Faculty of Education (Graduate)
Programs, Courses and University Regulations
2021-2022
This PDF excerpt of Programs, Courses and University Regulations is an archived snapshot of the web content on the date that appears in the footer of the PDF. Archival copies are available at www.mcgill.ca/study.

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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1 Dean’s Welcome

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. McGill’s approach to graduate education emphasises skills development; we cultivate your academic and professional growth through a variety of workshops, events and experiential learning opportunities. I invite you to consult the GPS website for information on the range of resources available to graduate students at McGill.

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.
Associate Provost (Graduate Education) and Dean, Graduate and Postdoctoral Studies

2 Graduate and Postdoctoral Studies

2.1 Administrative Officers

<table>
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<th>Administrative Officers</th>
<th>Associate Provost (Graduate Education) and Dean (Graduate and Postdoctoral Studies)</th>
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</thead>
<tbody>
<tr>
<td>Josephine Nalbantoglu; B.Sc., Ph.D.(McG.)</td>
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<tr>
<td>Lorraine Chalifour; B.Sc., Ph.D. (Manit.)</td>
<td>Associate Dean (Graduate and Postdoctoral Studies)</td>
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<tr>
<td>Nathan Hall; B.A., M.A., Ph.D. (Manit.)</td>
<td>Associate Dean (Graduate and Postdoctoral Studies)</td>
</tr>
<tr>
<td>Russell Steele; B.S., M.S. (Carn. Mell), Ph.D. (Wash.)</td>
<td>Associate Dean (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: 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 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

Every unit hosting postdocs should apply institutional policies and procedures for the provision of postdoctoral education and have established means for informing postdocs of policies, procedures, and privileges (available at mcgill.ca/gps/postdocs), as well as mechanisms for addressing complaints. For their part, postdocs are responsible for informing themselves of such policies, procedures, and privileges.

1. Definition and Status
   i. Postdoctoral status will be recognized by the University in accordance with Quebec provincial regulations as may be modified from time to time. The eligibility period for postdoctoral status is up to five years from the date when the Ph.D. or equivalent degree was awarded. A leave of absence for parental or health reasons may extend the eligibility period. Leaves for other reasons, including vacation, do not impact the eligibility period.
   ii. Some McGill postdocs have dual status as both students and employees (unionized or non-unionized). Consult the Graduate and Postdoctoral Studies website for definitions of Postdoctoral Fellows, Postdoctoral Scholars and Postdoctoral Researchers.
   iii. Postdocs must conduct research under the supervision of a McGill professor (including Adjunct Professors), qualified in the discipline in which training is being provided and with the ability to fulfill supervisory responsibilities and act as a mentor for career development. Postdocs are expected to engage primarily in research with minimal teaching or other responsibilities.

2. Registration
   i. Postdocs must register annually with the University through Enrolment Services. Registration will be limited to postdocs who fulfil the definition above, and who meet the eligibility criteria as stipulated on the Graduate and Postdoctoral Studies website.
   ii. Upon registration, postdocs will be eligible for a University identity card issued by Enrolment Services.
   iii. Leaves of absence 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).

3. Appointment, Funding, Letter of Agreement
   i. Postdoctoral appointments may not exceed the registration eligibility period as defined above.
   ii. In order to be registered, the postdoc must be assured of financial support other than from personal means during their stay at McGill University. This amount must be equivalent to the minimal stipend requirement set by the University in accordance with guidelines issued by federal and provincial research granting agencies or the collective agreement, as applicable. Funding during parental leave is subject to the conditions of the funding agency or the collective agreement, as applicable.
   iii. Postdocs require a Letter of Agreement for Postdoctoral Education signed by the postdoc, the supervisor, and the department/unit head or delegate.
   iv. Postdocs with full responsibility for teaching a course should be compensated over and above their postdoctoral funding as course lecturers. This applies to all postdocs, except those for whom teaching is part of the award.
   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 or the collective agreement. 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 mcgill.ca/students/srr, and those granted by the policies listed at mcgill.ca/secretariat/policies-and-regulations.
   ii. Postdocs have full graduate student borrowing privileges in McGill libraries through their identity card.
   iii. As a general rule, postdocs may take courses for credit as Special Students following the admissions procedures outlined at mcgill.ca/gradapplicants/apply/prepare/visiting. Tuition and other charges will apply.
   iv. Postdocs may be listed in the McGill directory.
   v. Access to sports facilities may be purchased on a monthly basis through McGill Athletics and Recreation.
   vi. Postdoctoral Fellows and Scholars are mandatory members of the Post-Graduate Students’ Society (PGSS) and an annual association fee is automatically charged.
   vii. Postdocs are permitted membership in the Faculty Club; an annual fee will be charged for this membership.
   viii. 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.
   ix. Postdocs have access to the services provided by the Ombudsperson.
   x. 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.
   xi. Access to student services is granted to non-unionized postdocs, who are charged the Student Services fee in the Fall and Winter terms, through their student fee accounts.

