/programs/humandevelop](http://www.mcgill.ca/edu-ecp/programs/humandevelop)) The Human Development concentration builds upon the M.A. program and is intended to prepare students to work in school, institutional, and university settings. The degree prepares candidates to support the educational and psychological well-being of individuals, to use research to critically inform practice, and to be able to conceptualize and conduct applied and theoretical research related to different trajectories of human development and varied educational settings. The program follows a mentorship model that encourages students’ active participation in research and prepares them for academia and leadership roles in the field.

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

   See section 12.1.20: Doctor of Philosophy (Ph.D.) Educational Psychology: Human Development.

2. **Learning Sciences concentration** ([www.mcgill.ca/edu-ecp/programs/learningsci](http://www.mcgill.ca/edu-ecp/programs/learningsci)) The Learning Sciences concentration builds upon the M.A. program and continues its aim of developing competent and inquiring professionals who have the skills to understand and improve learning and teaching by way of conceptualizing and conducting applied and theoretical research in different formal and informal educational settings. It is dedicated to the preparation of qualified researchers, developers, and practitioners who can advance the scientific understanding and practice of teaching and learning. The settings could be schools, colleges and universities, the workplace and professional practice, as well as virtual learning communities. Students acquire theoretical and practical knowledge through coursework, team-based research assistantships, and apprenticeships where appropriate.

   See section 12.1.21: Doctor of Philosophy (Ph.D.) Educational Psychology: Learning Sciences.

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

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

- section 12.1.3.1: M.A. in Counselling Psychology (Non-Thesis)
- section 12.1.3.2: Ph.D. in Counselling Psychology
- section 12.1.3.3: Ph.D. in School/Applied Child Psychology
- section 12.1.3.4: Post-Ph.D. Graduate Diploma in School/Applied Child Psychology
- section 12.1.3.5: M.Ed. in Educational Psychology (Non-Thesis)
- section 12.1.3.6: M.A. in Educational Psychology (Thesis)
- section 12.1.3.7: Ph.D. in Educational Psychology

**12.1.3.1 M.A. in Counselling Psychology (Non-Thesis)**

The M.A. in Counselling Psychology program offers the following two concentrations:
1. Professional/Internship (coursework and internship based)
2. Project (research based)

12.1.3.1.1 Admission Requirements
Concentration: Professional/Internship

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

Concentration: Project

To be eligible, applicants must hold a baccalaureate degree in psychology consisting of 42 credits of core courses in specific domains (see list in the Pre-Admission Academic Checklist), with a minimum CGPA of 3.0 out of a possible 4.0 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies at the undergraduate level. For more information please visit our website.

12.1.3.1.2 Application Procedures

McGill’s online application form for graduate program candidates is available at www.mcgill.ca/gradapplicants/apply. See University Regulations and Resources > Graduate > Graduate Admissions and Application Procedures > : Application Procedures for detailed application procedures.

12.1.3.1.2.1 Additional Requirements

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

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

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Counselling Psychology: Project and Professional/Internship concentrations, can be found on the Departmental website.

12.1.3.2 Ph.D. in Counselling Psychology
12.1.3.2.1 Admission Requirements

To be eligible applicants must hold:

A master’s degree equivalent to the section 12.1.6: Master of Arts (M.A.) Counselling Psychology (Non-Thesis): Project (60 credits) or a Master’s degree from a directly relevant program (e.g., clinical psychology, other Counselling Psychology programs) along with 42 credits of core courses in specific Psychology domains (see list in the Pre-Admission Academic Checklist), with a minimum CGPA of 3.0 out of a possible 4.0 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

12.1.3.2.2 Application Procedures

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

12.1.3.2.2.1 Additional Requirements

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

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

Information on application procedures, deadlines, supporting documents, and contact information for the Ph.D. in Counselling Psychology can be found on the Department’s website.

12.1.3.3 Ph.D. in School/Applied Child Psychology
12.1.3.3.1 Admission Requirements

To be eligible applicants must hold:
A master's degree equivalent to the section 12.1.8: Master of Arts (M.A.) School/Applied Child Psychology (Non-Thesis) (60 credits) along with 42 credits of core courses in specific domains (see list in the Pre-Admission Academic Checklist) with a minimum CGPA of 3.0 out of 4.0 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

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

12.1.3.3.2 Application Procedures
McGill’s online application form for graduate program candidates is available at www.mcgill.ca/gradapplicants/apply.

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

- Curriculum Vitae
- Three reference letters
- Personal Statement
- Research Proposal
- Written Work
- Ph.D. Pre-Admission Academic Checklist

Please note that the GRE is no longer required. Further information on application procedures, deadlines, supporting documents, and contact information for the Ph.D. in School/Applied Child Psychology can be found on the Department’s website.

12.1.3.4 Post-Ph.D. Graduate Diploma in School/Applied Child Psychology
12.1.3.4.1 Admission Requirements
Please note that admission to the Post-Ph.D. program is currently suspended.

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

12.1.3.4.2 Application Procedures
McGill’s online application form for graduate program candidates is available at www.mcgill.ca/gradapplicants/apply.

Information on application procedures, deadlines, supporting documents, and contact information for the Post-Ph.D. Graduate Diploma in School/Applied Child Psychology can be found on the Department’s website.

12.1.3.5 M.Ed. in Educational Psychology (Non-Thesis)
This program offers six concentrations:

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

12.1.3.5.1 Admission Requirements

1. An undergraduate degree in education, psychology, or another field relevant to the proposed studies in Educational Psychology. It is recommended that some prior study of a relevant branch of psychology form part of the undergraduate training.
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

12.1.3.5.2 Application Procedures
McGill’s online application form for graduate program candidates is available at www.mcgill.ca/gradapplicants/apply.

Information on application procedures, deadlines, supporting documents, and contact information for the M.Ed. concentrations in Educational Psychology can be found on the Department’s website.

12.1.3.6 M.A. in Educational Psychology (Thesis)
This program offers three concentrations:

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

and one Major:
1. School/Applied Child Psychology

12.1.3.6.1 Admission Requirements

Learning Sciences Concentration

1. An undergraduate degree in education, psychology, or another field relevant to the proposed studies in Educational Psychology. It is recommended that some prior study of a relevant branch of psychology form part of the undergraduate training.
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

Health Professions Education Concentration

1. An undergraduate degree in education, psychology, or another field relevant to the proposed studies in Educational Psychology. It is recommended that some prior study of a relevant branch of psychology form part of the undergraduate training.
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

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

Human Development Concentration

1. An undergraduate degree in education, psychology, or another field relevant to the proposed studies in Educational Psychology. It is recommended that some prior study of a relevant branch of psychology form part of the undergraduate training.
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

School/Applied Child Psychology Major

1. An undergraduate degree in education, psychology, or another field relevant to the proposed studies in Educational Psychology, consisting of 42 credits of core courses in specific domains (see list in the Pre-Admission Academic Checklist).
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

12.1.3.6.2 Application Procedures

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

Learning Sciences Concentration

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

Health Professions Education Concentration

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

Human Development Concentration

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

School/Applied Child Psychology Major

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

12.1.3.6.2.1 Additional Requirements

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

Learning Sciences Concentration

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

Health Professions Education Concentration

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

Human Development Concentration

- Curriculum Vitae
- Three reference letters
- Statement of Research Interest and Preferred Supervisor(s)
- Personal Statement
12.1.3.7 Ph.D. in Educational Psychology

12.1.3.7.1 Admission Requirements

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

1. Human Development
2. Learning Sciences

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

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

12.1.3.7.2 Application Procedures

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

Information on application procedures, deadlines, supporting documents, and contact information for the Ph.D. in Educational Psychology: Human Development concentration can be found on the Department’s website.

Information on application procedures, deadlines, supporting documents, and contact information for the Ph.D. in Educational Psychology: Learning Sciences concentration can be found on the Department’s website.

12.1.3.7.2.1 Additional Requirements

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

**Human Development Concentration**

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

**Learning Sciences Concentration**

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

12.1.3.8 Application Dates and Deadlines

Application opening dates are set by Enrolment Services in consultation with Graduate and Postdoctoral Studies (GPS), while application deadlines are set by the Department of Educational & Counselling Psychology and may be revised at any time. Applicants must verify all deadlines and documentation requirements well in advance on the appropriate McGill departmental website; please consult the list at www.mcgill.ca/gps/contact/graduate-program.
### Counselling Psychology (M.A. or Ph.D.)

<table>
<thead>
<tr>
<th>Application Opening Dates</th>
<th>Application Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Applicants</strong></td>
<td><strong>Non-Canadian citizens (incl. Special, Visiting &amp; Exchange)</strong></td>
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<tr>
<td>Fall Term:</td>
<td>Sept. 15</td>
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<td>Winter Term:</td>
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<tr>
<td>Summer Term:</td>
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### Educational Psychology and School/Applied Child Psychology programs (M.A., M.Ed., or Ph.D.)

<table>
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<th>Application Opening Dates</th>
<th>Application Deadlines</th>
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<tr>
<td><strong>All Applicants</strong></td>
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<td>Winter Term:</td>
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</tr>
<tr>
<td>Summer Term:</td>
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</tr>
</tbody>
</table>

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

#### 12.1.4 Educational and Counselling Psychology Faculty

**Chair**

Jeffrey L. Derevensky

**Program Directors**

- Martin Drapeau – *Counselling Psychology*
- Tara Flanagan – *Human Development, M.Ed. Concentrations in Educational Psychology*
- Nathan Hall – *Health Professions Education, Learning Sciences*
- Armando Bertone – *School/Applied Child Psychology*
- Ada L. Sinacore – *Graduate Certificate in Counselling Applied to Teaching*

**Emeritus Professors**

- Mark W. Aulls; B.S.(Ball St.), M.Ed.(Ind.), Ed.D.(Georgia)
- Robert J. Bracewell; B.Sc., M.A.(McM.), Ph.D.(Tor.)
- Janet G. Donald; B.A., M.A.(UWO), Ph.D.(Tor.)
- Marilyn Fitzpatrick; B.A.(Tor.), M.Ed., Ph.D.(McG.)
- Carl H. Frederiksen; B.A.(Harv.), M.A., Ph.D.(Ill.)
- Eigil Pedersen; B.A.(Sir G. Wms.), M.A.(McG.), Ed.D.(Harv.)
- Lynn McAlpine; B.A.(McG.), M.A.(Cdia), Ph.D.(Tor.)
- Bruce M. Shore; B.Sc., M.A.(McG.), Ph.D.(Calg.)
- Howard A. Stutt; B.A.(Qu.), B.Ed., M.Ed.(Montr.), F.C.C.T.
- Cynthia B. Weston; B.A.(G’town), M.L.S.(SUNY), Ed.D.(Wash.)
### Professors
- Jacob A. Barack; B.A.(Col.), M.S., M.Phil., Ph.D.(Yale)
- Jeffrey L. Derevensky; B.A.(C.W. Post), M.A., Ph.D.(McG.)
- Nancy L. Heath; B.A.(McG.), M.Ed.(Ott.), Ph.D.(Tor.) (James McGill Professor)
- Susanne P. Lajoie; B.A., M.A.(McG.), Ph.D.(Stan.) (Canada Research Chair, Tier 1)
- Alenoush Saroyan; B.A.(Pahlavi), M.Ed.(Loy. U. Chic.), Ph.D.(McG.)

### Associate Professors
- Armando Bertone; B.A., M.A.(C’dia), M.Ps., Ph.D.(Montr.) (William Dawson Scholar) (FRSQ Chercheur Boursier, Junior 2)
- Alain Breuleux; B.Sc., M.Sc., Ph.D.(Montr.)
- Martin Drapeau; B.A.(Montr.), B.A.Ps.(UQTR), M.Ps.(Laval), Ph.D.(UQAM)
- Tara Flanagan; B.A.(Winn.), M.A., Ph.D.(McG.)
- Nathan Hall; B.A., M.A., Ph.D.(Manit.)
- Michael L. Hoover; B.S.(Tulane), M.A., M.Phil., Ph.D.(Col.)
- Annett Körner; B.A., M.A., Ph.D.(Leipzig)
- Gigi Luk; B.A., M.A., Ph.D.(York)
- Krista Muis; B.A.(Wat.), M.A.(Vic., BC), Ph.D.(S. Fraser) (Canada Research Chair, Tier 2)
- Steven R. Shaw; B.A., M.Ed., Ed.S., Ph.D.(Flor.)
- Ada L. Sinacore; B.A.(Montclair St.), M.A., M.Ed., Ph.D.(Col.)
- Ingrid E. Sladecek; B.A., M.S., Ph.D.(Ariz.)
- Ronald Stringer; B.Sc., M.A., Ph.D.(Tor.) (on leave)
- Victoria Talwar; M.A.(St. And.), M.A., Ph.D.(Qu.) (Canada Research Chair, Tier 2)
- Caroline Temcheff; B.Sc.(McG.), M.A., Ph.D.(C’dia)

### Assistant Professors
- Adam Dubé; B.A., M.A., Ph.D.(Regina)
- Nate Fuks; M.B.A.(York), Ph.D.(McG.)
- Marie-Claude Geoffroy; M.Ps., Ph.D.(Montr.)
- Bassam El-Khoury; B.Sc.(Lebanese), B.A.(C’dia), Ph.D. (Montr.)
- Chiaki Konishi; B.Ed.(Chiba), M.Ed.(Mass.-Amh.), M.A., Ph.D.(Br. Col.)
- Rachel Langevin; B.Sc., Ph.D.(UQAM)
- Tina Montreuil; M.Ed.(McG.), Ph.D.(UQAM)
- Marie-Hélène Pennestri; B.Sc., M.Ps., Ph.D.(Montr.)
- Eve-Marie Quintin; B.Sc.(McG.), Ph.D.(UQAM) (William Dawson Scholar)
- Jessica Ruglis; B.S.(Albany), M.A.T.(Union Coll.), M.P.H.(Hunter), Ph.D.(CUNY)
- Dennis Wendt; B.Sc.(Brigham Young), M.Sc., Ph.D.(Mich.)

### Faculty Lecturers
- Karen Cohen-Gazith; B.A.(Dal.), M.A., Ph.D.(McG.)
- Scott Conrod; B.Sc.(Sir G. Wms.), M.Ed.(McG.)

### Associate Members
- Robin Cohen; B.Sc., M.Sc., Ph.D.(McG.) (Oncology)
- Reut Gruber; B.A., M.A., Ph.D.(Tel Aviv) (Psychiatry)
- Suzanne King; B.A.(McG.), M.Ed., Ed.S.(James Madison), Ph.D.(Virg. Poly. Inst.) (Psychiatry)
Associate Members
Laurence Kirmayer; B.Sc., M.D.,C.M., Dipl. Psych.(McG.) (Psychiatry) (James McGill Professor)
Heather Beth MacIntosh; B.A., Ph.D.(Ott.) (School of Social Work)
Brett D. Thombs; B.A.(N'western), M.A.(Ariz.), M.A., Ph.D.(Fordham Univ.) (Psychiatry)
Jeffrey G. Wiseman; B.Sc., M.A., M.D.,C.M.(McG.) (Medicine, Royal Victoria Hospital)

Associate Professors (Non-Tenure Track)
Marcia A.B. Delcourt; B.Sc.(Bloomsburg State Univ.), M.A., Ph.D.(Conn.)
Laura Winer; B.A., M.A., Ph.D.(Cdia) (Teaching and Learning Services)

Adjunct Professors
Sylvie Beauchamp, Dermot Bowler, Sam Bruzzese, Thomas Goetz, Mi Song Kim, Marina Milyavskaya, Katherine Moxness, Eric Poitras, Nathan G. Smith, Anastassios Stalikas

12.1.5 Master of Arts (M.A.) Counselling Psychology (Non-Thesis): Professional/Internship (60 credits)

For more information, see www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Internship (24 credits)

- EDPC 677 (3) Internship Research Seminar: Quantitative Studies
- EDPC 678 (3) Internship Research Seminar: Qualitative Studies
- EDPC 679D1 (3) Internship: General 1
- EDPC 679D2 (3) Internship: General 1
- EDPC 683 (3) Practicum in Psychological Testing: Personality Assessment
- EDPC 684 (3) Practicum in Psychological Testing: Cognitive Assessment
- EDPC 685D1 (3) Internship: Vocational and Rehabilitation Counselling
- EDPC 685D2 (3) Internship: Vocational and Rehabilitation Counselling

Required Courses (33 credits)

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

Elective Courses (3 credits)
The following courses may be offered periodically and taken to complete or exceed the academic requirements. Electives may also be chosen from other courses offered by the Department or other departments of the University. Choice of electives not listed below requires the approval of the Program Director.
EDPC 616 (3) Individual Reading Course
EDPC 670 (3) Current Trends in Counselling

12.1.6 Master of Arts (M.A.) Counselling Psychology (Non-Thesis): Project (60 credits)
For more information, see www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses (57 credits)
EDPC 606 (3) Theories of Intervention 1
EDPC 609 (3) Psychological Testing 1
EDPC 615 (3) Assessment and Diagnosis 1
EDPC 619 (3) Research Project 1
EDPC 620 (3) Research Project 2
EDPC 621 (3) Research Project 3
EDPC 625 (6) Clinic Practicum 1
EDPC 626 (6) Clinic Practicum 2
EDPC 628 (3) Research Project 4
EDPC 629 (3) Research Project 5
EDPC 630 (3) Research Project 6
EDPC 662 (3) Career Psychology
EDPC 683 (3) Practicum in Psychological Testing: Personality Assessment
EDPC 684 (3) Practicum in Psychological Testing: Cognitive Assessment
EDPE 622 (3) Multiculturalism and Gender
EDPE 627 (3) Ethical and Professional Practice of Psychology
EDPE 676 (3) Intermediate Statistics

Complementary Courses (3 credits)
3 credits from the following:
EDPE 682 (3) Univariate/Multivariate Analysis
EDPE 687 (3) Qualitative Methods in Educational Psychology

12.1.7 Doctor of Philosophy (Ph.D.) Counselling Psychology
For more information, www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology.

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

Required Courses (30 credits)
EDPC 701 (0) Comprehensive Examination
EDPC 702 (3) Assessment & Diagnosis 2
EDPC 714 (3) Theory / Models: Family Therapy
EDPC 720 (3) Consultation and Program Evaluation
EDPC 780  (6) Supervision
EDPC 782  (6) Doctoral Field Experience
EDPC 786  (6) Proposal Preparation and Defense
EDPE 712  (3) Neurological Bases of Behaviour Across Lifespan

Required Internship (24 credits)
EDPC 795  (24) Pre-doctoral Internship

Complementary Courses (6 credits)
6 credits from the following:
EDPE 682  (3) Univariate/Multivariate Analysis
EDPE 684  (3) Applied Multivariate Statistics
EDPE 687  (3) Qualitative Methods in Educational Psychology

Elective Courses (6 credits)
Two courses that must be at the 500, 600, or 700 level. Electives are on topics related to specialized interests and must be approved by the supervisor.