5. Responsibilities
i. Postdocs are subject to the responsibilities outlined at mcgill.ca/students/srr and must abide by the policies listed at 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 the responsibilities of the academic unit are:
• to verify the postdoc’s eligibility period for registration;
• to provide postdocs with departmental policy and procedures that pertain to them;
• to facilitate the registration and appointment of postdocs;
• to assign departmental personnel the responsibility for postdoctoral affairs in the unit;
• 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 the 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 the responsibilities of postdocs are:
• to inform themselves of and adhere to the University’s policies and/or regulations for postdocs as outlined at mcgill.ca/gps/postdocs, 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 (Postdoctoral Fellows and Scholars) and HR policies and guidelines (Postdoctoral Researchers).

Approved by Senate, April 2000; revised May 2014; February 2020.

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 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 and Health Science—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 2021–2022 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 and (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.

In undertaking our programs, you 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, you’re equipped with the latest standardised 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 you 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 you valuable exposure to, and connection with, different research laboratories, research leaders, and professional organizations. You 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) Project

3. 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:

- 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 admission to this program is currently suspended

Graduate Student Policies and Responsibilities
In addition to University regulations, students enrolled in degree programs in ECP must adhere to Department specific Graduate Student Policies and Responsibilities:

- The Graduate Supervision Policy specifies who can act as supervisors for ECP graduate students.
- The Guidelines for Doctoral Dissertation Preparation and Supervisory Committee Responsibilities pertains to doctoral dissertation preparation and the roles and responsibilities of the supervisory committee.
- The Graduate Student Tracking Policy outlines the mandatory progress reporting that is required of all registered graduate students pursuing a Thesis or Research Program (MA thesis, MA Non-Thesis Project, and PhD programs).
- The Social Media Policy helps students to determine how they can best balance the benefits of social media engagement with the potential adverse risks and consequences.

Advising
For information about these graduate programs please view our website at 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 MA in Counselling Psychology - Professional/Internship concentration (non-thesis) qualifies graduates for membership in the Ordre des conseillers et conseilleres d'orientation du Quebec (OCCOQ). The Ph.D. in School/Applied Child Psychology and the Ph.D. in Counselling Psychology are both accredited by the Canadian Psychological Association (CPA) and the Ordre des psychologues du Quebec (OPQ).

Important addresses:

**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

**CPA**
141 Laurier Avenue West, Suite 702
Ottawa ON K1P 5F3, Canada
Telephone: 613-237-2144; 1-888-472-0657
Email: cpa@cpa.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

Research
Research is an integral part of the Department of Educational and Counselling Psychology. For a comprehensive list of research 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
3. have had an extensive supervised internship in either a clinical or educational setting.

To do so, the training program emphasises 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.
Graduate Degrees in School/Applied Psychology

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

You will 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, you 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 you to work in the field as Counsellors in settings such as CLSCs, schools, community, rehabilitation, and vocational guidance centres, governmental, non-governmental, or private settings. All students must also attend weekly case conferences.

For further information, consult the website.

section 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 fulfill the requirements for membership in the orders that certify either guidance counsellors (OCCOQ) or psychologists (OPQ) in Quebec.

For further information, consult the website.

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

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

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

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

For further information, consult the website.

Graduate Degrees in School/Applied Psychology

section 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.

For further information, consult the website.

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 the education of school psychologists in a manner consistent with the highest international standards in the field. Students explore a variety of topics including mental health, child development, school organization, learning processes, behaviour, motivation, and effective teaching. They are prepared to become inquiring professionals committed to the development of children and youth and they receive intensive training in clinical practice with children and families, as well as in basic and applied research.
section 12.1.9: Doctor of Philosophy (Ph.D.) School/Applied Child Psychology

The program develops clinical skills through intensive assessment courses, a Clinic Practicum, a Field Placement, and a full-year Internship. Typically, our graduates go on to practise school psychology across a range of environments including private practice, academia, hospitals, and school boards. The Ph.D. program is accredited by the Canadian Psychological Association (CPA) and the Ordre des psychologues du Québec (OPQ). Graduates are eligible for licensure in Quebec.

For further information, consult the website.

section 12.1.10: Graduate Diploma (Gr. Dip.) School/Applied Child Psychology (Post-Ph.D.)

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

For further information, consult the website.

Graduate Degrees in Educational Psychology

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

The Master of Education (M.Ed.) program is designed to provide students with an appropriate foundation through course work, with opportunities to apply skills and theories though a variety of field placements, and with the possibility of delving further into an area of interest through research or curricular-development activities. The M.Ed. can be completed on a full-time basis in two years or on a part-time basis over three to five years. Most of our courses are offered in the evening to accommodate students who are working during the day. Although many M.Ed. students have a teaching degree, a significant proportion of our students hold degrees in psychology, sociology, the health sciences, or other related disciplines.

There are five active concentrations in the M.Ed.: Inclusive Education, Inclusive Education Project, Learning Sciences, General Educational Psychology, and General Educational Psychology Project. Each provides a specially tailored path to the common goals as described above, enabling innovative educators to add advanced knowledge and skills while developing their ability to contribute to new knowledge and skills in their areas of specialization.

a. 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.

See section 12.1.11: Master of Education (M.Ed.) Educational Psychology (Non-Thesis): General Educational Psychology (48 credits).

b. 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.


c. 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.


d. 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.


e. 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.


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

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 12.1.16: Master of Arts (M.A.) Educational Psychology (Thesis): Health Professions Education (45 credits).

2. The Human Development concentration (mcgill.ca/edu-ecp/programs/humandev) 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. Theses work should focus on an issue in the field of human development related to educational psychology.


3. The Learning Sciences concentration (mcgill.ca/edu-ecp/programs/learningsci) The M.A. in Educational Psychology; Learning Sciences focuses on educational research and its application to practice. Exploration and application of 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. Training in research design and data analytic techniques through coursework and thesis supervision.

See section 12.1.18: Master of Arts (M.A.) Educational Psychology (Thesis): Learning Sciences (45 credits).

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: (mcgill.ca/edu-ecp/programs/humandev) The Human Development concentration 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. Dissertations should focus on an issue in the field of human development related to educational psychology.

See section 12.1.19: Doctor of Philosophy (Ph.D.) Educational Psychology: Human Development.

2. Learning Sciences concentration: (mcgill.ca/edu-ecp/programs/learningsci) The Ph.D. in Educational Psychology; Learning Sciences focuses on theory and research on understanding and improving learning and teaching in formal and informal educational settings including K-12 and post-secondary institutions, the workplace, professional practice, and virtual learning communities. Practical training in research design, advanced data analytic techniques, and professional development through coursework and dissertation supervision.

See section 12.1.20: 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 department website for admission requirements and application procedures for the following programs:

- M.A. in Counselling Psychology (Non-Thesis)
- Ph.D. in Counselling Psychology
- M.A. in School/Applied Child Psychology (Non-Thesis)
- Ph.D. in School/Applied Child Psychology
- Post-Ph.D. Graduate Diploma in School/Applied Child Psychology
- M.Ed. in Educational Psychology
- M.A. in Educational Psychology, Human Development
- M.A. in Educational Psychology, Learning Sciences
- M.A. in Educational Psychology, Health Professions Education
- Ph.D. in Educational Psychology, Human Development
- Ph.D. in Educational Psychology, Learning Sciences
English Language Proficiency
For graduate applicants whose mother tongue is not English, and who have not completed an undergraduate or graduate degree from a recognized Canadian or American (English or French) institution or from a recognized foreign institution where English is the language of instruction, documented proof of English proficiency is required prior to admission. For a list of acceptable test scores and minimum requirements, visit mcgill.ca/gradapplicants/international/proficiency

12.1.3.1 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 mcgill.ca/gps/contact/graduate-program.
McGill’s online application form for graduate program candidates is available at mcgill.ca/gradapplicants/how-apply.

<table>
<thead>
<tr>
<th>Counselling Psychology (M.A. or Ph.D.)</th>
<th>Application Opening Dates</th>
<th>Application Deadlines</th>
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<tbody>
<tr>
<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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<tr>
<td>Fall Term:</td>
<td>Sept. 15</td>
<td>Dec. 15</td>
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<td>Winter Term:</td>
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<td>Summer Term:</td>
<td>N/A</td>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>Educational Psychology and School/Applied Child Psychology programs (M.A., M.Ed., or Ph.D.)</th>
<th>Application Opening Dates</th>
<th>Application Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Applicants</td>
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</tr>
<tr>
<td>Summer Term:</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

12.1.3.2 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)
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 department website.

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

12.1.3.4 M.A. in School/Applied Child Psychology
Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in School/Applied Child Psychology can be found on the department website.

12.1.3.5 Ph.D. in School/Applied Child Psychology
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 website.
12.1.3.6 Post-Ph.D. Graduate Diploma in School/Applied Child Psychology

Please note that admission to the Post-Ph.D. program is currently suspended.

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

This program offers five concentrations:

1. General Education
2. General Educational Psychology: Project
3. Inclusive Education
4. Inclusive Education: Project
5. Learning Sciences

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

12.1.3.8 M.A. in Educational Psychology (Thesis)

This program offers three concentrations:

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

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. concentrations in Educational Psychology can be found on the department website.

12.1.3.9 Ph.D. in Educational Psychology
12.1.3.9.1 Admission Requirements

The two concentrations offered are:

1. Human Development
2. Learning Sciences

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 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 website.

12.1.4 Educational and Counselling Psychology Faculty

Chair
Victoria Talwar

Program Directors

Armando Bertone – School/Applied Child Psychology
Adam Dubé – Learning Sciences, Health Professions Education
Tara Flanagan – M.Ed. Concentrations in Educational Psychology
Ada Sinacore – Counselling Psychology, Graduate Certificate in Counselling Applied to Teaching
Ingrid Sladeczek – Human Development

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.)
Emeritus Professors

Carl H. Frederiksen; B.A. (Harv.), M.A., Ph.D. (Ill.)
Lynn McAlpine; B.A. (McG.), M.A. (C'dia), Ph.D. (Tor.)
Eigil Pedersen; B.A. (Sir G. Wms.), M.A. (McG.), Ed.D. (Harv.)
Bruce M. Shore; B.Sc., M.A. (McG.), Ph.D. (Calg.)
Cynthia B. Weston; B.A. (G'town), M.L.S. (SUNY), Ed.D. (Wash.)