12.1.8 Master of Arts (M.A.) School/Applied Child Psychology (Non-Thesis) (60 credits)
For more information please see: www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses (60 credits)
EDPE 620  (3) Developmental Psychopathology
EDPE 622  (3) Multiculturalism and Gender
EDPE 627  (3) Ethical and Professional Practice of Psychology
EDPE 676  (3) Intermediate Statistics
EDPE 682  (3) Univariate/Multivariate Analysis
EDPI 654  (3) Instruction/Curriculum Adaptation
EDSP 600D1 (1.5) School Psychology Seminar
EDSP 600D2 (1.5) School Psychology Seminar
EDSP 609  (3) Introduction to Cognitive Assessment
EDSP 610  (3) Introduction to Psycho-educational Assessment
EDSP 611  (3) History, Theory and Best Practices in School Psychology
EDSP 619  (3) Child and Adolescent Therapy
EDSP 650D1 (1.5) Professional Practice in School Setting
EDSP 650D2 (1.5) Professional Practice in School Setting
EDSP 682D1 (3) Psycho-Educational Assessment & Intervention Practicum
EDSP 682D2 (3) Psycho-Educational Assessment & Intervention Practicum
EDSP 691  (3) Research Project 1
EDSP 692  (3) Research Project 2
EDSP 693  (3) Research Project 3
EDSP 694  (3) Research Project 4
EDSP 695  (3) Research Project 5
EDSP 696  (3) Research Project 6
12.1.9  Doctor of Philosophy (Ph.D.) School/Applied Child Psychology

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

For more information, see www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Thesis

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

Required Comprehensive Exam

EDSP 701 (0) Comprehensive Examination

Required Courses (60 credits)

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

Field Placement

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

Internship (24 credits)

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

Complementary Courses (3 credits)

3 credits from the following:
EDPE 684 (3) Applied Multivariate Statistics
EDPE 687 (3) Qualitative Methods in Educational Psychology
12.1.10 Graduate Diploma (Gr. Dip.) School/Applied Child Psychology (Post-Ph.D.)

Note: Admission to this program is currently suspended

For more information, see www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses and Clinic-based Practica (30 credits)

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

- **EDPC 609 (3)** Psychological Testing 1
- **EDPC 610 (3)** Psychological Testing 2
- **EDPC 618 (3)** Professional Ethics and the Law
- **EDPC 682D1 (3)** Practicum: Psychological Testing
- **EDPC 682D2 (3)** Practicum: Psychological Testing
- **EDPC 714 (3)** Theory / Models: Family Therapy
- **EDPE 619 (3)** Child and Adolescent Therapy
- **EDPE 625 (3)** Practicum 1: School Psychology
- **EDPE 626 (3)** Practicum 2: School Psychology
- **EDPE 710 (3)** Consultation in School Psychology

Complementary Courses - Field Placements

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

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

Internship

One year full time or two years half-time

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

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

Professional Accreditation

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

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

12.1.11 Master of Education (M.Ed.) Educational Psychology (Non-Thesis): Family Life Education (48 credits)

Note: Admission to this program is currently suspended

For more information, see www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology.
### Required Courses (9 credits)
- EDPE 575 (3) Statistics for Practitioners
- EDPE 602 (3) Uses of Research Findings in Education
- EDPE 635 (3) Theories of Learning and Instruction

### Complementary Courses (27 credits)
27 credits from the following:
- EDPC 501 (3) Facilitating Relationships
- EDPC 502 (3) Group Processes and Diversity
- EDPC 503 (3) Intersectional Relationships and Sexualities
- EDPC 504 (3) Communication and Critical Conflict Resolution
- EDPC 505 (3) Crisis Intervention Processes
- EDPC 507 (3) Advocacy, Outreach and Leadership
- EDPC 508 (3) Seminar in Special Topics
- EDPC 509 (3) Individual Reading Course
- EDPC 540 (3) Social Responsibility and Relationships in Digital Age
- EDPC 595 (3) Seminar in Special Topics 1
- EDPE 605 (3) Research Methods
- EDPE 697 (6) Special Activity 1
- EDPE 698 (6) Special Activity 2

### Elective Courses (12 credits)
500-, 600-, or 700-level courses to be taken from courses offered by the Department or with approval of the Program Director, from other departments.

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**12.1.12  Master of Education (M.Ed.) Educational Psychology (Non-Thesis): General Educational Psychology (48 credits)**


The M.Ed. in Educational Psychology; Non-Thesis-General Educational Psychology focuses on core areas of educational psychology, including learning theories, human development, diversity, and inclusion. Application towards the growth and enhancement of knowledge and practice in a variety of formal and informal educational settings.

### Required Courses (21 credits)
- EDPE 502 (3) Theories of Human Development
- EDPE 535 (3) Instructional Design
- EDPE 575 (3) Statistics for Practitioners
- EDPE 602 (3) Uses of Research Findings in Education
- EDPE 635 (3) Theories of Learning and Instruction
- EDPE 670 (3) Educational Assessment and Evaluation
- EDPI 642 (3) Inclusion: Past, Present and Future

### Complementary Courses (24 credits)
24 credits from the following:
- EDPC 501 (3) Facilitating Relationships
- EDPC 502 (3) Group Processes and Diversity
### Required Courses (33 credits)

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<th>Course Code</th>
<th>Credits</th>
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### Elective Courses (3 credits)

3 credits at the 500- or 600-level of courses offered by the Department or from other departments or faculties with approval of the Program Director.


### 12.1.13 Master of Education (M.Ed.) Educational Psychology (Non-Thesis): General Educational Psychology: Project (48 credits)


The M.Ed. in Educational Psychology: Non-Thesis - General Educational Psychology-Project focuses on core areas of educational psychology, including learning theories, human development, diversity, and inclusion. Application towards the growth and enhancement of knowledge and practice in a variety of formal and informal educational settings. Provides an opportunity to focus on an issue in the field of educational psychology by completing a research project.

### Required Courses (33 credits)

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<td>Communication and Critical Conflict Resolution</td>
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<td>EDPC 505</td>
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<td>Crisis Intervention Processes</td>
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<tr>
<td>EDPC 507</td>
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<td>Advocacy, Outreach and Leadership</td>
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<td>Theoretical Foundations of Learning Sciences</td>
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<td>EDPE 595</td>
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<td>Creativity and its Cultivation</td>
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</table>
EDPE 502 (3) Theories of Human Development
EDPE 535 (3) Instructional Design
EDPE 575 (3) Statistics for Practitioners
EDPE 602 (3) Uses of Research Findings in Education
EDPE 635 (3) Theories of Learning and Instruction
EDPE 670 (3) Educational Assessment and Evaluation
EDPI 642 (3) Inclusion: Past, Present and Future
EDPI 691 (3) Research Project 1
EDPI 692 (3) Research Project 2
EDPI 693 (3) Research Project 3
EDPI 694 (3) Research Project 4

**Complementary Courses (15 credits)**

EDPC 501 (3) Facilitating Relationships
EDPC 502 (3) Group Processes and Diversity
EDPC 503 (3) Intersectional Relationships and Sexualities
EDPC 504 (3) Communication and Critical Conflict Resolution
EDPC 505 (3) Crisis Intervention Processes
EDPC 507 (3) Advocacy, Outreach and Leadership
EDPC 540 (3) Social Responsibility and Relationships in Digital Age
EDPC 542 (3) Leadership and Support Roles of the Teacher
EDPC 562 (3) Career as a Lifelong Process
EDPE 515 (3) Gender Identity Development
EDPE 555 (3) Theoretical Foundations of Learning Sciences
EDPE 595 (3) Seminar in Special Topics 1
EDPE 596 (3) Seminar in Special Topics 2
EDPE 616 (3) Cognitive Development
EDPE 620 (3) Developmental Psychopathology
EDPE 623 (3) Social-Emotional Development
EDPE 636 (3) Motivation and Instruction
EDPE 640 (3) Emerging Technologies for Educational Change
EDPE 663 (3) Learning Environments
EDPE 664 (3) Expertise, Reasoning and Problem Solving
EDPE 666 (3) Foundations of Learning Science
EDPI 526 (3) Supporting Students' Strengths and Talents
EDPI 527 (3) Creativity and its Cultivation
EDPI 543 (3) Family, School and Community
EDPI 645 (3) Assessment For Effective Intervention
EDPI 654 (3) Instruction/Curriculum Adaptation
EDPI 665 (3) Teaching of Reading
EDPI 667 (3) Promoting Social and Emotional Well-Being

12.1.14 Master of Education (M.Ed.) Educational Psychology (Non-Thesis): Inclusive Education (48 credits)


The M.Ed. in Educational Psychology: Non-Thesis-Inclusive Education focuses on the major theories and practices in the field of inclusive education, including diversity in development, and ecological models of teaching, learning, and assessment. Application in school, community, and other settings to develop inclusive practices.

Required Courses (30 credits)

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<td>EDPI 642</td>
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Complementary Courses (18 credits)

18 credits from the following:

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<td>Gender Identity Development</td>
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<td>Seminar in Special Topics 1</td>
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<td>EDPE 596</td>
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<td>Seminar in Special Topics 2</td>
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<td>EDPE 640</td>
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</table>

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


The M.Ed. in Educational Psychology: Non-Thesis-Inclusive Education-Project focuses on the major theories and practices in the field of inclusive education, including diversity in development, and ecological models of teaching, learning, and assessment. Application in school, community, and other settings to develop inclusive practices. Provides an opportunity to focus on an issue in the field of inclusive education by completing a research project.

Required Courses (42 credits)

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

Complementary Courses (6 credits)

6 credits from the following:

EDPC 501 (3) Facilitating Relationships
EDPC 502 (3) Group Processes and Diversity
EDPC 503 (3) Intersectional Relationships and Sexualities
EDPC 504 (3) Communication and Critical Conflict Resolution
EDPC 505 (3) Crisis Intervention Processes
EDPC 507 (3) Advocacy, Outreach and Leadership
EDPC 540 (3) Social Responsibility and Relationships in Digital Age
EDPC 542 (3) Leadership and Support Roles of the Teacher
EDPC 562 (3) Career as a Lifelong Process
EDPE 515 (3) Gender Identity Development
EDPE 595 (3) Seminar in Special Topics 1
EDPE 596 (3) Seminar in Special Topics 2
EDPE 640 (3) Emerging Technologies for Educational Change
EDPE 676 (3) Intermediate Statistics
EDPE 687 (3) Qualitative Methods in Educational Psychology
EDPI 526 (3) Supporting Students' Strengths and Talents
EDPI 527 (3) Creativity and its Cultivation
EDPI 539 (3) Field Work 1
EDPI 540 (3) Field Work 2
The M.Ed. in Educational Psychology: Non-Thesis-Learning Sciences focuses on the study of teaching and learning in formal and informal contexts, including cognitive, social and affective processes. Application in instructional design including the use of technology, program/curriculum development and evaluation.

**Required Courses (24 credits)**

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<td>EDPE 602</td>
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<td>Uses of Research Findings in Education</td>
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<td>EDPE 635</td>
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**Complementary Courses (21 credits)**

21 credits from the following:

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</table>

**Elective Courses (3 credits)**

3 credits at the 500- or 600-level of courses offered by the Department or from other departments or faculties with approval of the Program Director.
12.1.17 Master of Arts (M.A.) Educational Psychology (Thesis): Health Professions Education (48 credits)

For more information, see www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology.

**Thesis Courses (24 credits)**

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

**Prerequisite Course (or equivalent) (3 credits)**

EDPE 575 (3) Statistics for Practitioners

**Required Courses (12 credits)**

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

**Complementary Courses (12 credits)**

3 credits from the following:

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

9 credits from the following:

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

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

12.1.18 Master of Arts (M.A.) Educational Psychology (Thesis): Human Development (45 credits)

For more information, see www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology.

**Thesis Courses (24 credits)**
### Required Courses (15 credits)

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<td>Human Development Seminar 2</td>
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<td>EDPE 676</td>
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<td>Intermediate Statistics</td>
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<tr>
<td>EDPE 682</td>
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### Complementary Courses (6 credits)

3-6 credits from the following:

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0-3 credits from the following:

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</table>

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

### 12.1.19 Master of Arts (M.A.) Educational Psychology (Thesis): Learning Sciences (45 credits)

The M.A. in Educational Psychology: Learning Sciences prepares graduates for a career in educational research and its application to practice. Content courses explore contemporary psychological and educational theories and empirical studies in (a) cognition, learning, and instruction; (b) self-regulation, motivation, and emotion; (c) technology-rich learning environments; and (d) social, cultural, and historical foundations of learning. Methodological courses focus on research design and quantitative and qualitative data analytic techniques. Program outcomes include knowledge of relevant theories, related empirical research methodologies and results, and the application of gained knowledge and skills to design and conduct research related to educational interventions, processes, and outcome. The program develops complementary and professional competencies in educational research beyond coursework through mentoring, research supervision and apprenticeship in research labs.

For additional information see: [www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology](http://www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology).

### Thesis Courses (24 credits)

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Thesis 6 (6) EDPE 696

Required Courses (12 credits)

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

Complementary Courses (9 credits)

EDPE 636 (3) Motivation and Instruction
EDPE 640 (3) Emerging Technologies for Educational Change
EDPE 656 (3) Applied Theory/Methods in the Learning Sciences
EDPE 663 (3) Learning Environments
EDPE 664 (3) Expertise, Reasoning and Problem Solving
EDPE 668 (3) Advanced Seminar in Learning Sciences
EDPE 670 (3) Educational Assessment and Evaluation
EDPE 687 (3) Qualitative Methods in Educational Psychology

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

12.1.20 Doctor of Philosophy (Ph.D.) Educational Psychology: Human Development


The Ph.D. Educational Psychology: Human Development focuses on core areas of human development such as cognitive, language, social, personality, and gender development among children and adolescents with diverse trajectories and from various family, educational and community contexts. The program is unique in examining developmental trajectories from a variety of interdisciplinary perspectives. The student's dissertation should focus on an issue in the field of human development related to educational psychology.

Required Courses (9 credits)

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

EDPE 683 (3) Human Development Seminar 3
EDPE 686 (3) Human Development Seminar 4
EDPE 708 (0) Comprehensive Examination
EDPH 689 (3) Teaching and Learning in Higher Education

Complementary Courses (15 credits)

6 credits from the following:

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

9 credits from the following:

EDPE 620 (3) Developmental Psychopathology
EDPI 642 (3) Inclusion: Past, Present and Future
EDPI 656D1 (3) Community-Based Field Work
EDPI 656D2 (3) Community-Based Field Work
EDPI 665 (3) Teaching of Reading

Or other 600- and 700-level courses offered by the Department, which must be approved by the Supervisor and Program Director.


12.1.21  Doctor of Philosophy (Ph.D.) Educational Psychology: Learning Sciences

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

For more information, see www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses (27 credits)

EDPE 605 (3) Research Methods
EDPE 666 (3) Foundations of Learning Science
EDPE 676 (3) Intermediate Statistics
EDPE 682 (3) Univariate/Multivariate Analysis
EDPE 704 (3) Advanced Research Seminar 1
EDPE 705 (3) Advanced Research Seminar 2
EDPE 706 (3) Advanced Research Seminar 3
EDPE 707 (3) Advanced Research Seminar 4
EDPE 708 (0) Comprehensive Examination
EDPH 689 (3) Teaching and Learning in Higher Education

Complementary Courses (6 credits)

3 credits from the following:

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

3 credits from the following:

EDPE 684 (3) Applied Multivariate Statistics
EDPE 687 (3) Qualitative Methods in Educational Psychology
12.2 **Integrated Studies in Education**

12.2.1 **Location**

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

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

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

12.2.2 **About Integrated Studies in Education**

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

**Six Graduate Certificates** (15 credits):
- Graduate Certificate in Educational Leadership 1
- Graduate Certificate in Educational Leadership 2
- Graduate Certificate in Educational Leadership 3
- Graduate Certificate in International Leadership in Educational and Administrative Development
- Graduate Certificate in Teaching English as a Second Language
- Certificat d'études supérieures en pédagogie de l’immersion française

**Three M.A. Thesis and Non-Thesis degree programs (45 credits)** in the following areas:
- Education and Society
- Educational Leadership
- Second Language Education

The Department offers an M.A. in Teaching and Learning (MATL) (60 credits) in the following areas:
- Social Sciences
- English Language Arts
- Science and Technology
- Mathematics
- English or French Second Language

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

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

### Master of Arts in Education and Society

The M.A. in Education and Society consists of a thesis or non-thesis program. The program focuses on two main fields of study—Culture and Values in Education and Teaching, Learning, and Curriculum—reflecting distinct but overlapping areas of educational inquiry. Study in Culture and Values in Education may focus on critical theory, philosophy, art and aesthetics, race/class/gender issues in education, or international and comparative education. The Teaching, Learning, and Curriculum focus emphasizes current perspectives on pedagogy and curriculum, teacher education, in-and-out-of-school learning, practitioner research, and classroom practice. The program brings to bear diverse applied theoretical perspectives, including philosophy, sociology, cultural studies, policy studies, gender studies, critical pedagogy, and multi-literacies. Graduates of the program go on to doctoral programs or work in education and non-profit settings. Many in-service teachers take this program for professional development.
section 12.2.5: Master of Arts (M.A.) Education and Society (Thesis) (45 credits)

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

section 12.2.6: Master of Arts (M.A.) Education and Society (Thesis): Gender and Women’s Studies (45 credits)

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

section 12.2.7: Master of Arts (M.A.) Education and Society (Thesis): Mathematics and Science Education (45 credits)

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

section 12.2.8: Master of Arts (M.A.) Education and Society (Non-Thesis) (45 credits)

The M.A. non-thesis option consists mostly of course work, but includes two projects. This option is suitable for practitioners interested in professional development with a research and theoretical orientation. The projects create an opportunity to investigate a particular interest.

section 12.2.9: Master of Arts (M.A.) Education and Society (Non-Thesis): Course Work (45 credits)

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

section 12.2.10: Master of Arts (M.A.) Education and Society (Non-Thesis): Course Work Math & Science Education (45 credits)

This M.A. concentration emphasizes inquiry in mathematics and science education, including a specific focus on teacher education in the area of math and science. The program will include targeted opportunities for candidates to develop skills, knowledge and practices specific to teaching and learning mathematics and science, mathematics and science teacher preparation, and understanding research in both of these areas. The M.A. concentration will produce graduates who view improving mathematics and science education from a teaching and learning perspective, have developed understanding of the value of research in math and science education, and sufficient teacher education experience to assume roles as educational leaders in informal and formal settings.

section 12.2.11: Master of Arts (M.A.) Education and Society (Non-Thesis): Gender and Women’s Studies (45 credits)

The graduate option in Gender and Women’s Studies is an interdisciplinary program for students who meet the degree requirements in a participating unit who wish to earn credits of approved course work focusing on gender and women’s studies, and issues in feminist research and methods. The M.A. non-thesis project option consists mainly of course work and includes two projects. This option is suitable for practitioners interested in professional development with a research and theoretical orientation. The projects create an opportunity for students to investigate a particular interest.

section 12.2.12: Master of Arts (M.A.) Education and Society (Non-Thesis): Jewish Education (45 credits)

This program is designed to offer a graduate-level point of entry into the teaching profession for students who typically will have completed a B.A. with a minor or major in Jewish Studies. The M.A. will not provide Quebec Ministry of Education teacher certification (in Quebec, certification is at the B.Ed. level), but at the present time, Jewish schools may hire non-certified teachers of Jewish Studies at their discretion. Students interested in doing a research-focused M.A. in the area of Jewish education should follow one of the other graduate degree offerings within the area of Education and Society.