Professors

Jacob A. Barack; B.A. (Col.), M.S., M.Phi., Ph.D. (Yale)
Jeffrey L. Derevensky; B.A. (C.W. Post), M.A., Ph.D. (McG.) (James McGill Professor)
Martin Drapeau; B.A. (Montr.), B.A.Ps. (UQTR), M.Ps. (Laval), Ph.D. (UQAM)
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)
Krista Muis; B.A. (Wat.), M.A. (Vic., BC), Ph.D. (S. Fraser) (Canada Research Chair, Tier 2)
Alenoush Saroyan; B.A. (Pahlavi), M.Ed. (Loyola-ILL.), Ph.D. (McG.)
Victoria Talwar; M.A. (St. And.), M.A., Ph.D. (Qu.) (Canada Research Chair, Tier 2)

Associate Professors

Armando Bertone; B.A., M.A. (C’dia), M.Ps., Ph.D. (Montr.) (William Dawson Scholar)
Alain Breuleux; B.Sc., M.Sc., Ph.D. (Montr.)
Tara Flanagan; B.A. (Winn.), M.A., Ph.D. (McG.)
Nathan Hall; B.A., M.A., Ph.D. (Manit.)
Nathan Hall; B.A., M.A., Ph.D. (Manit.)
Michael L. Hoover; B.S. (Tulane), M.A., M.Phi., Ph.D. (Col.)
Annett Körner; B.A., M.A., Ph.D. (Leipzig)
Gigi Luk; B.A., M.A., Ph.D. (York)
Jessica Ruglis; B.S. (SUNY, Albany), M.A.T. (Union Coll.), M.P.H. (Hunter), Ph.D. (CUNY)
Steven R. Shaw; B.A., M.Ed., Ed.S., Ph.D. (Flor.)
Ada L. Sinacore; B.A. (Montclair), M.A., M.Ed., Ph.D. (Col.)
Ingrid E. Sladeczek; B.A., M.S., Ph.D. (Ariz.)
Ronald Stringer; B.Sc., M.A., Ph.D. (Tor.) (on leave)
Caroline Temcheff; B.Sc. (McG.), M.A., Ph.D. (C’dia) (FRSQ Chercheur Boursier, Junior 1)

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.) (FRSQ Chercheur Boursier-Clinicien, Junior 1), Canada Research Chair, Tier 2
Bassam El-Khoury; B.Sc. (Lebanese), B.A. (C’dia), Ph.D. (Montr.)
Chiaki Konishi; B.Ed. (Chiba), B.Ed. (UMass Amherst), 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.) (FRSQ Chercheur Boursier, Junior 1)
Eve-Marie Quintin; B.Sc. (McG.), Ph.D. (UQAM) (William Dawson Scholar) (FRSQ Chercheur Boursier, Junior 1)
Kristy Robinson; B.Sc. (BYU), Ph.D. (Mich. St.)
Dennis Wendt; B.Sc. (BYU), M.Sc., Ph.D. (Mich.)
Shanna Williams; B.A., M.A., Ph.D. (McG.)
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

Reut Gruber; B.A., M.A., Ph.D.(Tel Aviv) (Psychiatry)
Brett D. Thombs; B.A.(N'western), M.A.(Ariz.), M.A., Ph.D.(Fordham) (Psychiatry)
Ashley Wazaana; M.D., M.Sc.(McG./Col.), FRCP (Psychiatry, Jewish General Hospital)
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), M.A., Ph.D.(Conn.)
Laura Winer; B.A., M.A., Ph.D.(C'dia) (Teaching and Learning Services)

Adjunct Professors

Sylvie Beauchamp, Sam Bruzzese, Nicola Gazzola, Thomas Goetz, Mi Song Kim, Marina Milyavskaya, Katherine Moxness, Eric Poitras, Robert Savage, Nathan G. Smith, Anastassios Stalikas, Boris Vucovic

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)

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<tr>
<th>Course</th>
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<th>Title</th>
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<tr>
<td>EDPC 677</td>
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<td>Internship Research Seminar: Quantitative Studies</td>
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<tr>
<td>EDPC 678</td>
<td>(3)</td>
<td>Internship Research Seminar: Qualitative Studies</td>
</tr>
<tr>
<td>EDPC 679D1</td>
<td>(3)</td>
<td>Internship: General 1</td>
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<td>EDPC 679D2</td>
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<td>Internship: General 1</td>
</tr>
<tr>
<td>EDPC 683</td>
<td>(3)</td>
<td>Practicum in Psychological Testing: Personality Assessment</td>
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<tr>
<td>EDPC 684</td>
<td>(3)</td>
<td>Practicum in Psychological Testing: Cognitive Assessment</td>
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<td>EDPC 685D1</td>
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<td>Internship: Vocational and Rehabilitation Counselling</td>
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<tr>
<td>EDPC 685D2</td>
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Required Courses (33 credits)

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<tr>
<th>Course</th>
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<tr>
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<td>EDPC 607</td>
<td>(3)</td>
<td>Theories of Counselling 2</td>
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<tr>
<td>EDPC 608</td>
<td>(3)</td>
<td>Group Counselling: Theory</td>
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<tr>
<td>EDPC 609</td>
<td>(3)</td>
<td>Psychological Testing 1</td>
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<tr>
<td>EDPC 615</td>
<td>(3)</td>
<td>Assessment and Diagnosis 1</td>
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<td>EDPC 618</td>
<td>(3)</td>
<td>Professional Ethics and the Law</td>
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<td>EDPC 624</td>
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<tr>
<td>EDPE 622</td>
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<td>Multiculturalism and Gender</td>
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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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDPC 616</td>
<td>Individual Reading Course</td>
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<tr>
<td>EDPC 670</td>
<td>Current Trends in Counselling</td>
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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)

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<td>Theories of Intervention 1</td>
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<td>EDPC 609</td>
<td>Psychological Testing 1</td>
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<td>EDPC 615</td>
<td>Assessment and Diagnosis 1</td>
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<tr>
<td>EDPC 619</td>
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<tr>
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<td>Research Project 2</td>
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<td>EDPC 662</td>
<td>Career Psychology</td>
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<tr>
<td>EDPC 683</td>
<td>Practicum in Psychological Testing: Personality Assessment</td>
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<td>EDPC 684</td>
<td>Practicum in Psychological Testing: Cognitive Assessment</td>
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<td>EDPE 622</td>
<td>Multiculturalism and Gender</td>
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<td>EDPE 627</td>
<td>Ethical and Professional Practice of Psychology</td>
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<tr>
<td>EDPE 676</td>
<td>Intermediate Statistics</td>
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</table>

Complementary Courses (3 credits)

3 credits from the following:

<table>
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<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDPE 682</td>
<td>Univariate/Multivariate Analysis</td>
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</tr>
<tr>
<td>EDPE 687</td>
<td>Qualitative Methods in Educational Psychology</td>
<td>(3)</td>
</tr>
</tbody>
</table>

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)

<table>
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<tr>
<th>Course Code</th>
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<td>Course Code</td>
<td>Credits</td>
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</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>EDPC 702</td>
<td>3</td>
<td>Assessment &amp; Diagnosis 2</td>
</tr>
<tr>
<td>EDPC 714</td>
<td>3</td>
<td>Theory / Models: Family Therapy</td>
</tr>
<tr>
<td>EDPC 720</td>
<td>3</td>
<td>Consultation and Program Evaluation</td>
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<tr>
<td>EDPC 780</td>
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<td>Supervision</td>
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<td>EDPC 782</td>
<td>6</td>
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<td>EDPC 786</td>
<td>6</td>
<td>Proposal Preparation and Defense</td>
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<tr>
<td>EDPE 712</td>
<td>3</td>
<td>Neurological Bases of Behaviour Across Lifespan</td>
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**Required Internship (24 credits)**

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<tr>
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<tbody>
<tr>
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<td>Pre-doctoral Internship</td>
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**Complementary Courses (6 credits)**

6 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPE 682</td>
<td>3</td>
<td>Univariate/Multivariate Analysis</td>
</tr>
<tr>
<td>EDPE 684</td>
<td>3</td>
<td>Applied Multivariate Statistics</td>
</tr>
<tr>
<td>EDPE 687</td>
<td>3</td>
<td>Qualitative Methods in Educational Psychology</td>
</tr>
</tbody>
</table>

**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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Developmental Psychopathology</td>
</tr>
<tr>
<td>EDPE 622</td>
<td>3</td>
<td>Multiculturalism and Gender</td>
</tr>
<tr>
<td>EDPE 627</td>
<td>3</td>
<td>Ethical and Professional Practice of Psychology</td>
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<td>EDPE 676</td>
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<td>Intermediate Statistics</td>
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<td>Univariate/Multivariate Analysis</td>
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<td>School Psychology Seminar</td>
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<td>EDSP 609</td>
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<td>Introduction to Cognitive Assessment</td>
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<tr>
<td>EDSP 610</td>
<td>3</td>
<td>Introduction to Psycho-educational Assessment</td>
</tr>
<tr>
<td>EDSP 611</td>
<td>3</td>
<td>History, Theory and Best Practices in School Psychology</td>
</tr>
<tr>
<td>EDSP 619</td>
<td>3</td>
<td>Child and Adolescent Therapy</td>
</tr>
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<td>EDSP 650D1</td>
<td>1.5</td>
<td>Professional Practice in School Setting</td>
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<tr>
<td>EDSP 650D2</td>
<td>1.5</td>
<td>Professional Practice in School Setting</td>
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<tr>
<td>EDSP 682D1</td>
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<td>Psycho-Educational Assessment &amp; Intervention Practicum</td>
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<tr>
<td>EDSP 682D2</td>
<td>3</td>
<td>Psycho-Educational Assessment &amp; Intervention Practicum</td>
</tr>
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<td>EDSP 691</td>
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<td>Research Project 1</td>
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<tr>
<td>EDSP 692</td>
<td>3</td>
<td>Research Project 2</td>
</tr>
<tr>
<td>EDSP 693</td>
<td>3</td>
<td>Research Project 3</td>
</tr>
</tbody>
</table>
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.