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

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

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

section 12.2.14: Master of Arts (M.A.) Educational Leadership (Thesis) (45 credits)

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

section 12.2.15: Master of Arts (M.A.) Educational Leadership (Thesis): Gender and Women's Studies (45 credits)

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

section 12.2.16: Master of Arts (M.A.) Educational Leadership (Non-Thesis): Course Work (45 credits)

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

section 12.2.17: Master of Arts (M.A.) Educational Leadership (Non-Thesis): Project (45 credits)

The M.A. non-thesis option – Project consists of both course work and a project. It is less research-oriented than the thesis option and suitable for practitioners interested in professional development with a theoretical orientation.

section 12.2.18: Master of Arts (M.A.) Educational Leadership (Non-Thesis): Gender and Women's Studies (45 credits)

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

Master of Arts in Second Language Education

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

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

section 12.2.19: Master of Arts (M.A.) Second Language Education (Thesis) (45 credits)

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

section 12.2.20: Master of Arts (M.A.) Second Language Education (Thesis): Gender and Women’s Studies (45 credits)

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

section 12.2.21: Master of Arts (M.A.) Second Language Education (Non-Thesis) (45 credits)

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

Master of Arts in Teaching and Learning (MATL)
The M.A. in Teaching and Learning is a professional program leading to Quebec teacher certification for those already holding an undergraduate degree in a Quebec Ministry of Education-identified teachable subject area (Mathematics, Science & Technology, Social Sciences, English, TESL, TFSL). This degree program comprises course work coupled with an internship. Throughout the MATL, emphasis will be on the attainment of the QEP professional competencies, and evidence of mastery of these competencies must be demonstrated in order for students to successfully complete the program. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

**section 12.2.24: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis): English or French Second Language (60 credits)**

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

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

**section 12.2.25: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis): English Language Arts Option (60 credits)**

This program is comprised of course work, coupled with an internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach English Language Arts.

**section 12.2.26: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis): Mathematics Option (60 credits)**

This program is comprised of course work, coupled with an internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach Mathematics.

**section 12.2.27: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis): Social Sciences Option (60 credits)**

This program is comprised of course work, coupled with an internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach Social Sciences.

**section 12.2.28: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis): Science and Technology Option (60 credits)**

This program is comprised of course work, coupled with an internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach Science and Technology.

**Doctor of Philosophy in Educational Studies**

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

**section 12.2.29: Doctor of Philosophy (Ph.D.) Educational Studies**

The Ph.D. in Educational Studies provides an integrative perspective on education by drawing on a range of related disciplines and research orientations. Students develop scholarly and innovative expertise in at least one of three contexts of inquiry and awareness of all three:

a. the broad context of culture and society;
b. the international, national, and local contexts of educational leadership and policy studies; and
c. the more specific contexts of schools and other sites of teaching and learning.

Students begin with a set of common core courses and proceed to specialization through advanced course work and dissertation topics focused on areas of expertise that are supported by the research interests of current faculty members.

**section 12.2.30: Doctor of Philosophy (Ph.D.) Educational Studies: Gender and Women’s Studies**

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

**section 12.2.31: Doctor of Philosophy (Ph.D.) Educational Studies: Language Acquisition**

Students must satisfy all program requirements for the Ph.D. in Educational Studies. The Ph.D. thesis must be on a topic relating to language acquisition, approved by the LAP committee.
section 12.2.32: Doctor of Philosophy (Ph.D.) Educational Studies: Mathematics and Science Education

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

Graduate Certificates

section 12.2.33: Graduate Certificate (Gr. Cert.) Educational Leadership 1 (15 credits)

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

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

section 12.2.34: Graduate Certificate (Gr. Cert.) Educational Leadership 2 (15 credits)

This program explores more deeply leadership theory and educational issues and applications in a practicum. Candidates for the Graduate Certificate in Educational Leadership 2 should normally have completed the first certificate. In combination, the two certificates allow school administrators to acquire the 30 graduate credits in the field of educational leadership required by the Quebec Ministry of Education. Course selection to be approved by Graduate Certificate Program Director.

No course taken in Certificate 1 can be repeated in Certificate 2 or in Certificate 3.

section 12.2.35: Graduate Certificate (Gr. Cert.) International Leadership in Educational and Administrative Development (15 credits)

This program targets leaders, consultants, senior management and administrators, and policy makers from a range of educational institutions (universities, colleges, private schools) and organizations (hospitals, community, governmental), as well as the corporate sector. The goal is to provide a world-class professional learning experience in educational leadership. The majority of the courses will be delivered online, in combination with a two- to three-week intensive McGill campus component during the summer months. The online component of the certificate will facilitate full-time working schedules and provide greater flexibility in different international time zones. Lectures will be pre-recorded so students may view them to suit their own schedules. Students will have the capacity to communicate, discuss, and ask questions to one another and with the course lecturer through the online communication platform.

Please note that the fee schedule for this program is different from standard graduate programs. For information, please contact program administrator Natalia Bessette.

Note: This program is currently not offered.

section 12.2.36: Graduate Certificate (Gr. Cert.) International Leadership in Educational and Administrative Development (15 credits)

This program targets leaders, consultants, senior management and administrators, and policy makers from a range of educational institutions (universities, colleges, private schools) and organizations (hospitals, community, governmental), as well as the corporate sector. The goal is to provide a world-class professional learning experience in educational leadership. The majority of the courses will be delivered online, in combination with a two- to three-week intensive McGill campus component during the summer months. The online component of the certificate will facilitate full-time working schedules and provide greater flexibility in different international time zones. Lectures will be pre-recorded so students may view them to suit their own schedules. Students will have the capacity to communicate, discuss, and ask questions to one another and with the course lecturer through the online communication platform.

Please note that the fee schedule for this program is different from standard graduate programs. For information, please contact program administrator Natalia Bessette.

Note: This program is currently not offered.

section 12.2.37: Graduate Certificate (Gr. Cert.) Teaching English as a Second Language (15 credits)

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

section 12.2.38: Certificat d'études supérieures en pédagogie de l'immersion française (Cert.ed.sup.) pédagogie de l'immersion française (15 crs)

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

12.2.3  Integrated Studies in Education Admission Requirements and Application Procedures

12.2.3.1  Admission Requirements

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

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

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

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

2. Applicants to the Certificate and M.A. programs must submit:
   - a current curriculum vitae;
   - a letter of intent specifying academic and professional experience and interests (specifically, research interests for the Thesis option or project interests for the Non-Thesis Project option).

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

3. Applicants must submit two letters of recommendation, at least one of which must be from a university-level instructor; the other may be from an administrator in an educationally relevant context.

4. Applicants to graduate studies whose mother tongue is not English, and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must meet one of the following English proficiency criteria:
   - **IELTS** with a minimum overall band of 7.0 with a minimum writing score of 7.0; or
   - **TOEFL iBT** (Internet-based test) – minimum overall band of 92 with a minimum score of 22 each for the Writing and Speaking sections and a minimum of 20 each for the Reading and Listening sections.

   For applicants to the **Master of Arts in Teaching and Learning (MATL) (Non-Thesis)**:
   - **IELTS** with minimum overall band of 7.0 with a minimum of 7.0 each for the Writing, Speaking, Listening, and Reading sections; or
   - **TOEFL iBT** (Internet-based test) – minimum overall band of 92 with a minimum score of 22 each for the Writing, Speaking, Listening, and Reading sections.

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

5. Further requirements applicable to specific options:
   - **Graduate Certificates in Educational Leadership 1 and 2** – Normally, applicants are required to have at least two years of relevant educational experience (in leadership roles or related professional experience).
   - **Graduate Certificate in Teaching English as a Second Language** – Applicants are required to pass a written and oral English language proficiency test set by the Department.
   - **Master of Arts in Second Language Education** – Normally, applicants are required to have a minimum of 36 credits including a combination of relevant courses in education and language studies. Applicants are required to have at least two years of relevant professional experience in education.
   - **Master of Arts in Educational Leadership** – Normally, applicants are required to have at least two years of relevant leadership experience (teaching or related professional experience).
   - **Master of Arts in Teaching and Learning (MATL) (Non-Thesis)** – Please see the Departmental website for additional admission requirements. Applicants to the MATL TESL option are required to pass a written and oral English language proficiency test with a French component set by the Department. Applicants are required to have experience in educational settings (formal or informal).
   - **Certificat d’études supérieures en pédagogie de l’immersion française** – Applicants are required to pass a written and oral French language proficiency test set by the Department.
12.2.3.2 Application Procedures

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

See University Regulations & Resources > Graduate > Graduate Admissions and Application Procedures > Application Procedures for detailed application procedures.

12.2.3.2.1 Additional Requirements

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

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

12.2.3.3 Application Dates and Deadlines

Application opening dates are set by Enrolment Services in consultation with Graduate and Postdoctoral Studies (GPS), while application deadlines are set by the Department of Integrated Studies in Education and may be revised at any time. Applicants must verify all deadlines and documentation requirements well in advance on the appropriate McGill departmental website; please consult the list at www.mcgill.ca/gps/contact/graduate-program or www.mcgill.ca/dise/grad.

### M.A. Second Language Education, M.A. Educational Leadership, M.A. Education and Society, Graduate Certificate in International Leadership in Educational and Administrative Development

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<td>All Applicants</td>
<td>Non-Canadian citizens (incl. Special, Visiting &amp; Exchange)</td>
<td>Canadian citizens/Perm. residents of Canada (incl. Special, Visiting &amp; Exchange)</td>
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<td>Fall Term:</td>
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<td>Jan. 1</td>
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### Master of Arts in Teaching and Learning (MATL)

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### Graduate Certificate in Educational Leadership

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<th></th>
<th>Application Opening Dates</th>
<th>Application Deadlines</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>All Applicants</td>
<td>Non-Canadian citizens (incl. Special, Visiting &amp; Exchange)</td>
<td>Canadian citizens/Perm. residents of Canada (incl. Special, Visiting &amp; Exchange)</td>
</tr>
<tr>
<td>Fall Term:</td>
<td>Sept. 15</td>
<td>March 1</td>
<td>March 1</td>
</tr>
<tr>
<td>Winter Term:</td>
<td>Feb. 15</td>
<td>Sept. 10</td>
<td>Oct. 15</td>
</tr>
<tr>
<td>Summer Term:</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Certificat d’études supérieures en pédagogie de l’immersion française

<table>
<thead>
<tr>
<th>Application Opening Dates</th>
<th>Application Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Applicants</td>
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</tr>
<tr>
<td>Non-Canadian citizens (incl. Special, Visiting &amp; Exchange)</td>
<td>June 15</td>
</tr>
<tr>
<td>Canadian citizens/Perm. residents of Canada (incl. Special, Visiting &amp; Exchange)</td>
<td>Current McGill Students (any citizenship)</td>
</tr>
</tbody>
</table>

| Fall Term: | Sept. 15 | Feb. 1 | June 15 | June 15 |
| Winter Term: | Feb. 15 | Sept. 10 | Oct. 15 | Oct. 15 |
| Summer Term: | N/A | N/A | N/A | N/A |

### Graduate Certificate in Teaching English as a Second Language

<table>
<thead>
<tr>
<th>Application Opening Dates</th>
<th>Application Deadlines</th>
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</thead>
<tbody>
<tr>
<td>All Applicants</td>
<td></td>
</tr>
<tr>
<td>Non-Canadian citizens (incl. Special, Visiting &amp; Exchange)</td>
<td>June 15</td>
</tr>
<tr>
<td>Canadian citizens/Perm. residents of Canada (incl. Special, Visiting &amp; Exchange)</td>
<td>Current McGill Students (any citizenship)</td>
</tr>
</tbody>
</table>

| Fall Term: | Sept. 15 | Feb. 1 | June 15 | June 15 |
| Winter Term: | N/A | N/A | N/A | N/A |
| Summer Term: | N/A | N/A | N/A | N/A |

### Ph.D. Educational Studies

<table>
<thead>
<tr>
<th>Application Opening Dates</th>
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</thead>
<tbody>
<tr>
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<td>Non-Canadian citizens (incl. Special, Visiting &amp; Exchange)</td>
<td>Dec. 1</td>
</tr>
<tr>
<td>Canadian citizens/Perm. residents of Canada (incl. Special, Visiting &amp; Exchange)</td>
<td>Current McGill Students (any citizenship)</td>
</tr>
</tbody>
</table>

| Fall Term: | Sept. 15 | Dec. 1 | Dec. 1 | Dec. 1 |
| Winter Term: | N/A | N/A | N/A | N/A |
| Summer Term: | N/A | N/A | N/A | N/A |

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

### 12.2.4 Integrated Studies in Education Faculty

#### Chair
Steven Jordan

#### Director of Teacher Education Programs & Certificates, and M.A. Programs
Caroline Riches

#### Assistant Director of Undergraduate Programs
Sheryl Smith-Gilman

#### Director of First Nations and Inuit Education
James Howden

#### Assistant Director of First Nations and Inuit Education
Stephen Peters

#### Director of Ph.D. Program
Marta Kobiela
Assistant Director of MATL

Limin Jao

Director of Internships and Student Affairs, and of Graduate Certificates in Educational Leadership

Lisa Starr

Emeritus Professors

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

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


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

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


Anthony Paré; B.Ed, M.A., Ph.D.(McG.)

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

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

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


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

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

Professors

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

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

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

Shaheen Shariff; B.G.S., M.A.Educ., Ph.D.(S. Fraser) (James McGill Professor)

Associate Professors

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

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

Mindy Carter; B.A.(Dal.), B.Ed.(Lake.), M.A.(C'dia), Ph.D.(Br. Col.)

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

Steven Jordan; B.A.(Kent), M.Sc.(Lond.), Ph.D.(McG.)

Bronwen Low; B.A.(Qu.), M.A.(Br. Col.), Ph.D.(York)

Kevin McDonough; B.A., B.Ed., M.Ed.(Alta.), Ph.D.(Ill.)

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

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

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

Doreen Starke-Meyerring; B.Ed.(Potsdam), M.A.(N. Dakota), Ph.D.(Minn.) (in memoriam)

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

Boyd White; B.A.(Sir G. Wms.), B.F.A.(C'dia), M.F.A.(Inst. Allende, Guanajuato), Ph.D.(C'dia)


Assistant Professors

Susan Ballinger; B.A.(Wash.), M.A., Ph.D.(McG.)
Assistant Professors

Christian Ehret; B.A., M.Ed.(Georgia), Ph.D.(Vanderbilt)
Allison Gonsalves; B.Sc.(UWO), M.Sc.(Guelph), Ph.D.(McG.)
Blane Harvey; B.A.(Ott.), M.A., Ph.D.(McG.)
Philip Howard; B.A.(Cornell), Dip.Ed., M.A.(McG.), Ph.D.(OISE, Tor.)
Limin Jao; B.Sc., B.Ed.(Qu.), M.A., Ph.D.(OISE, Tor.)
Marta Kobiela; B.Sc., M.Sc.(Texas A & M), Ph.D.(Vanderbilt)
Joseph Levitan; B.A.(Brandeis), M.A.(Col.), Ph.D.(Penn. St.)
Janine Metallic; B.Sc., M.Sc., Ph.D. (McG.)
Naomi Nichols; B.A.(Trent), B.Ed., M.Ed., Ph.D.(York)
Elizabeth Patitsas; B.Sc.(Br. Col.), M.Sc., Ph.D.(Tor.) (joint app. with Computer Science)
Lisa Starr; B.Ed.(Regina), M.A.(Phoenix), Ph.D.(Vic., BC)
Paul Zanazanian; B.A., M.A.(McG.), Ph.D.(Montr.)

Faculty Lecturers

Hélène Boucher; B.Mus.(Laval), M.Mus.(Montr.), Ph.D.(McG.)
James Howden; B.Ed.(McG.), M.Ed.(OISE, Tor.)
Stephen Peters; B.Ed.(Alta.), M.A., Ph.D.(McG.)
Sheryl Smith-Gilman; B.Ed., M.A., Ph.D.(McG.)

12.2.5 Master of Arts (M.A.) Education and Society (Thesis) (45 credits)

Thesis Courses (24 credits)

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

Required Courses (6 credits)

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

Elective Courses (15 credits)

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

12.2.6 Master of Arts (M.A.) Education and Society (Thesis): Gender and Women's Studies (45 credits)

Thesis Courses (24 credits)

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

Required Courses (9 credits)

EDEM 609 (3) Critical Perspectives in Educational Theory and Research
Complementary Courses (3 credits)

3 credits chosen from the following, must be either:

WMST 602 (3) Feminist Research Symposium

or one 3-credit course, at the 500, 600, or 700 level on gender/women's issues, chosen in consultation with the Thesis Supervisor or Graduate Program Director.

Elective Courses (9 credits)

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

12.2.7 Master of Arts (M.A.) Education and Society (Thesis): Mathematics and Science Education (45 credits)

Thesis Courses (24 credits)

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

Required Courses (12 credits)

EDEC 624 (3) Researching, Teaching, Learning and Teacher Education
EDEC 625 (3) MA Seminar in Practice-Based Teacher Education 1
EDEC 626 (3) MA Seminar in Math and Science Education 2
EDEM 690 (3) Research Methods: Theory and Practice

Complementary Courses (6 credits)

3 credits of graduate-level courses from the following:

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

3 credits of courses, from the following:

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

**Elective Course (3 credits)**

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

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

The M.A. non-thesis option consists mostly of coursework, and includes two 6 credit projects. This option is suitable for practitioners interested in professional development with a research and theoretical orientation. The project creates an opportunity for students to investigate a particular interest.

**Research Project (12 credits)**

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

**Required Courses (6 credits)**

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

**Complementary Courses (15 credits)**

- EDEC 602 (3) Foundations in Curriculum
- EDEC 606 (3) Autobiographical Approaches in Education
- EDEC 612 (3) Digital Media and Learning
- EDEC 617 (3) Special Topics in Educational Studies
- EDEC 620 (3) Meanings of Literacy
- EDEC 627 (3) Critical Discourse Studies in Education
- EDEC 628 (3) Literacy - Multilingual/Multicultural Settings
- EDEC 635 (3) Research Writing
- EDER 600 (3) Globalization, Education & Change
- EDER 606 (3) Philosophy of Moral Education
- EDER 607 (3) Ethics and Values in Education
- EDER 608 (3) Educational Implications of Social Theory
- EDER 609 (3) Education and Philosophical Thought
- EDER 614 (3) Sociology of Education
- EDER 615 (3) Introduction to Philosophy of Education
- EDER 617 (3) Aesthetics and Education
- EDER 622 (3) Studies in Comparative Education
- EDER 625 (3) Special Topics in Educational Studies
- EDER 626 (3) Theory and Praxis of Ethics and Religious Education
- EDER 643 (3) Women, Education and Development
- EDER 649 (3) Education: Multicultural Societies

**Elective Courses (12 credits)**

12 credits at the 500 level or higher. An elective course can be any course in DISE. If the course is outside of the department, the student should consult with the Program Director or Coordinator prior to registering for the course. A maximum of 6 credits outside DISE is permitted.
12.2.9 Master of Arts (M.A.) Education and Society (Non-Thesis): Course Work (45 credits)

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

Required Courses (9 credits)

- EDEM 609 (3) Critical Perspectives in Educational Theory and Research
- EDER 600 (3) Globalization, Education & Change
- EDER 609 (3) Education and Philosophical Thought

Complementary Courses (21 credits)

21 credits from the following:

- EDEC 602 (3) Foundations in Curriculum
- EDEC 606 (3) Autobiographical Approaches in Education
- EDEC 612 (3) Digital Media and Learning
- EDEC 617 (3) Special Topics in Educational Studies
- EDEC 620 (3) Meanings of Literacy
- EDEC 627 (3) Critical Discourse Studies in Education
- EDEC 628 (3) Literacy - Multilingual/Multicultural Settings
- EDEC 635 (3) Research Writing
- EDEM 644 (3) Curriculum Development and Implementation
- EDEM 660 (3) Community Relations in Education
- EDEM 676 (3) Organizing Non-Formal Learning
- EDEM 690 (3) Research Methods: Theory and Practice
- EDER 606 (3) Philosophy of Moral Education
- EDER 607 (3) Ethics and Values in Education
- EDER 608 (3) Educational Implications of Social Theory
- EDER 614 (3) Sociology of Education
- EDER 615 (3) Introduction to Philosophy of Education
- EDER 617 (3) Aesthetics and Education
- EDER 622 (3) Studies in Comparative Education
- EDER 625 (3) Special Topics in Educational Studies
- EDER 626 (3) Theory and Praxis of Ethics and Religious Education
- EDER 643 (3) Women, Education and Development
- EDER 649 (3) Education: Multicultural Societies

Elective Courses (15 credits)

15 credits at the 500 level or higher. An elective course can be any course in DISE. If the course is outside of the department, the student should consult with the Program Director or Coordinator prior to registering for the course. A maximum of 6 credits, at the 500 level or higher, may be taken outside of the Department, selected in consultation with the approval of Program Coordinator or Director, and Department Chair.

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

The M.A. in Education and Society; Non-Thesis-Course Work - Mathematics and Science Education program emphasizes a pedagogical understanding of mathematics and science education, including a specific focus on teacher education in the areas of mathematics and science. The program will include targeted opportunities for candidates to develop skills, knowledge and practices specific to teaching and learning mathematics and science, mathematics and science teacher preparation, and research in both of these areas. It will produce graduates who view improving mathematics and science education from a
teaching and learning perspective, have developed understanding of research in mathematics and science education, and sufficient teacher education experience to assume roles as educational leaders in informal and formal settings.

**Required Courses (12 credits)**

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

**Complementary Courses (18 credits)**

3 credits from the following:
- EDEC 646 (3) Sociocultural and Epistemic Understandings of Science
- EDEC 647 (3) Sociocultural and Epistemic Understandings of Mathematics

15 credits from the following:
- EDEC 602 (3) Foundations in Curriculum
- EDEC 606 (3) Autobiographical Approaches in Education
- EDEC 612 (3) Digital Media and Learning
- EDEC 627 (3) Critical Discourse Studies in Education
- EDEC 635 (3) Research Writing
- EDEM 644 (3) Curriculum Development and Implementation
- EDEM 660 (3) Community Relations in Education
- EDEM 676 (3) Organizing Non-Formal Learning
- EDEM 690 (3) Research Methods: Theory and Practice
- EDER 600 (3) Globalization, Education & Change
- EDER 606 (3) Philosophy of Moral Education
- EDER 607 (3) Ethics and Values in Education
- EDER 608 (3) Educational Implications of Social Theory
- EDER 609 (3) Education and Philosophical Thought
- EDER 614 (3) Sociology of Education
- EDER 615 (3) Introduction to Philosophy of Education
- EDER 617 (3) Aesthetics and Education
- EDER 622 (3) Studies in Comparative Education
- EDER 625 (3) Special Topics in Educational Studies
- EDER 626 (3) Theory and Praxis of Ethics and Religious Education
- EDER 643 (3) Women, Education and Development
- EDER 649 (3) Education: Multicultural Societies
- EDPE 635 (3) Theories of Learning and Instruction
- EDPE 676 (3) Intermediate Statistics
- EDTL 500 (3) Applications of Educational Psychology Across Classrooms
- EDTL 508 (3) Critical Influences on Educational Praxis

**Elective Courses**
15 credits at the 500 level or higher. An elective course can be any course in the Department. If the course is outside of the department, the student should consult with the Program Director or Coordinator prior to registering for the course. A maximum of 9 credits, at the 500 level or higher, may be taken outside of the Department.

12.2.11 Master of Arts (M.A.) Education and Society (Non-Thesis): Gender and Women’s Studies (45 credits)

The M.A. non-thesis project option - Gender and Women's Studies is an interdisciplinary program for students who meet the degree requirements in a participating unit and wish to earn 6 credits of approved coursework focusing on gender and women's studies, and issues in feminist research and methods. The non-thesis project option consists mainly of coursework, and includes two 6 credit projects. This option is suitable for practitioners interested in professional development with a research and theoretical orientation. The project must be on a topic centrally relating to issues of gender and/or women's studies.

**Research Project (12 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 633</td>
<td>(6)</td>
<td>Project 1</td>
</tr>
<tr>
<td>EDER 634</td>
<td>(6)</td>
<td>Project 2</td>
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**Required Courses (9 credits)**

<table>
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<tr>
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<tr>
<td>EDEM 609</td>
<td>(3)</td>
<td>Critical Perspectives in Educational Theory and Research</td>
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<tr>
<td>EDEM 690</td>
<td>(3)</td>
<td>Research Methods: Theory and Practice</td>
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<tr>
<td>WMST 601</td>
<td>(3)</td>
<td>Feminist Theories and Methods</td>
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</table>

**Complementary Courses (15 credits)**

12 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDEC 602</td>
<td>(3)</td>
<td>Foundations in Curriculum</td>
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<tr>
<td>EDEC 606</td>
<td>(3)</td>
<td>Autobiographical Approaches in Education</td>
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<td>EDEC 612</td>
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</tr>
<tr>
<td>EDEC 620</td>
<td>(3)</td>
<td>Meanings of Literacy</td>
</tr>
<tr>
<td>EDEC 628</td>
<td>(3)</td>
<td>Literacy - Multilingual/Multicultural Settings</td>
</tr>
<tr>
<td>EDEC 635</td>
<td>(3)</td>
<td>Research Writing</td>
</tr>
<tr>
<td>EDER 603</td>
<td>(6)</td>
<td>Individual Reading Course</td>
</tr>
<tr>
<td>EDER 606</td>
<td>(3)</td>
<td>Philosophy of Moral Education</td>
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<td>EDER 607</td>
<td>(3)</td>
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<td>(3)</td>
<td>Education and Philosophical Thought</td>
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<tr>
<td>EDER 614</td>
<td>(3)</td>
<td>Sociology of Education</td>
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<tr>
<td>EDER 615</td>
<td>(3)</td>
<td>Introduction to Philosophy of Education</td>
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<tr>
<td>EDER 617</td>
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<td>Aesthetics and Education</td>
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<td>EDER 622</td>
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<tr>
<td>EDER 625</td>
<td>(3)</td>
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<tr>
<td>EDER 626</td>
<td>(3)</td>
<td>Theory and Praxis of Ethics and Religious Education</td>
</tr>
<tr>
<td>EDER 643</td>
<td>(3)</td>
<td>Women, Education and Development</td>
</tr>
<tr>
<td>EDER 649</td>
<td>(3)</td>
<td>Education: Multicultural Societies</td>
</tr>
</tbody>
</table>

3 credits chosen from the following, must be either:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST 602</td>
<td>(3)</td>
<td>Feminist Research Symposium</td>
</tr>
</tbody>
</table>
or one 3-credit course, at the 500 level or higher, on gender/women's issues.

**Elective Courses (9 credits)**

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

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

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

**Required Internship (15 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 610D1</td>
<td>7.5</td>
<td>Internship</td>
</tr>
<tr>
<td>EDER 610D2</td>
<td>7.5</td>
<td>Internship</td>
</tr>
</tbody>
</table>

**Required Courses (6 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 690</td>
<td>3</td>
<td>Research Methods: Theory and Practice</td>
</tr>
<tr>
<td>EDER 520</td>
<td>3</td>
<td>Issues in Jewish Education</td>
</tr>
</tbody>
</table>

**Complementary Courses (24 credits)**

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

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

9 credits chosen from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 521</td>
<td>3</td>
<td>Teaching Judaism: Yiddish</td>
</tr>
<tr>
<td>EDER 522</td>
<td>3</td>
<td>Teaching Judaism: Hebrew</td>
</tr>
<tr>
<td>EDER 523</td>
<td>3</td>
<td>Teaching Judaism: Bible</td>
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<tr>
<td>EDER 524</td>
<td>3</td>
<td>Teaching Judaism: History</td>
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<td>EDER 525</td>
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<td>Teaching Judaism: Holidays</td>
</tr>
<tr>
<td>EDER 526</td>
<td>3</td>
<td>Teaching Judaism: Liturgy</td>
</tr>
<tr>
<td>EDER 527</td>
<td>3</td>
<td>Teaching Judaism: Special Topics</td>
</tr>
<tr>
<td>EDER 528</td>
<td>3</td>
<td>Teaching Judaism: The Holocaust</td>
</tr>
</tbody>
</table>

6 credits selected from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPE 535</td>
<td>3</td>
<td>Instructional Design</td>
</tr>
<tr>
<td>EDPE 616</td>
<td>3</td>
<td>Cognitive Development</td>
</tr>
<tr>
<td>EDPI 526</td>
<td>3</td>
<td>Supporting Students' Strengths and Talents</td>
</tr>
<tr>
<td>EDPI 642</td>
<td>3</td>
<td>Inclusion: Past, Present and Future</td>
</tr>
<tr>
<td>EDPI 654</td>
<td>3</td>
<td>Instruction/Curriculum Adaptation</td>
</tr>
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</table>

**Language Requirement**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Description</th>
</tr>
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<tbody>
<tr>
<td>EDER 529</td>
<td>0</td>
<td>Hebrew Language Requirement</td>
</tr>
</tbody>
</table>

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

Project Courses (12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 633</td>
<td>6</td>
<td>Project 1</td>
</tr>
<tr>
<td>EDER 634</td>
<td>6</td>
<td>Project 2</td>
</tr>
</tbody>
</table>

Required Courses (15 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 624</td>
<td>3</td>
<td>Researching, Teaching, Learning and Teacher Education</td>
</tr>
<tr>
<td>EDEC 625</td>
<td>3</td>
<td>MA Seminar in Practice-Based Teacher Education 1</td>
</tr>
<tr>
<td>EDEC 626</td>
<td>3</td>
<td>MA Seminar in Math and Science Education 2</td>
</tr>
<tr>
<td>EDEM 609</td>
<td>3</td>
<td>Critical Perspectives in Educational Theory and Research</td>
</tr>
<tr>
<td>EDEM 690</td>
<td>3</td>
<td>Research Methods: Theory and Practice</td>
</tr>
</tbody>
</table>

Complementary Courses (12 credits)

3 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 646</td>
<td>3</td>
<td>Sociocultural and Epistemic Understandings of Science</td>
</tr>
<tr>
<td>EDEC 647</td>
<td>3</td>
<td>Sociocultural and Epistemic Understandings of Mathematics</td>
</tr>
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</table>

9 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 602</td>
<td>3</td>
<td>Foundations in Curriculum</td>
</tr>
<tr>
<td>EDEC 606</td>
<td>3</td>
<td>Autobiographical Approaches in Education</td>
</tr>
<tr>
<td>EDEC 612</td>
<td>3</td>
<td>Digital Media and Learning</td>
</tr>
<tr>
<td>EDEC 627</td>
<td>3</td>
<td>Critical Discourse Studies in Education</td>
</tr>
<tr>
<td>EDEC 635</td>
<td>3</td>
<td>Research Writing</td>
</tr>
<tr>
<td>EDEM 644</td>
<td>3</td>
<td>Curriculum Development and Implementation</td>
</tr>
<tr>
<td>EDEM 660</td>
<td>3</td>
<td>Community Relations in Education</td>
</tr>
<tr>
<td>EDEM 676</td>
<td>3</td>
<td>Organizing Non-Formal Learning</td>
</tr>
<tr>
<td>EDEM 690</td>
<td>3</td>
<td>Research Methods: Theory and Practice</td>
</tr>
<tr>
<td>EDER 600</td>
<td>3</td>
<td>Globalization, Education &amp; Change</td>
</tr>
<tr>
<td>EDER 606</td>
<td>3</td>
<td>Philosophy of Moral Education</td>
</tr>
<tr>
<td>EDER 607</td>
<td>3</td>
<td>Ethics and Values in Education</td>
</tr>
<tr>
<td>EDER 608</td>
<td>3</td>
<td>Educational Implications of Social Theory</td>
</tr>
<tr>
<td>EDER 609</td>
<td>3</td>
<td>Education and Philosophical Thought</td>
</tr>
<tr>
<td>EDER 614</td>
<td>3</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>EDER 615</td>
<td>3</td>
<td>Introduction to Philosophy of Education</td>
</tr>
<tr>
<td>EDER 617</td>
<td>3</td>
<td>Aesthetics and Education</td>
</tr>
<tr>
<td>EDER 622</td>
<td>3</td>
<td>Studies in Comparative Education</td>
</tr>
</tbody>
</table>
EDER 625 (3) Special Topics in Educational Studies
EDER 626 (3) Theory and Praxis of Ethics and Religious Education
EDER 643 (3) Women, Education and Development
EDER 649 (3) Education: Multicultural Societies
EDPE 635 (3) Theories of Learning and Instruction
EDPE 676 (3) Intermediate Statistics
EDTL 500 (3) Applications of Educational Psychology Across Classrooms
EDTL 508 (3) Critical Influences on Educational Praxis

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

12.2.14 Master of Arts (M.A.) Educational Leadership (Thesis) (45 credits)

Thesis Courses (24 credits)

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

Required Courses (9 credits)

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

Complementary Courses (6 credits)

6 credits selected from the following courses:

EDEC 606 (3) Autobiographical Approaches in Education
EDEM 690 (3) Research Methods: Theory and Practice
EDEM 692 (3) Qualitative Research Methods
EDSL 630 (3) Qualitative/Ethnographic Methods

Elective Courses (6 credits)

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

12.2.15 Master of Arts (M.A.) Educational Leadership (Thesis): Gender and Women’s Studies (45 credits)

Thesis Courses (24 credits)

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

Required Courses (12 credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 609</td>
<td>3</td>
<td>Critical Perspectives in Educational Theory and Research</td>
</tr>
<tr>
<td>EDEM 610</td>
<td>3</td>
<td>Leadership in Action</td>
</tr>
<tr>
<td>EDEM 673</td>
<td>3</td>
<td>Leadership Theory in Education</td>
</tr>
<tr>
<td>WMST 601</td>
<td>3</td>
<td>Feminist Theories and Methods</td>
</tr>
</tbody>
</table>

**Complementary Courses (6 credits)**

3 credits selected from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 606</td>
<td>3</td>
<td>Autobiographical Approaches in Education</td>
</tr>
<tr>
<td>EDEM 690</td>
<td>3</td>
<td>Research Methods: Theory and Practice</td>
</tr>
<tr>
<td>EDEM 692</td>
<td>3</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>EDSL 630</td>
<td>3</td>
<td>Qualitative/Ethnographic Methods</td>
</tr>
</tbody>
</table>

3 credits selected from the following, must be either:

- WMST 602 (3) Feminist Research Symposium

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

**Elective Course (3 credits)**

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

### 12.2.16 Master of Arts (M.A.) Educational Leadership (Non-Thesis): Course Work (45 credits)

**Required Courses (9 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 609</td>
<td>3</td>
<td>Critical Perspectives in Educational Theory and Research</td>
</tr>
<tr>
<td>EDEM 610</td>
<td>3</td>
<td>Leadership in Action</td>
</tr>
<tr>
<td>EDEM 673</td>
<td>3</td>
<td>Leadership Theory in Education</td>
</tr>
</tbody>
</table>

**Complementary Courses (30 credits)**

21 credits selected from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 606</td>
<td>3</td>
<td>Educational Leadership Issues</td>
</tr>
<tr>
<td>EDEM 628</td>
<td>3</td>
<td>Education Resource Management</td>
</tr>
<tr>
<td>EDEM 630</td>
<td>3</td>
<td>Workplace Learning</td>
</tr>
<tr>
<td>EDEM 637</td>
<td>3</td>
<td>Managing Educational Change</td>
</tr>
<tr>
<td>EDEM 644</td>
<td>3</td>
<td>Curriculum Development and Implementation</td>
</tr>
<tr>
<td>EDEM 646</td>
<td>3</td>
<td>Planning and Evaluation</td>
</tr>
<tr>
<td>EDEM 664</td>
<td>3</td>
<td>Education and the Law</td>
</tr>
<tr>
<td>EDEM 674</td>
<td>3</td>
<td>Organizational Theory and Education</td>
</tr>
<tr>
<td>EDEM 675</td>
<td>3</td>
<td>Special Topics 1 in Educational Leadership</td>
</tr>
<tr>
<td>EDEM 677</td>
<td>3</td>
<td>Special Topics 2 in Educational Leadership</td>
</tr>
<tr>
<td>EDEM 690</td>
<td>3</td>
<td>Research Methods: Theory and Practice</td>
</tr>
<tr>
<td>EDEM 693</td>
<td>3</td>
<td>School Improvement Approaches</td>
</tr>
</tbody>
</table>

9 credits selected from the following courses:
### Elective Courses (6 credits)

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

### 12.2.17 Master of Arts (M.A.) Educational Leadership (Non-Thesis): Project (45 credits)

#### Research Project (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 625</td>
<td>6</td>
<td>Project 1</td>
</tr>
<tr>
<td>EDEM 627</td>
<td>6</td>
<td>Project 2</td>
</tr>
</tbody>
</table>

#### Required Courses (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 609</td>
<td>3</td>
<td>Critical Perspectives in Educational Theory and Research</td>
</tr>
<tr>
<td>EDEM 610</td>
<td>3</td>
<td>Leadership in Action</td>
</tr>
<tr>
<td>EDEM 673</td>
<td>3</td>
<td>Leadership Theory in Education</td>
</tr>
<tr>
<td>EDEM 690</td>
<td>3</td>
<td>Research Methods: Theory and Practice</td>
</tr>
</tbody>
</table>

#### Complementary Courses (15 credits)

9 credits selected from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 606</td>
<td>3</td>
<td>Educational Leadership Issues</td>
</tr>
<tr>
<td>EDEM 628</td>
<td>3</td>
<td>Education Resource Management</td>
</tr>
<tr>
<td>EDEM 630</td>
<td>3</td>
<td>Workplace Learning</td>
</tr>
<tr>
<td>EDEM 637</td>
<td>3</td>
<td>Managing Educational Change</td>
</tr>
<tr>
<td>EDEM 644</td>
<td>3</td>
<td>Curriculum Development and Implementation</td>
</tr>
<tr>
<td>EDEM 646</td>
<td>3</td>
<td>Planning and Evaluation</td>
</tr>
<tr>
<td>EDEM 664</td>
<td>3</td>
<td>Education and the Law</td>
</tr>
<tr>
<td>EDEM 674</td>
<td>3</td>
<td>Organizational Theory and Education</td>
</tr>
<tr>
<td>EDEM 675</td>
<td>3</td>
<td>Special Topics 1 in Educational Leadership</td>
</tr>
<tr>
<td>EDEM 677</td>
<td>3</td>
<td>Special Topics 2 in Educational Leadership</td>
</tr>
<tr>
<td>EDEM 693</td>
<td>3</td>
<td>School Improvement Approaches</td>
</tr>
</tbody>
</table>
6 credits selected from the following courses:

EDEC 602 (3) Foundations in Curriculum
EDEC 606 (3) Autobiographical Approaches in Education
EDEC 612 (3) Digital Media and Learning
EDEC 620 (3) Meanings of Literacy
EDEC 635 (3) Research Writing
EDEC 607 (3) Ethics and Values in Education
EDER 608 (3) Educational Implications of Social Theory
EDER 614 (3) Sociology of Education
EDER 615 (3) Introduction to Philosophy of Education
EDER 622 (3) Studies in Comparative Education
EDER 625 (3) Special Topics in Educational Studies
EDER 626 (3) Theory and Praxis of Ethics and Religious Education
EDER 636 (3) Critical and Ethical Dimensions of Sexualities Education

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

12.2.18 Master of Arts (M.A.) Educational Leadership (Non-Thesis): Gender and Women's Studies (45 credits)

Research Project (12 credits)

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

Required Courses (15 credits)

EDEM 609 (3) Critical Perspectives in Educational Theory and Research
EDEM 610 (3) Leadership in Action
EDEM 673 (3) Leadership Theory in Education
EDEM 690 (3) Research Methods: Theory and Practice
WMST 601 (3) Feminist Theories and Methods

Complementary Courses (15 credits)
9 credits selected from the following:

EDEM 606 (3) Educational Leadership Issues
EDEM 628 (3) Education Resource Management
EDEM 630 (3) Workplace Learning
EDEM 637 (3) Managing Educational Change
EDEM 644 (3) Curriculum Development and Implementation
EDEM 646 (3) Planning and Evaluation
EDEM 664 (3) Education and the Law
EDEM 674 (3) Organizational Theory and Education
EDEM 675 (3) Special Topics 1 in Educational Leadership
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 677</td>
<td>(3)</td>
<td>Special Topics 2 in Educational Leadership</td>
</tr>
<tr>
<td>EDEM 693</td>
<td>(3)</td>
<td>School Improvement Approaches</td>
</tr>
</tbody>
</table>

3 credits selected from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 602</td>
<td>(3)</td>
<td>Foundations in Curriculum</td>
</tr>
<tr>
<td>EDEC 606</td>
<td>(3)</td>
<td>Autobiographical Approaches in Education</td>
</tr>
<tr>
<td>EDEC 612</td>
<td>(3)</td>
<td>Digital Media and Learning</td>
</tr>
<tr>
<td>EDEC 620</td>
<td>(3)</td>
<td>Meanings of Literacy</td>
</tr>
<tr>
<td>EDEC 635</td>
<td>(3)</td>
<td>Research Writing</td>
</tr>
<tr>
<td>EDER 607</td>
<td>(3)</td>
<td>Ethics and Values in Education</td>
</tr>
<tr>
<td>EDER 608</td>
<td>(3)</td>
<td>Educational Implications of Social Theory</td>
</tr>
<tr>
<td>EDER 614</td>
<td>(3)</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>EDER 615</td>
<td>(3)</td>
<td>Introduction to Philosophy of Education</td>
</tr>
<tr>
<td>EDER 622</td>
<td>(3)</td>
<td>Studies in Comparative Education</td>
</tr>
<tr>
<td>EDER 625</td>
<td>(3)</td>
<td>Special Topics in Educational Studies</td>
</tr>
<tr>
<td>EDER 626</td>
<td>(3)</td>
<td>Theory and Praxis of Ethics and Religious Education</td>
</tr>
<tr>
<td>EDER 636</td>
<td>(3)</td>
<td>Critical and Ethical Dimensions of Sexualities Education</td>
</tr>
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</table>

3 credits selected from the following, must be either:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 636</td>
<td>(3)</td>
<td>Critical and Ethical Dimensions of Sexualities Education</td>
</tr>
<tr>
<td>EDER 643</td>
<td>(3)</td>
<td>Women, Education and Development</td>
</tr>
<tr>
<td>WMST 602</td>
<td>(3)</td>
<td>Feminist Research Symposium</td>
</tr>
</tbody>
</table>

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

**Elective Course (3 credits)**

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

### 12.2.19 Master of Arts (M.A.) Second Language Education (Thesis) (45 credits)

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

**Thesis Courses (24 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 666</td>
<td>(6)</td>
<td>Thesis Research 1</td>
</tr>
<tr>
<td>EDSL 667</td>
<td>(6)</td>
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<td>EDSL 668</td>
<td>(6)</td>
<td>Thesis Research 3</td>
</tr>
<tr>
<td>EDSL 669</td>
<td>(6)</td>
<td>Thesis Research 4</td>
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</table>

**Required Courses (12 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 690</td>
<td>(3)</td>
<td>Research Methods: Theory and Practice</td>
</tr>
<tr>
<td>EDPE 575</td>
<td>(3)</td>
<td>Statistics for Practitioners</td>
</tr>
</tbody>
</table>
EDSL 623  (3)  Second Language Learning
EDSL 627  (3)  Instructed Second Language Acquisition Research

**Complementary Courses (6 credits)**
6 credits selected from the following courses:

EDEM 609  (3)  Critical Perspectives in Educational Theory and Research
EDSL 617  (3)  Special Topics in Second Language Education
EDSL 620  (3)  Social Justice Issues in Second Language Education
EDSL 624  (3)  Educational Sociolinguistics
EDSL 629  (3)  Second Language Assessment
EDSL 630  (3)  Qualitative/Ethnographic Methods
EDSL 632  (3)  Second Language Literacy Development
EDSL 640  (3)  Language Awareness: Theory and Practice
EDSL 651  (3)  Content-Based L2 Learning

**Elective Course (3 credits)**
3 credits at the 500, 600, or 700 level chosen in consultation with the Graduate Program Director.

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

**Thesis Courses (24 credits)**

EDSL 666  (6)  Thesis Research 1
EDSL 667  (6)  Thesis Research 2
EDSL 668  (6)  Thesis Research 3
EDSL 669  (6)  Thesis Research 4

**Required Courses (15 credits)**

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

**Complementary Courses (6 credits)**
3 credits selected from the following courses:

EDEM 609  (3)  Critical Perspectives in Educational Theory and Research
EDSL 617  (3)  Special Topics in Second Language Education
EDSL 620  (3)  Social Justice Issues in Second Language Education
EDSL 624  (3)  Educational Sociolinguistics
EDSL 629  (3)  Second Language Assessment
EDSL 630  (3)  Qualitative/Ethnographic Methods
EDSL 632  (3)  Second Language Literacy Development
EDSL 640  (3)  Language Awareness: Theory and Practice
### Required Courses (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 609</td>
<td>3</td>
<td>Critical Perspectives in Educational Theory and Research</td>
</tr>
<tr>
<td>EDPE 575</td>
<td>3</td>
<td>Statistics for Practitioners</td>
</tr>
<tr>
<td>EDSL 623</td>
<td>3</td>
<td>Second Language Learning</td>
</tr>
<tr>
<td>EDSL 627</td>
<td>3</td>
<td>Instructed Second Language Acquisition Research</td>
</tr>
</tbody>
</table>

### Complementary Courses (15 credits)

15 credits chosen from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 690</td>
<td>3</td>
<td>Research Methods: Theory and Practice</td>
</tr>
<tr>
<td>EDSL 601</td>
<td>3</td>
<td>Methods and Curriculum in Second Language Teaching 1</td>
</tr>
<tr>
<td>EDSL 602</td>
<td>3</td>
<td>Methods and Curriculum in Second Language Teaching 2</td>
</tr>
<tr>
<td>EDSL 617</td>
<td>3</td>
<td>Special Topics in Second Language Education</td>
</tr>
<tr>
<td>EDSL 620</td>
<td>3</td>
<td>Social Justice Issues in Second Language Education</td>
</tr>
<tr>
<td>EDSL 624</td>
<td>3</td>
<td>Educational Sociolinguistics</td>
</tr>
<tr>
<td>EDSL 629</td>
<td>3</td>
<td>Second Language Assessment</td>
</tr>
<tr>
<td>EDSL 630</td>
<td>3</td>
<td>Qualitative/Ethnographic Methods</td>
</tr>
<tr>
<td>EDSL 632</td>
<td>3</td>
<td>Second Language Literacy Development</td>
</tr>
<tr>
<td>EDSL 640</td>
<td>3</td>
<td>Language Awareness: Theory and Practice</td>
</tr>
<tr>
<td>EDSL 651</td>
<td>3</td>
<td>Content-Based L2 Learning</td>
</tr>
</tbody>
</table>

### Elective Courses (18 credits)

18 credits of courses at the 500, 600, or 700 level, are selected in consultation with the Graduate Program Director and may include complementary courses listed above. Up to 6 of the elective credits may include the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
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<tbody>
<tr>
<td>CEAP 642</td>
<td>1</td>
<td>Cornerstones of Academic Writing</td>
</tr>
<tr>
<td>CEAP 643</td>
<td>1</td>
<td>Literature Reviews and Scholarly Niches</td>
</tr>
<tr>
<td>CESL 641</td>
<td>1</td>
<td>Fundamentals of Academic Writing in English</td>
</tr>
<tr>
<td>CESL 690</td>
<td>3</td>
<td>Writing for Graduate Students</td>
</tr>
<tr>
<td>EDEC 635</td>
<td>3</td>
<td>Research Writing</td>
</tr>
</tbody>
</table>

An undergraduate language course (e.g. Spanish, Italian, Japanese).
12.2.22 Graduate Student Teaching / M.A. in Teaching and Learning Internship

The Faculty of Education (ISA) is responsible for the placement and evaluation of all MATL student teachers registered in the Internship courses (EDIN course code).

12.2.22.1 Internships

MATL Internships:

- are required courses compliant with Ministry's requirements and in accordance with the University–School Board agreements.
- are organized and evaluated by the Faculty of Education's Internships & Student Affairs Office (ISA); student teachers are not permitted to contact potential host schools to obtain a placement (unless on paid contract; see below); however, student teachers are permitted to submit preferences and requests to ISA, which are taken into account and subject to ISA policies and host school availability;
- are completed with an eligible Cooperating Teacher(s) as mentor(s), unless a student teacher has received ISA approval to use a paid teaching contract at an eligible host school to satisfy the Internship requirements (see section 12.2.22.3: Placement Options below);
- must be completed at the Secondary level within a public or private English school in the greater Montreal region, with the exception of the Teaching English as a Second Language (TESL) program, in which student teachers are placed in French public or private schools. Student teachers may only be placed in a private school setting for one of the two required Internships;
- may exceptionally be completed in an adult education setting (Internship 2 only) or in a French school setting, with ISA's authorization;
- require that students follow registration and placement request procedures as stipulated by the ISA. Students who do not follow procedures may not be assigned to a host school in a given term;
- may begin or end before or after the first/last day of lectures, and may continue during regularly scheduled University breaks;
- are not remunerated for student teachers placed with a Cooperating Teacher(s), although funding may be available for eligible student teachers completing Internship 2 through the government's Future Teachers Appreciation Program ([www.afe.gouv.qc.ca/en/future-teachers-appreciation-program/](http://www.afe.gouv.qc.ca/en/future-teachers-appreciation-program/));
- require that student teachers be present in the host school on a full-time basis for the specified duration of the Internship (refer to dates on the [www.mcgill.ca/isa/teaching/contacts-dates](http://www.mcgill.ca/isa/teaching/contacts-dates));
- require that student teachers budget time and money for travel to and from their assigned host school;
- may not be completed in a host school where a student teacher has a family member working or attending;
- have a corequisite Professional Seminar component (see Minerva for dates and times).

12.2.22.2 Registration

Students:

- normally take Internship 1 in the first Winter term of the program; students who do not plan on taking Internship 1 in the first Winter term of the program must meet with the Graduate Program Coordinator to develop an amended program trajectory, as soon as possible;
- must be in Satisfactory academic standing and have met all prerequisite and corequisite course requirements;
- registered for the Internship course will receive permission to access the online Student Teaching Placement Form at their official email address; the Placement Form must be completed by the date indicated in the email for preferences to be registered;
- should consult their MATL Program Coordinator or ISA Placement Coordinator for further assistance, if required.

Note: Minerva does not always prevent students from registering for courses which they should not take. It is each student's responsibility to be aware of prerequisites, corequisites, restrictions, and Faculty regulations.

12.2.22.3 Placement Options

Cooperating Teacher

Student teachers without an approved teaching contract will be placed by an ISA Placement Coordinator in the classroom of an eligible Cooperating Teacher(s) and must follow the host school's schedule on a full-time basis. Student teachers in this situation must not contact potential host schools for placements.

Contract

Student teachers who have secured a paid teaching contract in the appropriate Internship term may request to have this contract reviewed by the ISA to see if it will fulfill the Internship requirements relative to number of hours, context, subject area, etc.

Please note, student teachers who have already been placed with a Cooperating Teacher for their Internship and subsequently wish to accept a contract either before or during the Internship must register a request with the ISA; approval is at the discretion of the ISA Director.

Students who wish to have a contract evaluated must:

- get approval from the ISA Director;
- have the Administrator of their school sign ISA's "Letter of Agreement Pertaining to Paid Contracts for Internships Taken as Part of McGill University's Master of Arts in Teaching and Learning (MATL)" prior to the start of their contract/Internship;
- consult the MATL guidelines to determine if the contract may be eligible to meet Internship requirements.
• ensure that the contract is for a minimum 70% of a full-time teaching workload; 100% of actual teaching hours must be in the appropriate teachable subject area;
• complete the full number of required hours—per Internship guidelines—which may necessitate an extension of the Internship dates;
• submit a copy of the contract (or a detailed letter from the School Administrator/Human Resources) confirming the teaching schedule and conditions to the ISA; any further modification of an approved contract must be approved by the ISA.

12.2.24 Internship Guidelines (Syllabus)
Detailed Internship guidelines and copies of evaluation forms for each Internship are posted on the ISA website. Students are responsible for familiarizing themselves with the Internship objectives, evaluation criteria, and forms prior to the start of each Internship.

12.2.25 Student Responsibilities
Students are responsible for familiarizing themselves with the policies and rules governing all aspects of Internship, including pedagogical and professional behaviour (available at www.mcgill.ca/isa) prior to the start of the Internship.

Students are strongly discouraged from engaging in any type of employment during the course of the Internship (with the exception of a teaching contract used to fulfill the Internship requirements) nor register for any additional/non-required course(s) which may interfere with the successful outcome of the Internship; accommodations will not be granted for students with employment responsibilities.

ISA relies on the goodwill of Cooperating Teachers and School Administrators to arrange placements. To that end, the ISA strives to maintain professional relationships established over time with partner schools. Student teachers in the MATL program are advised to be aware of the commitment they are making to their chosen career when beginning the Internship. All decisions and actions should reflect the ethics of the teaching profession and the highest standards of professionalism.

Attendance and Absences
Punctual attendance is required at the host school for the duration of the Internship (per the host school’s full-day schedule and not that of the Cooperating Teacher(s)). Unexcused absences from the Internship and/or corequisite courses, including Professional Seminar, may result in exclusion from the corequisite course or removal from/failure in the Internship.

Excused absences include:

• Illness: Student teachers may be absent for up to 2 days without supporting medical documentation; after 2 days, a student teacher must obtain a supporting medical note and the outcome of the Internship may be evaluated by the ISA Director, as necessary;
• McGill Exam: Student teachers with a scheduled McGill exam may be absent from the host school on the appointed day; this provision does not cover non-McGill exams;
• Religious Observation: Student teachers are permitted to be absent for religious holy days, as outlined in McGill’s Policy on holy days;
• McGill Varsity Sporting Event(s): Student teachers are permitted to participate in a sporting event as a member of a McGill varsity team; student teachers must provide the ISA with supporting documentation from McGill Athletics & Recreation.

Days missed due to excused absence must be made up, generally, at the end of the Internship.

In the case of a foreseeable absence (e.g., religious observation, varsity sporting event, etc.), student teachers must advise the below noted parties before the start of the Internship or, if the Internship has already commenced, at least two weeks in advance. In the case of an unforeseeable absence (e.g., illness), student teachers must advise the below noted parties as soon as possible:

• Host School Administrative Office
• Co-operating Teacher(s)
• McGill Field Supervisor
• McGill ISA Placement Coordinator (by e-mail or by phone: 514-398-7046)

Absences for any other reason, including but not limited to marriage, family events, vacation, extracurricular activities, employment, or conflicting courses are exceptionally permitted by the ISA Director on a case-by-case basis. Any request for absence must be sent to your Placement Coordinator a minimum of 2 weeks before the proposed absence. Students who may need to defer the Internship or rearrange their course schedule should contact their Program Coordinator.

For student teachers on a paid contract, in case of a conflict between the University’s attendance policies and that of the host school, please contact the ISA.

Judicial Record Verification
Quebec’s Education Act, section 261.0.2, grants school boards the right to verify the judicial record of any person regularly in contact with minor students, and this includes student teachers. Each school board or private school may have its own administrative procedures for verification. Students are responsible for complying with any request for judicial record verification. Any student unable to obtain the required security clearance will not be permitted to undertake their Internship(s) and, consequently, will be withdrawn from the MATL program as the Internships are a mandatory requirement. Additional information about the judicial record verification process can be found on the www.mcgill.ca/isa/teaching/placements.

Work Permit for International Students
In order to be in compliance with government regulations, international students (students who are not Permanent Residents or citizens of Canada) should hold a valid Internship/Co-op Work Permit issued by Citizenship and Immigration Canada (CIC) to complete their Internships. This permit is independent from the paid off-campus work permit which is included as part of the study permit and requires a separate application. For detailed instructions and assistance with the application, students should contact www.mcgill.ca/internationalstudents.
12.2.2.6 Grading and Credit

Internships are graded according to the graduate grading scale (\textit{Grading and Grade Point Averages (GPA)}).

For students admitted to the MATL program prior to Summer 2017:

- A final grade is assigned for the Internship course (EDIN) based on a combination of their marks in the field work (Internship) and Professional Seminar components;
- Grades are weighted as follows: Supervisor Summative (40%), Cooperating Teacher Summative (40%), Professional Seminar Grade (20%). In the case of the Summative Evaluations, which are marked on a 1–5 point scale across 12 Professional Competencies (5 being the highest possible mark), each mark out of 5 is assigned a correlating number out of 100 and an average is calculated to reach a final numerical grade out of 100; this is then converted to the corresponding letter grade;
- Students must pass both the Internship and Professional Seminar components of the course individually in order to pass the Internship (EDIN) course as a whole.

For students admitted to the MATL program in Summer 2017 and beyond:

- A final grade is assigned for the Internship course (EDIN) based on a combination of their marks in the field work (Internship) alone;
- Grades are weighted as follows: Supervisor Summative (50%), Cooperating Teacher Summative (50%); on both Summatives, which are marked on a 1–5 point scale across 12 Professional Competencies (5 being the highest possible mark), each mark out of 5 is assigned a correlating number out of 100 and an average is calculated to reach a final numerical grade out of 100; this is then converted to the corresponding letter grade;
- Students must pass both the Internship 1 (EDIN 610) and the Professional Seminar 1 course (EDPS 610) in order to proceed to Internship 2 (EDIN 620) and the Professional Seminar 2 course (EDPS 620).

The \textit{Failure Policy} applies. Where a student is experiencing serious pedagogical or professional difficulties in an Internship, the ISA Director will review the case, including formal evaluations as well as written reports from the field, to render one of the following decisions:

- If the student has demonstrated potential to successfully reach the required standards of the Internship, a grade of "F" may be assigned for the EDIN course with permission to repeat an Internship during the next term in which it is offered. Per the Graduate Studies policy, a subsequent Failure (F, J, KF, WF) in an Internship or any other course, or an unsatisfactory Progress Tracking Report, will require withdrawal from the MATL program (NB: if the student has already obtained one "F", the standard failure policy applies);
- Assign a grade of "F" for the EDIN course and submit a request to Graduate & Postdoctoral Studies, asking that the student be withdrawn from the MATL program immediately (with relevant supporting documentation).

An MATL student may appeal any final outcome of an Internship course (EDIN) within 30 days of the posted grade by making a written application to the Faculty of Education – Student Affairs Committee (SAC) (isa.education@mcgill.ca). If the outcome of the SAC, once concluded, is not accepted by the student, a formal application may be made to the Associate Dean of Graduate and Postdoctoral Studies for Education.

Withdrawal from Internship

- A request for withdrawal (with refund) from the Internship (EDIN course) for any reason must be done at least two weeks before the start of the Internship; the student teacher is responsible for registering this request with the ISA in writing by this deadline;
- Students wishing to withdraw for any other reason, including illness, personal reasons, etc., from an Internship (EDIN course) less than two weeks before its start or after it is underway must register their request in writing to the ISA; based on the circumstances surrounding the request, the ISA Director will determine the final outcome of the Internship and Enrolment Services will determine eligibility for refund.

Early Dismissal from an Internship

At any time, student teachers may be removed from their Internship placement at the request of the host School Administrator and/or Cooperating Teacher, or at the request of the ISA Director. Students who are removed from an Internship placement will be informed of the reason for the early dismissal and will meet with the ISA Director.