### 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)

<table>
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<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
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<td>EDPE 502</td>
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<td>EDPE 535</td>
<td>3</td>
<td>Instructional Design</td>
</tr>
<tr>
<td>EDPE 575</td>
<td>3</td>
<td>Statistics for Practitioners</td>
</tr>
<tr>
<td>EDPE 602</td>
<td>3</td>
<td>Uses of Research Findings in Education</td>
</tr>
<tr>
<td>EDPE 635</td>
<td>3</td>
<td>Theories of Learning and Instruction</td>
</tr>
<tr>
<td>EDPE 670</td>
<td>3</td>
<td>Educational Assessment and Evaluation</td>
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<tr>
<td>EDPI 642</td>
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<td>Inclusion: Past, Present and Future</td>
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</table>

#### Complementary Courses (24 credits)

24 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Course Title</th>
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<tbody>
<tr>
<td>EDPC 501</td>
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</tr>
<tr>
<td>EDPC 502</td>
<td>3</td>
<td>Group Processes and Diversity</td>
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<tr>
<td>EDPC 503</td>
<td>3</td>
<td>Intersectional Relationships and Sexualities</td>
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<tr>
<td>EDPC 504</td>
<td>3</td>
<td>Communication and Critical Conflict Resolution</td>
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<tr>
<td>EDPC 505</td>
<td>3</td>
<td>Crisis Intervention Processes</td>
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<tr>
<td>EDPC 507</td>
<td>3</td>
<td>Advocacy, Outreach and Leadership</td>
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<tr>
<td>EDPC 540</td>
<td>3</td>
<td>Social Responsibility and Relationships in Digital Age</td>
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<tr>
<td>EDPC 542</td>
<td>3</td>
<td>Leadership and Support Roles of the Teacher</td>
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<td>EDPC 562</td>
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<td>EDPE 515</td>
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<td>Gender Identity Development</td>
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<tr>
<td>EDPE 555</td>
<td>3</td>
<td>Socio-Cultural Foundations of Learning Sciences</td>
</tr>
<tr>
<td>EDPE 595</td>
<td>3</td>
<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 616</td>
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<td>Cognitive Development</td>
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<td>EDPE 620</td>
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<td>EDPE 623</td>
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<td>EDPE 636</td>
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<td>EDPE 640</td>
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<td>EDPE 664</td>
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<td>Expertise, Reasoning and Problem Solving</td>
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<tr>
<td>EDPI 527</td>
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<td>Creativity and its Cultivation</td>
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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.

12.1.12 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)

- 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) Socio-Cultural Foundations of Learning Sciences
- EDPE 595 (3) Seminar in Special Topics 1
12.1.13 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)**

- 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

**Complementary Courses (18 credits)**

18 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 699D1  (6)  Special Activity
EDPE 699D2  (6)  Special Activity
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
EDPI 656D1  (3)  Community-Based Field Work
EDPI 656D2  (3)  Community-Based Field Work

12.1.14  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
Advocacy, Outreach and Leadership (3) EDPC 507
Social Responsibility and Relationships in Digital Age (3) EDPC 540
Leadership and Support Roles of the Teacher (3) EDPC 542
Career as a Lifelong Process (3) EDPC 562
Gender Identity Development (3) EDPE 515
Seminar in Special Topics 1 (3) EDPE 595
Seminar in Special Topics 2 (3) EDPE 596
Emerging Technologies for Educational Change (3) EDPE 640
Intermediate Statistics (3) EDPE 676
Qualitative Methods in Educational Psychology (3) EDPE 687
Supporting Students’ Strengths and Talents (3) EDPI 526
Creativity and its Cultivation (3) EDPI 527
Field Work 1 (3) EDPI 539
Field Work 2 (3) EDPI 540

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

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)

EDPE 535 (3) Instructional Design
EDPE 555 (3) Socio-Cultural Foundations of Learning Sciences
EDPE 575 (3) Statistics for Practitioners
EDPE 602 (3) Uses of Research Findings in Education
EDPE 635 (3) Theories of Learning and Instruction
EDPE 636 (3) Motivation and Instruction
EDPE 640 (3) Emerging Technologies for Educational Change
EDPE 670 (3) Educational Assessment and Evaluation

Complementary Courses (21 credits)

21 credits from the following:

EDPC 502 (3) Group Processes and Diversity
EDPC 504 (3) Communication and Critical Conflict Resolution
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 502 (3) Theories of Human Development
EDPE 656 (3) Applied Theory/Methods in the Learning Sciences
EDPE 663 (3) Learning Environments
EDPE 664 (3) Expertise, Reasoning and Problem Solving
EDPE 666 (3) Foundations of Learning Science
EDPE 668 (3) Advanced Seminar in Learning Sciences
EDPE 699D1 (6) Special Activity
EDPE 699D2 (6) Special Activity
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
EDPI 654 (3) Instruction/Curriculum Adaptation

**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.

**12.1.16 Master of Arts (M.A.) Educational Psychology (Thesis): Health Professions Education (45 credits)**

The Master of Arts (M.A.) Educational Psychology (Thesis); Health Professions Education focuses on the practice of teaching and learning as they happen in the health professions and throughout the lifespan. Student admission and supervision is done jointly with the Institute of Health Sciences Education (IHSE).