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

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

In these cases, the final outcome for of the Internship (EDIN course) will be determined by the ISA Director.

Possible outcomes include:

- Reassignment during the same term, subject to availability of placements;
- W – Withdrawal (with or without refund, at the discretion of Graduate & Postdoctoral Studies);
- F – At the discretion of the ISA Director, the student may be permitted to register for the Internship again during the next regularly scheduled term;
- F – At the discretion of the ISA Director, with a request to Graduate & Postdoctoral Studies, asking for immediate removal (with relevant supporting documentation).
12.2.22.7 Code of Professional Conduct: Code of Ethics for Student Teachers

Preamble – A Student-Centred Perspective

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

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

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

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

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

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

**Academic Freedom and Responsibilities**

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

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

**Ethics and Law**

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

**Guiding Ethical Principles**

Ethical student teachers should respect the following guiding ethical principles:

1. **Respect for Human Dignity**
   
   - Speaks and acts toward all students with respect and dignity; and deals judiciously with them at all times, always mindful of their individual rights and personal sensibilities.
   - Respects the dignity and responsibilities of cooperating teachers, peers, principals, parents, and other professionals or para-professionals within the school, school board, and community.

2. **Respect for Vulnerable Persons**
   
   - Respects and recognizes ethical obligations toward vulnerable persons. This principle recognizes that students are in a vulnerable position and that student teachers are in a privileged relationship with students and their families and will always refrain from exploiting that relationship in any form or manner.

3. **Respect for Confidentiality and Privacy**
   
   - Respects the confidential nature of all information related to students and their families and will share such information in an appropriate manner only with those directly concerned with their welfare.
   - Respects the confidential nature of all information related to all school personnel and will share such information in an appropriate manner.
4. Respect for Justice
   - Respects and recognizes the right of individuals to be treated with fairness and equity and the importance of avoiding conflicts of interest.

5. Respect for Safety of Students
   - Respects the right of individuals to expect that student teachers will engage in practices that aim to ensure the physical, psychological, and emotional safety of students.

6. Respect for Existing Ethical Codes and Professional Standards
   - Respects the authority, roles, and responsibilities of the cooperating teacher, and agrees to adhere to the responsibilities and obligations for teachers as outlined in the Education Act, Faculty, and University handbooks as well as all local agreements by host school boards and schools.

7. Balancing Harm and Benefits
   - Acknowledges that any potentially harmful practices (e.g., science labs and physical education activities) must be balanced with anticipated benefits and conducted in a prudent, informed manner.

Putting Principles into Practice: Venues for Communication

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

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

12.2.23.1 Time Commitment

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

- Internship semesters have 12 credits, including required corequisite courses.
- Internship placements are completed full-time in a secondary school. See section 12.2.22: Graduate Student Teaching / M.A. in Teaching and Learning Internship.
- Summer terms are mandatory in the MATL program. Consult the program overview by term on the Department website.

Students should consult a Program Coordinator and program overviews for details. Full-time/part-time status may also affect financial aid arrangements; contact the Scholarships and Student (Financial) Aid Office for more information. See: Categories of Students for information about full-time and part-time study.

12.2.23.2 English Language Requirement

The Quebec Ministry of Education requires that all students in teacher education programs demonstrate their proficiency in the language of instruction. To fulfil this obligation, M.A. in Teaching and Learning students are required to write the English Examination for Teacher Certification (EETC) in May of the first Summer term of the program. Students must pass the examination in the first Summer term and prior to Internship 1. Students who do not pass the EETC exam must meet with the Program Coordinator to determine an individual program trajectory. Note, failure of the EETC exam may compromise a student's ability to maintain full-time status.

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

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

12.2.23.3 Capstone Research Project (CRP)

The CRP is a research project whereby MATL students, as they complete their courses and Internships, identify an area of professional interest either in the broad landscape of teaching and learning or directly related to their subject specialty. The CRP is supported and developed throughout the MATL program in designated courses. The CRP is due and presented in the final Professional Seminar of the program. Guidelines are posted on the Department’s website and the Internships & Student Affairs website.

12.2.23.4 Portfolio

All students in the M.A. Teaching and Learning program are expected to complete a professional e-portfolio upon completion of their program. Support for e-portfolio development is provided in the professional seminars that are co-requisite to each Internship. Guidelines and resources for e-portfolio are posted at www.mcgill.ca/dise/grad.
**12.2.23.5 Progress Tracking Report**

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

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

**The French option of this program is currently not offered.**

The M.A. in Teaching and Learning Program is a 60-credit, post-graduate degree leading to teacher certification. It is comprised of 45 credits of coursework, coupled with 15 credits (minimum of 735 hours) of internship. This professional program leads to teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the Quebec Ministry of Education.

The program, which targets those with formal and/or non-formal teaching experience, begins with mandatory courses in the Summer term. The specific course sequence and progression leads students to complete the program in five consecutive terms on a full-time basis. The program must be completed within three years. Alternately, the program can be followed on a part-time basis, in which case all program requirements must be completed within five years.

Throughout the MATL, emphasis will be on the demonstration of mastery of the Quebec Ministry of Education professional competencies. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

Note: The Quebec Ministry of Education requires that all students pass the English Exam for Teacher Certification (EETC) or the Test de certification en français écrit pour l’enseignement (TECFÉE), as appropriate, prior to taking EDIN 610 Internship 1.

**Required Courses (54 credits)**

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<tr>
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<th>Course Title</th>
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<tr>
<td>EDEM 609</td>
<td>3</td>
<td>Critical Perspectives in Educational Theory and Research</td>
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<td>EDIN 610</td>
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<td>Internship 1</td>
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<td>8</td>
<td>Internship 2</td>
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<td>EDPS 600</td>
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<td>Introductory Professional Seminar</td>
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<td>Foundations and Issues in Second Language Education</td>
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<td>EDSL 505</td>
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<td>Second Language Acquisition Applied to Classroom Contexts</td>
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<td>Cross-curricular Teaching Methods</td>
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<td>EDTL 609</td>
<td>3</td>
<td>Diverse Learners</td>
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<td>EDTL 635</td>
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<td>Applied Methods in Second Language Education</td>
</tr>
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<td>EDTL 640</td>
<td>3</td>
<td>Teacher Inquiry and Action Research</td>
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**Complementary Courses (6 credits)**

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

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<thead>
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<th>Credits</th>
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<tr>
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<td>3</td>
<td>Grammar in Teaching English as a Second Language</td>
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<tr>
<td>EDSL 515</td>
<td>3</td>
<td>Étude de la langue française pour enseignants</td>
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3 credits selected from:

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<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDER 609</td>
<td>3</td>
<td>Education and Philosophical Thought</td>
</tr>
<tr>
<td>EDER 615</td>
<td>3</td>
<td>Introduction to Philosophy of Education</td>
</tr>
</tbody>
</table>
12.2.25 Master of Arts (M.A.) in Teaching and Learning (Non-Thesis): English Language Arts Option (60 credits)

The M.A. in Teaching and Learning Program is a 60-credit, post-graduate degree leading to teacher certification. It is comprised of 45 credits of coursework, coupled with 15 credits (minimum of 735 hours) of internship. This professional program leads to teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the Quebec Ministry of Education. The program, which targets those with formal and/or non-formal teaching experience, begins with mandatory courses in the Summer term. The specific course sequence and progression leads students to complete the program in five consecutive terms on a full-time basis. The program must be completed within three years. Alternatively, the program can be followed on a part-time basis, in which case all program requirements must be completed within five years. Throughout the MATL, emphasis will be on the demonstration of mastery of the Quebec Ministry of Education professional competencies. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

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

Required Courses (54 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 612</td>
<td>3</td>
<td>Digital Media and Learning</td>
</tr>
<tr>
<td>EDEC 620</td>
<td>3</td>
<td>Meanings of Literacy</td>
</tr>
<tr>
<td>EDDEM 609</td>
<td>3</td>
<td>Critical Perspectives in Educational Theory and Research</td>
</tr>
<tr>
<td>EDIN 610</td>
<td>7</td>
<td>Internship 1</td>
</tr>
<tr>
<td>EDIN 620</td>
<td>8</td>
<td>Internship 2</td>
</tr>
<tr>
<td>EDPS 600</td>
<td>3</td>
<td>Introductory Professional Seminar</td>
</tr>
<tr>
<td>EDPS 610</td>
<td>2</td>
<td>Professional Seminar 1</td>
</tr>
<tr>
<td>EDPS 620</td>
<td>1</td>
<td>Professional Seminar 2</td>
</tr>
<tr>
<td>EDTL 500</td>
<td>3</td>
<td>Applications of Educational Psychology Across Classrooms</td>
</tr>
<tr>
<td>EDTL 515</td>
<td>0</td>
<td>English Exam for Teacher Certification</td>
</tr>
<tr>
<td>EDTL 601</td>
<td>3</td>
<td>Cross-curricular Teaching Methods</td>
</tr>
<tr>
<td>EDTL 604</td>
<td>3</td>
<td>Techniques for Assessment</td>
</tr>
<tr>
<td>EDTL 607</td>
<td>3</td>
<td>Language and Policy in Quebec Education</td>
</tr>
<tr>
<td>EDTL 609</td>
<td>3</td>
<td>Diverse Learners</td>
</tr>
<tr>
<td>EDTL 629</td>
<td>3</td>
<td>Applied Methods in Teaching Secondary Eng. Language Arts</td>
</tr>
<tr>
<td>EDTL 630</td>
<td>3</td>
<td>Advanced Applied Methods in Teaching Sec English Lang Arts</td>
</tr>
<tr>
<td>EDTL 640</td>
<td>3</td>
<td>Teacher Inquiry and Action Research</td>
</tr>
</tbody>
</table>

Complementary Courses (6 credits)

3 credits selected from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 600</td>
<td>3</td>
<td>Globalization, Education &amp; Change</td>
</tr>
<tr>
<td>EDTL 508</td>
<td>3</td>
<td>Critical Influences on Educational Praxis</td>
</tr>
</tbody>
</table>

3 credits selected from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 609</td>
<td>3</td>
<td>Education and Philosophical Thought</td>
</tr>
<tr>
<td>EDER 615</td>
<td>3</td>
<td>Introduction to Philosophy of Education</td>
</tr>
<tr>
<td>EDTL 506</td>
<td>3</td>
<td>Philosophy of Education</td>
</tr>
</tbody>
</table>
12.2.26 Master of Arts (M.A.) in Teaching and Learning (Non-Thesis): Mathematics Option (60 credits)

The M.A. in Teaching and Learning Program is a 60-credit, post-graduate degree leading to teacher certification. It is comprised of 45 credits of coursework coupled with 15 credits (minimum of 735 hours) of internship. This professional program leads to teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the Quebec Ministry of Education. The program, which targets those with formal and/or non-formal teaching experience, begins with mandatory courses in the Summer term. The specific course sequence and progression leads students to complete the program in five consecutive terms on a full-time basis. The program must be completed within three years. Alternatively, the program can be followed on a part-time basis, in which case all program requirements must be completed within five years. Throughout the MATL, emphasis will be on the demonstration of mastery of the Quebec Ministry of Education professional competencies. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

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

Required Courses (51 credits)

- EDEC 612 (3) Digital Media and Learning
- EDEM 609 (3) Critical Perspectives in Educational Theory and Research
- EDIN 610 (7) Internship 1
- EDIN 620 (8) Internship 2
- EDPS 600 (3) Introductory Professional Seminar
- EDPS 610 (2) Professional Seminar 1
- EDPS 620 (1) Professional Seminar 2
- EDTL 500 (3) Applications of Educational Psychology Across Classrooms
- EDTL 515 (0) English Exam for Teacher Certification
- EDTL 601 (3) Cross-curricular Teaching Methods
- EDTL 604 (3) Techniques for Assessment
- EDTL 607 (3) Language and Policy in Quebec Education
- EDTL 609 (3) Diverse Learners
- EDTL 628 (3) Advanced Methods in Teaching Mathematics in Sec. School
- EDTL 640 (3) Teacher Inquiry and Action Research

Complementary Courses (9 credits)

3 credits selected from:
- EDER 600 (3) Globalization, Education & Change
- EDTL 508 (3) Critical Influences on Educational Praxis

3 credits selected from:
- EDEC 647 (3) Sociocultural and Epistemic Understandings of Mathematics
- EDTL 520 (3) Perspectives on Knowledge in Mathematics and Science

3 credits selected from:
- EDER 609 (3) Education and Philosophical Thought
- EDER 615 (3) Introduction to Philosophy of Education
- EDTL 506 (3) Philosophy of Education
12.2.27 Master of Arts (M.A.) in Teaching and Learning (Non-Thesis): Social Sciences Option (60 credits)

The M.A. in Teaching and Learning Program is a 60-credit, post-graduate degree leading to teacher certification. It is comprised of 45 credits of coursework, coupled with 15 credits (minimum of 735 hours) of internship. This professional program leads to teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the Quebec Ministry of Education. The program, which targets those with formal and/or non-formal teaching experience, begins with mandatory courses in the Summer term. The specific course sequence and progression leads students to complete the program in five consecutive terms on a full-time basis. The program must be completed within three years. Alternatively, the program can be followed on a part-time basis, in which case all program requirements must be completed within five years. Throughout the MATL, emphasis will be on the demonstration of mastery of the Quebec Ministry of Education professional competencies. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

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

Required Courses (48 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 612</td>
<td>3</td>
<td>Digital Media and Learning</td>
</tr>
<tr>
<td>EDEM 609</td>
<td>3</td>
<td>Critical Perspectives in Educational Theory and Research</td>
</tr>
<tr>
<td>EDIN 610</td>
<td>7</td>
<td>Internship 1</td>
</tr>
<tr>
<td>EDIN 620</td>
<td>8</td>
<td>Internship 2</td>
</tr>
<tr>
<td>EDPS 600</td>
<td>3</td>
<td>Introductory Professional Seminar</td>
</tr>
<tr>
<td>EDPS 610</td>
<td>2</td>
<td>Professional Seminar 1</td>
</tr>
<tr>
<td>EDPS 620</td>
<td>1</td>
<td>Professional Seminar 2</td>
</tr>
<tr>
<td>EDTL 500</td>
<td>3</td>
<td>Applications of Educational Psychology Across Classrooms</td>
</tr>
<tr>
<td>EDTL 515</td>
<td>0</td>
<td>English Exam for Teacher Certification</td>
</tr>
<tr>
<td>EDTL 601</td>
<td>3</td>
<td>Cross-curricular Teaching Methods</td>
</tr>
<tr>
<td>EDTL 604</td>
<td>3</td>
<td>Techniques for Assessment</td>
</tr>
<tr>
<td>EDTL 607</td>
<td>3</td>
<td>Language and Policy in Quebec Education</td>
</tr>
<tr>
<td>EDTL 609</td>
<td>3</td>
<td>Diverse Learners</td>
</tr>
<tr>
<td>EDTL 633</td>
<td>3</td>
<td>Applied Methods in Teaching Social Science in Sec. School</td>
</tr>
<tr>
<td>EDTL 640</td>
<td>3</td>
<td>Teacher Inquiry and Action Research</td>
</tr>
</tbody>
</table>

Complementary Courses (12 credits)

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Adv Applied Meth in Teach'g Ethics&amp;ReligCulture in Sec Sch</td>
</tr>
<tr>
<td>EDTL 634</td>
<td>3</td>
<td>Adv Applied Meth in Teaching Social Sciences in Sec. School</td>
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</table>

3 credits selected from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 648</td>
<td>3</td>
<td>Historical Knowledge and Social Change</td>
</tr>
<tr>
<td>EDER 626</td>
<td>3</td>
<td>Theory and Praxis of Ethics and Religious Education</td>
</tr>
</tbody>
</table>

3 credits selected from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 600</td>
<td>3</td>
<td>Globalization, Education &amp; Change</td>
</tr>
<tr>
<td>EDTL 508</td>
<td>3</td>
<td>Critical Influences on Educational Praxis</td>
</tr>
</tbody>
</table>

3 credits selected from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 609</td>
<td>3</td>
<td>Education and Philosophical Thought</td>
</tr>
</tbody>
</table>
The M.A. in Teaching and Learning Program is a 60-credit, post-graduate degree leading to teacher certification. It is comprised 45 credits of coursework, coupled with 15 credits (minimum of 735 hours) of internship. This professional program leads to teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the Quebec Ministry of Education. The program, which targets those with formal and/or non-formal teaching experience, begins with mandatory courses in the Summer term. The specific course sequence and progression leads students to complete the program in five consecutive terms on a full-time basis. The program must be completed within three years. Alternatively, the program can be followed on a part-time basis, in which case all program requirements must be completed within five years. Throughout the MATL, emphasis will be on the demonstration of mastery of the Quebec Ministry of Education professional competencies. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

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

**Required Courses (54 credits)**

- **EDEC 612** (3) Digital Media and Learning
- **EDEM 690** (3) Research Methods: Theory and Practice
- **EDIN 610** (7) Internship 1
- **EDIN 620** (8) Internship 2
- **EDPS 600** (3) Introductory Professional Seminar
- **EDPS 610** (2) Professional Seminar 1
- **EDPS 620** (1) Professional Seminar 2
- **EDTL 500** (3) Applications of Educational Psychology Across Classrooms
- **EDTL 515** (0) English Exam for Teacher Certification
- **EDTL 525** (3) Teaching Science and Technology
- **EDTL 601** (3) Cross-curricular Teaching Methods
- **EDTL 604** (3) Techniques for Assessment
- **EDTL 607** (3) Language and Policy in Quebec Education
- **EDTL 609** (3) Diverse Learners
- **EDTL 625** (3) Applied Methods in Teaching Science in Secondary School
- **EDTL 626** (3) Advanced Applied Methods in Teaching Science in Sec. School
- **EDTL 640** (3) Teacher Inquiry and Action Research

**Complementary Courses (6 credits)**

3 credits selected from:

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

3 credits selected from:

- **EDER 609** (3) Education and Philosophical Thought
- **EDER 615** (3) Introduction to Philosophy of Education
- **EDTL 506** (3) Philosophy of Education
12.2.29  Doctor of Philosophy (Ph.D.) Educational Studies

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

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

Required Courses (8 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDEC 700</td>
<td>2</td>
<td>Proseminar in Education 1</td>
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<tr>
<td>EDEC 701</td>
<td>0</td>
<td>Ph.D. Comprehensive Examination</td>
</tr>
<tr>
<td>EDEC 702</td>
<td>2</td>
<td>Proseminar in Education 2</td>
</tr>
<tr>
<td>EDEC 703</td>
<td>4</td>
<td>Ph.D. Colloquium</td>
</tr>
</tbody>
</table>

Note: EDEC 701 is normally taken at the end of the second year for Ph.D. 2 program entrants and at the end of the third year for Ph.D. 1 entrants.

Complementary Courses (3 credits)

One of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 705</td>
<td>3</td>
<td>Advanced Research Designs</td>
</tr>
<tr>
<td>EDEC 706</td>
<td>3</td>
<td>Textual Approaches to Research</td>
</tr>
<tr>
<td>EDEC 707</td>
<td>3</td>
<td>Interpretive Inquiry</td>
</tr>
<tr>
<td>EDEM 692</td>
<td>3</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>EDSL 630</td>
<td>3</td>
<td>Qualitative/Ethnographic Methods</td>
</tr>
</tbody>
</table>

Elective Courses

3-12 credits

Elective courses required in the student's Ph.D. plan of study will be determined in consultation with the Doctoral Advisory Committee depending on the student's background and research interests. Students must take a minimum of 3 credits of elective courses.

Students admitted to Ph.D. 2 will normally take up to 12 credits of elective courses under the advice of their Doctoral Advisory Committee.

Students admitted to Ph.D. 1 without an M.A. may be advised by their Doctoral Advisory Committee to take more than 12 credits of elective courses depending on their background. If admitted to the program without at least 6 credits of M.A.-level research methods and/or Statistics courses, candidates may be expected to take such courses during their first year of study as advised.

These may be selected from current offerings of research methods courses either within or outside the Department, such as:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDEM 690</td>
<td>3</td>
<td>Research Methods: Theory and Practice</td>
</tr>
<tr>
<td>EDEM 692</td>
<td>3</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>EDSL 630</td>
<td>3</td>
<td>Qualitative/Ethnographic Methods</td>
</tr>
</tbody>
</table>

Students required by their Doctoral Advisory Committee to take graduate courses in statistics will select from a range of courses, such as the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPE 575</td>
<td>3</td>
<td>Statistics for Practitioners</td>
</tr>
<tr>
<td>EDPE 676</td>
<td>3</td>
<td>Intermediate Statistics</td>
</tr>
<tr>
<td>EDPE 682</td>
<td>3</td>
<td>Univariate/Multivariate Analysis</td>
</tr>
</tbody>
</table>
12.2.30  Doctor of Philosophy (Ph.D.) Educational Studies: Gender and Women's Studies

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

Required Courses (14 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
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</tr>
<tr>
<td>EDEC 701</td>
<td>0</td>
<td>Ph.D. Comprehensive Examination</td>
</tr>
<tr>
<td>EDEC 702</td>
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<td>Proseminar in Education 2</td>
</tr>
<tr>
<td>EDEC 703</td>
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<td>Ph.D. Colloquium</td>
</tr>
<tr>
<td>WMST 601</td>
<td>3</td>
<td>Feminist Theories and Methods</td>
</tr>
<tr>
<td>WMST 602</td>
<td>3</td>
<td>Feminist Research Symposium</td>
</tr>
</tbody>
</table>

Note: EDEC 701 is normally taken at the end of the second year for Ph.D. 2 program entrants and at the end of the third year for Ph.D. 1 entrants.

Complementary Courses (6 credits)

One of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 705</td>
<td>3</td>
<td>Advanced Research Designs</td>
</tr>
<tr>
<td>EDEC 706</td>
<td>3</td>
<td>Textual Approaches to Research</td>
</tr>
<tr>
<td>EDEC 707</td>
<td>3</td>
<td>Interpretive Inquiry</td>
</tr>
<tr>
<td>EDEM 692</td>
<td>3</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>EDSL 630</td>
<td>3</td>
<td>Qualitative/Ethnographic Methods</td>
</tr>
</tbody>
</table>

One course, at the 500 level or higher on gender/women's issues, to be chosen from the approved list (available from the McGill Institute for Gender, Sexuality, and Feminist Studies) in consultation with the Doctoral Advisory Committee depending on the student's background and research interests. In some cases, additional courses may be required or recommended by the Doctoral Advisory Committee.

12.2.31  Doctor of Philosophy (Ph.D.) Educational Studies: Language Acquisition

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

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

Required Courses (14 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 700</td>
<td>2</td>
<td>Proseminar in Education 1</td>
</tr>
<tr>
<td>EDEC 701</td>
<td>0</td>
<td>Ph.D. Comprehensive Examination</td>
</tr>
<tr>
<td>EDEC 702</td>
<td>2</td>
<td>Proseminar in Education 2</td>
</tr>
<tr>
<td>EDEC 703</td>
<td>4</td>
<td>Ph.D. Colloquium</td>
</tr>
<tr>
<td>LING 710</td>
<td>2</td>
<td>Language Acquisition Issues 2</td>
</tr>
<tr>
<td>PSYC 709</td>
<td>2</td>
<td>Language Acquisition Issues 1</td>
</tr>
<tr>
<td>SCSD 712</td>
<td>2</td>
<td>Language Acquisition Issues 4</td>
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</table>
## Complementary Courses (9 credits)

3 credits of graduate-level statistics from the courses below:

Students who have taken an equivalent course in statistics, or are currently taking an equivalent course as part of their Ph.D. program requirements, will be deemed to have satisfied this requirement for the Language Acquisition Option.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
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<tbody>
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<td>EDPE 676</td>
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<td>Intermediate Statistics</td>
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<tr>
<td>EDPE 682</td>
<td>3</td>
<td>Univariate/Multivariate Analysis</td>
</tr>
<tr>
<td>LING 620</td>
<td>3</td>
<td>Experimental Linguistics: Methods</td>
</tr>
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<td>PSYC 650</td>
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<td>Advanced Statistics 1</td>
</tr>
<tr>
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<td>Advanced Statistics 2</td>
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</table>

3 credits selected from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 705</td>
<td>3</td>
<td>Advanced Research Designs</td>
</tr>
<tr>
<td>EDEC 706</td>
<td>3</td>
<td>Textual Approaches to Research</td>
</tr>
<tr>
<td>EDEC 707</td>
<td>3</td>
<td>Interpretive Inquiry</td>
</tr>
</tbody>
</table>

At least 3 credits selected from the following list:

<table>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 620</td>
<td>3</td>
<td>Social Justice Issues in Second Language Education</td>
</tr>
<tr>
<td>EDSL 623</td>
<td>3</td>
<td>Second Language Learning</td>
</tr>
<tr>
<td>EDSL 624</td>
<td>3</td>
<td>Educational Sociolinguistics</td>
</tr>
<tr>
<td>EDSL 627</td>
<td>3</td>
<td>Instructed Second Language Acquisition Research</td>
</tr>
<tr>
<td>EDSL 629</td>
<td>3</td>
<td>Second Language Assessment</td>
</tr>
<tr>
<td>EDSL 632</td>
<td>3</td>
<td>Second Language Literacy Development</td>
</tr>
<tr>
<td>LING 555</td>
<td>3</td>
<td>Language Acquisition 2</td>
</tr>
<tr>
<td>LING 590</td>
<td>3</td>
<td>Language Acquisition and Breakdown</td>
</tr>
<tr>
<td>LING 651</td>
<td>3</td>
<td>Topics in Acquisition of Phonology</td>
</tr>
<tr>
<td>LING 655</td>
<td>3</td>
<td>Theory of L2 Acquisition</td>
</tr>
<tr>
<td>LING 751</td>
<td>3</td>
<td>Advanced Seminar: Experimental 1</td>
</tr>
<tr>
<td>LING 752</td>
<td>3</td>
<td>Advanced Seminar: Experimental 2</td>
</tr>
<tr>
<td>PSYC 545</td>
<td>3</td>
<td>Topics in Language Acquisition</td>
</tr>
<tr>
<td>PSYC 735</td>
<td>3</td>
<td>Developmental Psychology and Language</td>
</tr>
<tr>
<td>SCSD 619</td>
<td>3</td>
<td>Phonological Development</td>
</tr>
<tr>
<td>SCSD 632</td>
<td>3</td>
<td>Phonological Disorders: Children</td>
</tr>
<tr>
<td>SCSD 633</td>
<td>3</td>
<td>Language Development</td>
</tr>
<tr>
<td>SCSD 637</td>
<td>3</td>
<td>Developmental Language Disorders 1</td>
</tr>
<tr>
<td>SCSD 643</td>
<td>3</td>
<td>Developmental Language Disorders 2</td>
</tr>
<tr>
<td>SCSD 652</td>
<td>3</td>
<td>Advanced Research Seminar 1</td>
</tr>
<tr>
<td>SCSD 653</td>
<td>3</td>
<td>Advanced Research Seminar 2</td>
</tr>
<tr>
<td>SCSD 654</td>
<td>3</td>
<td>Advanced Research Seminar 3</td>
</tr>
</tbody>
</table>

## Elective Course

(0-2 credits)

0-2 credits from the following:
Doctor of Philosophy (Ph.D.) Educational Studies: Mathematics and Science Education

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

Thesis

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

Required Courses (17 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 624</td>
<td>(3)</td>
<td>Researching, Teaching, Learning and Teacher Education</td>
</tr>
<tr>
<td>EDEC 700</td>
<td>(2)</td>
<td>Proseminar in Education 1</td>
</tr>
<tr>
<td>EDEC 701</td>
<td>(0)</td>
<td>Ph.D. Comprehensive Examination</td>
</tr>
<tr>
<td>EDEC 702</td>
<td>(2)</td>
<td>Proseminar in Education 2</td>
</tr>
<tr>
<td>EDEC 703</td>
<td>(4)</td>
<td>Ph.D. Colloquium</td>
</tr>
<tr>
<td>EDEC 708</td>
<td>(3)</td>
<td>PhD Seminar in Practice-Based Teacher Education 1</td>
</tr>
<tr>
<td>EDEC 709</td>
<td>(3)</td>
<td>PhD Seminar in Math and Science Education 2</td>
</tr>
</tbody>
</table>

Note: EDEC 701 is normally taken at the end of the second year for Ph.D. 2 program entrants and at the end of the third year for Ph.D. 1 entrants.

Complementary Courses

3-9 credits

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 646</td>
<td>(3)</td>
<td>Sociocultural and Epistemic Understandings of Science</td>
</tr>
<tr>
<td>EDEC 647</td>
<td>(3)</td>
<td>Sociocultural and Epistemic Understandings of Mathematics</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPE 682</td>
<td>(3)</td>
<td>Univariate/Multivariate Analysis</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 705</td>
<td>(3)</td>
<td>Advanced Research Designs</td>
</tr>
<tr>
<td>EDEC 706</td>
<td>(3)</td>
<td>Textual Approaches to Research</td>
</tr>
<tr>
<td>EDEC 707</td>
<td>(3)</td>
<td>Interpretive Inquiry</td>
</tr>
<tr>
<td>EDEM 692</td>
<td>(3)</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>EDSL 630</td>
<td>(3)</td>
<td>Qualitative/Ethnographic Methods</td>
</tr>
</tbody>
</table>

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

12.2.33 Graduate Certificate (Gr. Cert.) Educational Leadership 1 (15 credits)

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

Course selection to be approved by Graduate Certificate Program Director.

Complementary Courses

15 credits from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 635</td>
<td>(3)</td>
<td>Research Writing</td>
</tr>
<tr>
<td>EDEM 610</td>
<td>(3)</td>
<td>Leadership in Action</td>
</tr>
<tr>
<td>EDEM 628</td>
<td>(3)</td>
<td>Education Resource Management</td>
</tr>
<tr>
<td>EDEM 635</td>
<td>(3)</td>
<td>Fiscal Accountability in Education</td>
</tr>
<tr>
<td>EDEM 637</td>
<td>(3)</td>
<td>Managing Educational Change</td>
</tr>
<tr>
<td>EDEM 644</td>
<td>(3)</td>
<td>Curriculum Development and Implementation</td>
</tr>
<tr>
<td>EDEM 646</td>
<td>(3)</td>
<td>Planning and Evaluation</td>
</tr>
</tbody>
</table>

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

12.2.34 Graduate Certificate (Gr. Cert.) Educational Leadership 2 (15 credits)

This 15-credit program explores more deeply leadership theory and educational issues and applications in a practicum. Candidates for the Graduate Certificate in Educational Leadership 2 should normally have completed the first certificate. In combination, the two certificates allow school administrators to acquire the 30 graduate credits in the field of educational leadership required by the Quebec Ministry of Education.

Course selection to be approved by Graduate Certificate Program Director.

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

Complementary Courses

15 credits from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 606</td>
<td>(3)</td>
<td>Educational Leadership Issues</td>
</tr>
<tr>
<td>EDEM 660</td>
<td>(3)</td>
<td>Community Relations in Education</td>
</tr>
<tr>
<td>EDEM 664</td>
<td>(3)</td>
<td>Education and the Law</td>
</tr>
<tr>
<td>EDEM 671</td>
<td>(3)</td>
<td>Role of the Leader</td>
</tr>
<tr>
<td>EDEM 673</td>
<td>(3)</td>
<td>Leadership Theory in Education</td>
</tr>
<tr>
<td>EDEM 675</td>
<td>(3)</td>
<td>Special Topics 1 in Educational Leadership</td>
</tr>
<tr>
<td>EDEM 681</td>
<td>(3)</td>
<td>Practicum - Administrative Studies</td>
</tr>
<tr>
<td>EDEM 693</td>
<td>(3)</td>
<td>School Improvement Approaches</td>
</tr>
<tr>
<td>EDEM 695</td>
<td>(3)</td>
<td>Policy Studies in Education</td>
</tr>
</tbody>
</table>

Or other 500-level or higher courses approved by the Graduate Certificate Program Director.
12.2.35  Graduate Certificate (Gr. Cert.) Educational Leadership 3 (15 credits)

The Graduate Certificate in Educational Leadership 3 emphasizes applied research in educational leadership and ways in which educational leadership and associated theories can inform the design, implementation, and assessment of educational programs in schools. The program highlights applied research in the context of teaching and learning in Quebec elementary and secondary schools. No course taken in the Graduate Certificate in Educational Leadership 1 may be repeated in Graduate Certificate in Educational Leadership 2 or Graduate Certificate in Educational Leadership 3. The Graduate Certificate in Educational Leadership 3 may be offered on campus or online.

Required Courses (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 625</td>
<td>6</td>
<td>Project 1</td>
</tr>
<tr>
<td>EDEM 627</td>
<td>6</td>
<td>Project 2</td>
</tr>
</tbody>
</table>

Complementary Courses (3 credits)

3 credits from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 690</td>
<td>3</td>
<td>Research Methods: Theory and Practice</td>
</tr>
<tr>
<td>EDEM 692</td>
<td>3</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>EDTL 640</td>
<td>3</td>
<td>Teacher Inquiry and Action Research</td>
</tr>
</tbody>
</table>

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

12.2.36  Graduate Certificate (Gr. Cert.) International Leadership in Educational and Administrative Development (15 credits)

** This program is currently not offered. **

The Graduate Certificate in International Leadership in Educational and Administrative Development (I-LEAD) targets leaders, consultants, senior management, administrators, and policy makers from a range of educational institutions (universities, colleges, private schools), organizations (hospitals, community, governmental), and the corporate sector. The varied curriculum provide a world-class global training experience in educational leadership. The majority of courses are delivered online asynchronously, with students accessing learning material and engaging in online discussions. Courses are offered online during the fall, winter, and spring semesters, and also include an intensive summer component on the McGill campus.

Required Courses (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLE 601</td>
<td>3</td>
<td>Resource Administration &amp; Fiscal Accountability</td>
</tr>
<tr>
<td>EDLE 602</td>
<td>3</td>
<td>Marketing &amp; Strategy in International Education Leadership</td>
</tr>
<tr>
<td>EDLE 603</td>
<td>3</td>
<td>Educational Planning and Evaluation</td>
</tr>
<tr>
<td>EDLE 604</td>
<td>3</td>
<td>Education and Internationalization</td>
</tr>
<tr>
<td>EDLE 605</td>
<td>3</td>
<td>Leading for Success in Educational Institutions</td>
</tr>
</tbody>
</table>

12.2.37  Graduate Certificate (Gr. Cert.) Teaching English as a Second Language (15 credits)

This 15-credit certificate is designed as professional development for in-service teachers and candidates with a background in education, language studies, linguistics, or a related field, or as preparation for application to our M.A. in Second Language Education. The five courses that comprise the certificate provide a solid background and offer in-depth study in the field of second-language education from a range of perspectives and with a focus on research and applications to teaching. Please note that this certificate does not lead to teacher certification.

The Graduate Certificate in TESL is designed to be available to students worldwide. Courses are offered in a combination of online and face-to-face formats, and sequenced in such a way that students can complete the certificate in one year. The maximum time for completion is five years. The first three courses are offered online, and can be undertaken anywhere an Internet connection is available. The final two courses are offered face-to-face either on-site at McGill or at off-site locations with collaborative partners, if numbers warrant.

Required Courses (15 credits)

Online Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 500</td>
<td>3</td>
<td>Foundations and Issues in Second Language Education</td>
</tr>
<tr>
<td>EDSL 505</td>
<td>3</td>
<td>Second Language Acquisition Applied to Classroom Contexts</td>
</tr>
<tr>
<td>EDSL 512</td>
<td>3</td>
<td>Grammar in Teaching English as a Second Language</td>
</tr>
</tbody>
</table>
On-site at McGill in Intensive (1 month) Institute
Note: Off-site delivery can be considered for a specified minimum number of students. Certain limitations and additional costs would apply.

EDSL 601 (3) Methods and Curriculum in Second Language Teaching 1
EDSL 602 (3) Methods and Curriculum in Second Language Teaching 2

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

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

Cours obligatoires (12 crédits)
EDSL 515 (3) Étude de la langue française pour enseignants
EDSL 541 (3) Littératie et littérature de jeunesse en contexte immersif
EDSL 544 (3) Didactique du français en contexte immersif
EDSL 545 (3) Fondements pédagogiques de l’immersion

Cours complémentaires (3 crédits)
EDSL 500 (3) Foundations and Issues in Second Language Education
EDSL 505 (3) Second Language Acquisition Applied to Classroom Contexts

12.3 Kinesiology and Physical Education

12.3.1 Location
Department of Kinesiology and Physical Education
Sir Arthur Currie Memorial Gymnasium
475 Pine Avenue West
Montreal QC H2W 1S4
Canada
Telephone: 514-398-4184, ext. 0302
Fax: 514-398-4186
Email: grad.kpe@mcgill.ca
Website: www.mcgill.ca/edu-kpe

12.3.2 About Kinesiology and Physical Education
The Department of Kinesiology and Physical Education provides a large variety of research opportunities in a number of areas related to human health and physical activity.

Master’s of Science Program
Examples of research pursued as part of the M.Sc. program include the following areas:

Exercise Physiology :
- obesity treatment, public health surveillance, and health;
- adaptive response of skeletal muscle in health, nutrition, disease, and aging;
- exercise and nutritional interventions designed to manage and treat chronic diseases;
the impact of sex and sex hormones on neurovascular physiology;
clinical and integrative exercise in cardio-respiratory physiology;
muscle physiology and biophysics.

**Biomechanics and Neuroscience**:
- ergonomics evaluation of fatigue and musculoskeletal disorders;
- walking and running locomotion gait research;
- sport equipment design and evaluation (e.g., helmets, footwear);
- mobility in healthy and aging people, and in people with disabilities;
- epigenetic modifications associated with brain and spinal cord postnatal development.

**Master’s of Arts Program**
Examples of research pursued as part of the M.A. program include the following areas:

**Exercise and Health Psychology**:
- psychosocial determinants of health behaviour, body-related emotions, and physical self;
- motivation in youth sport and physical activity;
- school and community-based physical activity promotion;
- promoting emotional well-being and quality of life through physical activity and sport.

**Sports Psychology**:
- coaching expertise;
- team building;
- psychology of athletic injuries (concussions);
- hockey violence.

**Adapted Physical Activity**:
- physical activity participation in the community for people with one or multiple disabilities, including developmental, emotional, intellectual, and or physical disabilities;
- self-regulation of physical activity and physical health for individuals with one or multiple disabilities;
- physical activity for people with attention-deficit hyperactivity disorder (ADHD) and movement difficulties;
- motivation, self-determination, coaching, participation, and/or social inclusion of children, youth, or adults with disabilities.

**Sport, Physical, and Health Education Research in Society**:
- physical and health education pedagogy, curriculum, and instruction;
- narrative conceptions of knowledge and physical education teacher education;
- sociology and cultural studies of sport, recreation, and leisure;
- historical perspectives of sport and Canadian society;
- indigenous sport and settler-colonialism.