**Thesis Courses (18 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

**Prerequisite Course (or equivalent) (3 credits)**
EDPE 575 (3) Statistics for Practitioners

**Required Courses (15 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
EDPH 689 (3) Teaching and Learning in Higher Education

**Complementary Courses (12 credits)**
12 credits from the following:
EDPE 535 (3) Instructional Design
EDPE 555 (3) Socio-Cultural 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-, or 600-level courses offered by the Department and with the approval of the supervisor and the Program Director.

12.1.17 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)**

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<thead>
<tr>
<th>Code</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDPE 604 (3)</td>
<td></td>
<td>Thesis 1</td>
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<tr>
<td>EDPE 607 (3)</td>
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<td>Thesis 2</td>
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<td>EDPE 693 (3)</td>
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<td>Thesis 3</td>
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<td>EDPE 694 (3)</td>
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<td>EDPE 695 (6)</td>
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<td>Thesis 5</td>
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<tr>
<td>EDPE 696 (6)</td>
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<td>Thesis 6</td>
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</tbody>
</table>

**Required Courses (15 credits)**

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<tr>
<th>Code</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDPE 632D1 (1.5)</td>
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<td>Research Seminar</td>
</tr>
<tr>
<td>EDPE 632D2 (1.5)</td>
<td></td>
<td>Research Seminar</td>
</tr>
<tr>
<td>EDPE 672 (3)</td>
<td></td>
<td>Human Development Seminar 1</td>
</tr>
<tr>
<td>EDPE 673 (3)</td>
<td></td>
<td>Human Development Seminar 2</td>
</tr>
<tr>
<td>EDPE 676 (3)</td>
<td></td>
<td>Intermediate Statistics</td>
</tr>
<tr>
<td>EDPE 682 (3)</td>
<td></td>
<td>Univariate/Multivariate Analysis</td>
</tr>
</tbody>
</table>

**Complementary Courses (6 credits)**

3-6 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPE 515 (3)</td>
<td></td>
<td>Gender Identity Development</td>
</tr>
<tr>
<td>EDPE 616 (3)</td>
<td></td>
<td>Cognitive Development</td>
</tr>
<tr>
<td>EDPE 620 (3)</td>
<td></td>
<td>Developmental Psychopathology</td>
</tr>
<tr>
<td>EDPE 623 (3)</td>
<td></td>
<td>Social-Emotional Development</td>
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</tbody>
</table>

0-3 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPE 633 (3)</td>
<td></td>
<td>Research Internship 1</td>
</tr>
<tr>
<td>EDPI 642 (3)</td>
<td></td>
<td>Inclusion: Past, Present and Future</td>
</tr>
<tr>
<td>EDPI 665 (3)</td>
<td></td>
<td>Teaching of Reading</td>
</tr>
</tbody>
</table>

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

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

The M.A. in Educational Psychology; Learning Sciences focuses on educational research and its application to practice. Exploration and application of 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. Training in research design and data analytic techniques through coursework and thesis supervision.

**Thesis Courses (24 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDPE 604 (3)</td>
<td></td>
<td>Thesis 1</td>
</tr>
</tbody>
</table>
Required Courses (15 credits)

EDPE 605 (3) Research Methods
EDPE 656 (3) Applied Theory/Methods in the Learning Sciences
EDPE 666 (3) Foundations of Learning Science
EDPE 676 (3) Intermediate Statistics
EDPE 682 (3) Univariate/Multivariate Analysis

Complementary Courses (6 credits)

EDPE 555 (3) Socio-Cultural Foundations of Learning Sciences
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 687 (3) Qualitative Methods in Educational Psychology

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

12.1.19 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.

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

The Ph.D. in Educational Psychology: Learning Sciences focuses on theory and research on understanding and improving learning and teaching in formal and informal educational settings including K-12 and post-secondary institutions, the workplace, professional practice, and virtual learning communities. Practical training in research design, advanced data analytic techniques, and professional development through coursework and dissertation supervision.

#### Required Courses (15 credits)

- **EDPE 704** (3) Professional Development Seminar 1
- **EDPE 705** (3) Professional Development Seminar 2
- **EDPE 706** (3) Professional Development Seminar 3
- **EDPE 707** (3) Professional Development 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 663** (3) Learning Environments
- **EDPE 664** (3) Expertise, Reasoning and Problem Solving
- **EDPE 668** (3) Advanced Seminar in Learning Sciences

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

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: [mcgill.ca/dise](http://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.
### 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.

### 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.

### 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.

### 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.

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

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

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

### Master of Arts (M.A.) Education and Society (Non-Thesis): Project Math & 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.

### 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.

### Master of Arts (M.A.) Educational Leadership (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.**

**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.

**section 12.2.35: Graduate Certificate (Gr. Cert.) Educational Leadership 3 (15 credits)**

This program 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. **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 12.2.36: 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 Besette.**

**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 enrolment 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'expèrent 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 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 mcgill.ca/gradapplicants/apply.

See University Regulations & Resources > Graduate > Graduate Admissions and Application Procedures > Application Procedures for detailed application procedures.
12.2.3.2 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 mcgill.ca/gps/contact/graduate-program or mcgill.ca/dise/grad.