**Doctor of Philosophy Program**
The Ph.D. in kinesiology sciences provides opportunities for in-depth research in areas such as:

- **Biomechanics and Neuroscience**, which aims to understand human structure and function interactions between biology (muscles, bones, joints), mechanics (forces, acceleration, motion) and/or the nervous system (brain, nerves, genetics).
- **Exercise Physiology**, which tests the effects of exercise and physical activity on functional, health, and performance outcomes in healthy, clinical, and athletic populations.
- **Physical and Health Education**, which studies physical and health education programming, physical education teacher experiences, curriculum studies, and teacher education.
- **Sport Sociology & Cultural Studies**, which corresponds to the sociocultural study of sport, recreation, and leisure across a variety of contexts.
- **Adapted Physical Activity**, which investigates, in real world settings, the physical activity and sport participation of people living with one or multiple disabilities, including developmental, emotional, intellectual, and/or physical disabilities.
- **Sport, Exercise, and Health Psychology**, which aims to understand how psychological and social factors influence behavioural outcomes (e.g., sport performance, exercise motivation), and psychosocial development, health, and well-being.
section 12.3.5: Master of Arts (M.A.) Kinesiology and Physical Education (Thesis) (45 credits) and section 12.3.6: Master of Science (M.Sc.) Kinesiology and Physical Education (Thesis) (45 credits)

The thesis programs in Kinesiology and Physical Education are designed to help students develop research skills and expertise in their selected areas of research. All students must have a physical science background to study in the M.Sc. program and a social-psychological background to study in the M.A. program. Students are supervised by a faculty researcher in their respective laboratory or clinical locations. These research programs often lead to career advancement in academic, scholastic, industrial, clinical, and/or social health care settings.

section 12.3.7: Master of Arts (M.A.) Kinesiology and Physical Education (Non-Thesis) (45 credits) and section 12.3.8: Master of Science (M.Sc.) Kinesiology and Physical Education (Non-Thesis) (45 credits)

The non-thesis programs are currently not offered.

The non-thesis programs in Kinesiology and Physical Education are intended to help students develop professional skills related to their careers in kinesiology and physical education who do not have an interest in research. Students will work with a supervisor and will take a number of courses in the academic areas of interest and will also complete a research project in the area of interest.

section 12.3.9: Doctor of Philosophy (Ph.D.) Kinesiology Sciences

The objective of the Ph.D. in Kinesiology Sciences is to provide opportunities for in-depth research experience in (an) area(s) of Departmental expertise within the breadth of kinesiology research. Students with a Master's degree in kinesiology or related discipline or equivalent background will qualify to apply. Students are supervised by a faculty researcher in their respective laboratory or clinical location(s). Students will complete a number of courses, including a capstone course intended to survey contemporary issues in kinesiology research. Students will become experts in their research field while obtaining knowledge on the multidisciplinary nature of Kinesiology Sciences.

12.3 Kinesiology and Physical Education Admission Requirements and Application Procedures

12.3.1 Admission Requirements

Master's level

1. An undergraduate degree in Physical and Health Education, Exercise Science, Kinesiology, or its equivalent is required.
2. A minimum academic standing equivalent to a CGPA of 3.0 out of 4.0 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

Doctoral level

1. A Master's degree in Kinesiology or a related discipline, or an equivalent background is required.
2. A minimum academic standing equivalent to a CGPA of 3.0 out of 4.0 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

12.3.2 Application Procedures

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

See University Regulations & Resources > Graduate > Graduate Admissions and Application Procedures > : Application Procedures for detailed application procedures.

Admissions and application information for Master's and Doctoral programs is also available on the Department of Kinesiology and Physical Education's website (www.mcgill.ca/edu-kpe/programs)

12.3.3 Application Dates and Deadlines

Application dates are set by Enrolment Services in consultation with Graduate and Postdoctoral Studies (GPS), while application deadlines are set by the Department of Kinesiology and Physical Education and may be revised at any time. Applicants must verify all deadlines and documentation requirements well in advance on the appropriate McGill departmental website; please consult the list at www.mcgill.ca/gps/contact/graduate-program.

<table>
<thead>
<tr>
<th>Application Opening Dates</th>
<th>Application Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Applicants</td>
<td>Non-Canadian citizens (incl. Special, Visiting &amp; Exchange)</td>
</tr>
<tr>
<td>Fall Term:</td>
<td>Sept. 15</td>
</tr>
<tr>
<td>Winter Term:</td>
<td>Feb. 15</td>
</tr>
<tr>
<td>Summer Term:</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Admission to graduate studies is competitive; accordingly, late and/or incomplete application are considered only as time and space permit.

### 12.3.4 Kinesiology and Physical Education Faculty

#### Chair
Julie Côté

#### Director of Undergraduate Programs
Gordon Bloom

#### Graduate Program Director
Shane Sweet

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

#### Professors
- Ross E. Andersen; B.Ed., M.A.(McG.), Ph.D.(Temple)
- Gordon Bloom; B.Ed.(UWO), M.A.(York), Ph.D.(Ott.)
- Theodore E. Milner; B.Sc., M.Sc., Ph.D.(Alta.)
- Dilson Rassier; B.P.E.(Fed. de Pelotas), M.Sc.(UFRGS), Ph.D.(Calg.)

#### Associate Professors
- Julie Côté; B.Sc., M.Sc.(Wisc. Madison), Ph.D.(Montr.)
- Lindsay Duncan; B.A., M.A., Ph.D.(UWO)
- William Harvey; B.Ed., M.A., Ph.D.(McG.)
- Dennis Jensen; B.P.E.(Brock), M.Sc., Ph.D.(Qu.)
- David J. Pearsall; B.A., B.P.H.E., M.Sc., Ph.D.(Qu.)

#### Assistant Professors
- Tyler Churchward-Venne; B.A.(York), M.Sc.(UWO), Ph.D.(McM.)
- Benoit Gentil; B.Sc.(UJF), M.Sc.(Paris VII), Ph.D.(UJF)
- Jenna Gibbs; B.Sc.(UWO), Ph.D.(Penn. St.)
- Jordan Koch; B.A.(UWO), M.Sc.(Calg.), Ph.D.(Alta.)
- Caroline Paquette; B.Sc., M.Sc.(Laval), Ph.D.(McG.)
- Lee Schaefer; B.Ed.(Regina), M.Ed., Ph.D.(Alta.)
- Shane Sweet; B.A., Ph.D.(Ott.)
- Charlotte Usselman; B.Sc.(Hons.)(Brock), M.Sc., Ph.D.(UWO)

#### Faculty Lecturer
- Jessica Mocella; B.A.(C'dia); B.A.(McG.)
- Celena Scheede-Bergdahl; B.Sc.(C'dia), M.Sc.(Montr.), Ph.D.(Copen.)

#### Adjunct Professors
- Lymperis Koziris; M.A.(McG.), Ph.D.(Penn. St.)
- Ruddy Richard; M.D.(Strasbourg I), Ph.D.(Paris V)
- Catherine M. Sabiston; B.Sc.K.(Dal.), M.H.K.(Windsor), Ph.D.(Br. Col.)

#### Associate Members
- Susan Bartlett; B.A.(C'dia), M.Ed.(McG.), Ph.D(Syrac.)
12.3.5 Master of Arts (M.A.) Kinesiology and Physical Education (Thesis) (45 credits)

The M.A. in Kinesiology and Physical Education (Thesis) focuses on research in the social and pedagogical sciences related to kinesiology, physical activity, and physical education. Related areas of research include, but not limited to, health education pedagogy, adapted physical activity, and sport, exercise and health psychology.

**Thesis Courses (24 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDKP 691</td>
<td>6</td>
<td>Thesis Research 1</td>
</tr>
<tr>
<td>EDKP 692</td>
<td>6</td>
<td>Thesis Research 2</td>
</tr>
<tr>
<td>EDKP 693</td>
<td>6</td>
<td>Thesis Research 3</td>
</tr>
<tr>
<td>EDKP 694</td>
<td>6</td>
<td>Thesis Research 4</td>
</tr>
</tbody>
</table>

**Required Course (3 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDKP 605</td>
<td>3</td>
<td>Research Methods 1</td>
</tr>
<tr>
<td>EDKP 617</td>
<td>0</td>
<td>Seminar in Kinesiology and Physical Education 1</td>
</tr>
<tr>
<td>EDKP 618</td>
<td>0</td>
<td>Seminar in Kinesiology and Physical Education 2</td>
</tr>
<tr>
<td>EDKP 619</td>
<td>0</td>
<td>Seminar in Kinesiology and Physical Education 3</td>
</tr>
<tr>
<td>EDKP 620</td>
<td>0</td>
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</tbody>
</table>

**Complementary Courses (18 credits)**

3 credits from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDKP 631</td>
<td>3</td>
<td>Qualitative Methods</td>
</tr>
<tr>
<td>EDPE 676</td>
<td>3</td>
<td>Intermediate Statistics</td>
</tr>
</tbody>
</table>

15 credits from:

Students must take a minimum of 9 credits of coursework in a classroom setting that is relevant to their area of research selected in consultation with the Graduate Student Adviser.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDKP 504</td>
<td>3</td>
<td>Health &amp; Lifestyle Education</td>
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<tr>
<td>EDKP 548</td>
<td>3</td>
<td>Applied Exercise Psychology</td>
</tr>
<tr>
<td>EDKP 603</td>
<td>6</td>
<td>Individual Reading Course 1</td>
</tr>
<tr>
<td>EDKP 616</td>
<td>3</td>
<td>Individual Reading Course 2</td>
</tr>
<tr>
<td>EDKP 631</td>
<td>3</td>
<td>Qualitative Methods</td>
</tr>
<tr>
<td>EDKP 650</td>
<td>3</td>
<td>Research in Physical Education Pedagogy</td>
</tr>
<tr>
<td>EDKP 654</td>
<td>3</td>
<td>Sport Psychology</td>
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<tr>
<td>EDKP 655</td>
<td>3</td>
<td>Inclusive Physical Activity</td>
</tr>
<tr>
<td>EDKP 664</td>
<td>3</td>
<td>Motor Learning</td>
</tr>
</tbody>
</table>
## 12.3.6 Master of Science (M.Sc.) Kinesiology and Physical Education (Thesis) (45 credits)

Areas: Biomechanics, Exercise Physiology, and Motor Control and Learning

### Thesis Courses (24 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDKP 691</td>
<td>6</td>
<td>Thesis Research 1</td>
</tr>
<tr>
<td>EDKP 692</td>
<td>6</td>
<td>Thesis Research 2</td>
</tr>
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<td>EDKP 693</td>
<td>6</td>
<td>Thesis Research 3</td>
</tr>
<tr>
<td>EDKP 694</td>
<td>6</td>
<td>Thesis Research 4</td>
</tr>
</tbody>
</table>

### Required Courses (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDKP 605</td>
<td>3</td>
<td>Research Methods 1</td>
</tr>
<tr>
<td>EDKP 617</td>
<td>0</td>
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<td>EDKP 618</td>
<td>0</td>
<td>Seminar in Kinesiology and Physical Education 2</td>
</tr>
<tr>
<td>EDKP 619</td>
<td>0</td>
<td>Seminar in Kinesiology and Physical Education 3</td>
</tr>
<tr>
<td>EDKP 620</td>
<td>0</td>
<td>Seminar in Kinesiology and Physical Education 4</td>
</tr>
<tr>
<td>EDPE 676</td>
<td>3</td>
<td>Intermediate Statistics</td>
</tr>
</tbody>
</table>

### Complementary Courses (15 credits)

Students must take a minimum of 9 credits of coursework in a classroom setting in the area of concentration selected in consultation with the Graduate Student Adviser.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>EDKP 542</td>
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<td>Environmental Exercise Physiology</td>
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<td>EDKP 548</td>
<td>3</td>
<td>Applied Exercise Psychology</td>
</tr>
<tr>
<td>EDKP 566</td>
<td>3</td>
<td>Advanced Biomechanics Theory</td>
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<tr>
<td>EDKP 603</td>
<td>6</td>
<td>Individual Reading Course 1</td>
</tr>
<tr>
<td>EDKP 616</td>
<td>3</td>
<td>Individual Reading Course 2</td>
</tr>
<tr>
<td>EDKP 630</td>
<td>3</td>
<td>Human Walking Mechanics</td>
</tr>
<tr>
<td>EDKP 631</td>
<td>3</td>
<td>Qualitative Methods</td>
</tr>
<tr>
<td>EDKP 635</td>
<td>3</td>
<td>Modeling Human Movement</td>
</tr>
<tr>
<td>EDKP 640</td>
<td>3</td>
<td>Advanced Ergonomics</td>
</tr>
<tr>
<td>EDKP 652</td>
<td>3</td>
<td>Cardio-Respiratory Exercise Physiology</td>
</tr>
<tr>
<td>EDKP 662</td>
<td>3</td>
<td>Nerve/Muscle Exercise Response</td>
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<tr>
<td>EDKP 664</td>
<td>3</td>
<td>Motor Learning</td>
</tr>
<tr>
<td>EDKP 665</td>
<td>3</td>
<td>Motor Behaviour and Disability</td>
</tr>
<tr>
<td>EDKP 671</td>
<td>3</td>
<td>Experimental Problems</td>
</tr>
<tr>
<td>EDKP 672</td>
<td>6</td>
<td>Advanced Experimental Problems</td>
</tr>
</tbody>
</table>
Students may also take courses from the Faculty of Science chosen in consultation with the adviser (500, 600, or 700 level).

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

**This program is currently not offered.**

Areas: Adapted Physical Activity, Pedagogy, and Sport and Exercise Psychology

#### Research Project (15 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDKP 608</td>
<td>15</td>
<td>Special Project</td>
</tr>
</tbody>
</table>

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDKP 617</td>
<td>0</td>
<td>Seminar in Kinesiology and Physical Education 1</td>
</tr>
<tr>
<td>EDKP 618</td>
<td>0</td>
<td>Seminar in Kinesiology and Physical Education 2</td>
</tr>
<tr>
<td>EDKP 619</td>
<td>0</td>
<td>Seminar in Kinesiology and Physical Education 3</td>
</tr>
<tr>
<td>EDKP 620</td>
<td>0</td>
<td>Seminar in Kinesiology and Physical Education 4</td>
</tr>
</tbody>
</table>

#### Complementary Courses (18 credits)

6 credits, two courses from the following:

Note: Students take either EDSL 630 or EDEM 692.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 692</td>
<td>3</td>
<td>Qualitative Research Methods</td>
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<tr>
<td>EDKP 605</td>
<td>3</td>
<td>Research Methods 1</td>
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<tr>
<td>EDPE 575</td>
<td>3</td>
<td>Statistics for Practitioners</td>
</tr>
<tr>
<td>EDSL 630</td>
<td>3</td>
<td>Qualitative/Ethnographic Methods</td>
</tr>
</tbody>
</table>

12 credits selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDKP 504</td>
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<td>Health &amp; Lifestyle Education</td>
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<td>3</td>
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<td>EDKP 631</td>
<td>3</td>
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<td>Sport Psychology</td>
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<tr>
<td>EDKP 655</td>
<td>3</td>
<td>Inclusive Physical Activity</td>
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<td>Motor Learning</td>
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<td>EDKP 665</td>
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<td>Motor Behaviour and Disability</td>
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<tr>
<td>EDKP 671</td>
<td>3</td>
<td>Experimental Problems</td>
</tr>
<tr>
<td>EDKP 672</td>
<td>6</td>
<td>Advanced Experimental Problems</td>
</tr>
</tbody>
</table>

Students may also take courses from the Faculty of Education or the Faculty of Arts in consultation with an adviser (500, 600, or 700 level).
Elective Courses (12 credits)
12 credits (normally four courses) chosen in consultation with an adviser (should be 500, 600, or 700 level).

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

**This program is currently not offered.**

Areas: Biomechanics, Exercise Physiology, and Motor Control and Learning

Research Project (15 credits)

EDKP 608 (15) Special Project

Required Courses

EDKP 617 (0) Seminar in Kinesiology and Physical Education 1
EDKP 618 (0) Seminar in Kinesiology and Physical Education 2
EDKP 619 (0) Seminar in Kinesiology and Physical Education 3
EDKP 620 (0) Seminar in Kinesiology and Physical Education 4

Complementary Courses (18 credits)

6 credits, two courses from the following:
Note: Students may take either EDSL 630 or EDEM 692.

EDEM 692 (3) Qualitative Research Methods
EDKP 605 (3) Research Methods 1
EDPE 575 (3) Statistics for Practitioners
EDSL 630 (3) Qualitative/Ethnographic Methods

12 credits chosen from the following:

EDKP 542 (3) Environmental Exercise Physiology
EDKP 548 (3) Applied Exercise Psychology
EDKP 566 (3) Advanced Biomechanics Theory
EDKP 603 (6) Individual Reading Course 1
EDKP 616 (3) Individual Reading Course 2
EDKP 630 (3) Human Walking Mechanics
EDKP 635 (3) Modeling Human Movement
EDKP 640 (3) Advanced Ergonomics
EDKP 652 (3) Cardio-Respiratory Exercise Physiology
EDKP 662 (3) Nerve/Muscle Exercise Response
EDKP 664 (3) Motor Learning
EDKP 665 (3) Motor Behaviour and Disability
EDKP 671 (3) Experimental Problems
EDKP 672 (6) Advanced Experimental Problems

Students may also take courses from the Faculty of Science in consultation with an adviser.
Elective Courses (12 credits)

12 credits (normally four courses) chosen in consultation with an adviser (should be 500, 600, or 700 level).

12.3.9 Doctor of Philosophy (Ph.D.) Kinesiology Sciences

The objective of the Ph.D. in Kinesiology Sciences is to provide opportunities for in-depth research experience in (an) area(s) of Departmental expertise within the breath of kinesiology research. The program will provide graduate research training in kinesiology-related areas such as exercise physiology, biomechanics, motor control, physical and health education pedagogy, and sport, exercise and health psychology provided by a rich environment in the Department of Kinesiology and Physical Education. Students with a Master's degree in kinesiology or related discipline or equivalent background will qualify to apply. Students will complete 12 credits of required courses, including a capstone course intended to survey contemporary issues in kinesiology research, and two complementary courses intended to provide adequate theoretical depth to support their program of research.

Required Courses (12 credits)

- EDKP 605 (3) Research Methods 1
- EDKP 617 (0) Seminar in Kinesiology and Physical Education 1
- EDKP 618 (0) Seminar in Kinesiology and Physical Education 2
- EDKP 619 (0) Seminar in Kinesiology and Physical Education 3
- EDKP 620 (0) Seminar in Kinesiology and Physical Education 4
- EDKP 661D1 () Current Topics in Kinesiology Research
- EDKP 661D2 () Current Topics in Kinesiology Research
- EDKP 701 (0) Ph.D. Comprehensive Examination
- EDPE 676 (3) Intermediate Statistics

Complementary Courses (6 credits)

A minimum of 6 credits from the following; other courses, at the 500-level or higher, on these topics from the Faculty of Education or other Faculties may be selected subject to approval of the program adviser.

- EDKP 603D1 (3) Individual Reading Course 1
- EDKP 603D2 (3) Individual Reading Course 1
- EDKP 616 (3) Individual Reading Course 2
- EDKP 630 (3) Human Walking Mechanics
- EDKP 635 (3) Modeling Human Movement
- EDKP 640 (3) Advanced Ergonomics
- EDKP 650 (3) Research in Physical Education Pedagogy
- EDKP 652 (3) Cardio-Respiratory Exercise Physiology
- EDKP 654 (3) Sport Psychology
- EDKP 655 (3) Inclusive Physical Activity
- EDKP 662 (3) Nerve/Muscle Exercise Response
- EDKP 664 (3) Motor Learning
- EDKP 665 (3) Motor Behaviour and Disability
- EDKP 671 (3) Experimental Problems
- EDKP 672D1 (3) Advanced Experimental Problems
- EDKP 672D2 (3) Advanced Experimental Problems