<table>
<thead>
<tr>
<th>M.A. Second Language Education, M.A. Educational Leadership, M.A. Education and Society, Graduate Certificate in International Leadership in Educational and Administrative Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application Opening Dates</strong></td>
</tr>
<tr>
<td>All Applicants</td>
</tr>
<tr>
<td><strong>Fall Term:</strong></td>
</tr>
<tr>
<td><strong>Winter Term:</strong></td>
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<tr>
<td><strong>Summer Term:</strong></td>
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<table>
<thead>
<tr>
<th>Master of Arts in Teaching and Learning (MATL)</th>
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<tr>
<td><strong>Application Opening Dates</strong></td>
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<tr>
<td><strong>Fall Term:</strong></td>
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<tr>
<td><strong>Winter Term:</strong></td>
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<tr>
<td><strong>Summer Term:</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Graduate Certificate in Educational Leadership</th>
</tr>
</thead>
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<tr>
<td><strong>Application Opening Dates</strong></td>
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<tr>
<td><strong>Fall Term:</strong></td>
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<td><strong>Winter Term:</strong></td>
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<td><strong>Summer Term:</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Certificat d'études supérieures en pédagogie de l'immersion française</th>
</tr>
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<tbody>
<tr>
<td><strong>Application Opening Dates</strong></td>
</tr>
<tr>
<td>All Applicants</td>
</tr>
<tr>
<td><strong>Fall Term:</strong></td>
</tr>
</tbody>
</table>
### Certificat d’études supérieures en pédagogie de l’immersion française

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<th>Application Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Term</td>
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</tr>
<tr>
<td>Summer Term</td>
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<td>N/A</td>
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### Graduate Certificate in Teaching English as a Second Language

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</thead>
<tbody>
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</tr>
<tr>
<td>Winter Term:</td>
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</tr>
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<td>Summer Term:</td>
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<td>N/A</td>
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### Ph.D. Educational Studies

<table>
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<td>Winter Term:</td>
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<td>N/A</td>
</tr>
<tr>
<td>Summer Term:</td>
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<td>N/A</td>
</tr>
</tbody>
</table>

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

**Co-Directors of Teacher Education Programs (B Ed & MATL) & Graduate Certificates (TESL & GCPIF), and M.A. Programs**

Caroline Riches

Mindy Carter

**Assistant Director of Teacher Education Programs (B Ed & MATL)**

Sheryl Smith-Gilman

**Director of First Nations and Inuit Education**

James Howden

**Assistant Director of First Nations and Inuit Education**

Stephen Peters

**Co-Directors of Ph.D. Program and MA Thesis Programs**

Marta Kobiela

Paul Zanazanian
**Co-Directors of MA Non-Thesis Programs**

Caroline Riches  
Joseph Levitan

**Director of Internships and Student Affairs**

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*)  
Roy Lyster; B.A.(Regina), M.A.(Paris VII), B.Ed., M.Ed., Ph.D.(Tor.)  
Anthony Paré; B.Ed., M.A., Ph.D.(McG.)  
Jacques J. Rebuffot; B. ès L., L. ès 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 Wolforth; B.Sc.(Sheff.), M.A., Ph.D.(Br. Col.)

**Professors**

Lynn Butler-Kisber; B.Ed., M.Ed.(McG.), Ed.D.(Harv.)  
Ratna Ghosh; C.M., B.A.(Calc.), M.A., Ph.D.(Calg.), F.R.S.C. (*William C. Macdonald Professor of Education*) (*James McGill Professor*)  
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.(Punj.), 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.)  
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)  
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), Ph.D.(C'dia)  

**Assistant Professors**

Susan Ballinger; B.A.(Wash.), M.A., Ph.D.(McG.)  
Christian Ehret; B.A., M.Ed.(Georgia), Ph.D.(Vand.)
Assistant Professors

Angelica Galante; B.A., B.Ed.(São Paulo), Cert.(Camb.), Cert.(Senac São Paulo), M.A.(Brock), Ph.D.(OISE, Tor.)

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. (Qué.), M.A., Ph.D. (OISE, Tor.)

Amir Kalan; B.A. (Tehran), M.T. Ph.D (OISE, Tor.)

Marta Kobiela; B.Sc., M.Sc. (Texas A & M), Ph.D. (Vand.)

Joseph Levitan; B.A. (Brandeis), M.A. (Col.), Ph.D. (Penn. St.)

Janine Metallic; B.Sc., M.Sc., Ph.D. (McG.)

Elizabeth Patitas; 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

Hannah Chestnutt; B.Sc. (Trent), B.Ed. (Trent-Qué), M.Ed., Ph.D. (Glas.)

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 621</td>
<td>6</td>
<td>6</td>
<td>Thesis 1</td>
</tr>
<tr>
<td>EDEM 623</td>
<td>6</td>
<td>6</td>
<td>Thesis 2</td>
</tr>
<tr>
<td>EDEM 699</td>
<td>12</td>
<td>12</td>
<td>Thesis 3</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 621</td>
<td>6</td>
<td>6</td>
<td>Thesis 1</td>
</tr>
<tr>
<td>EDEM 623</td>
<td>6</td>
<td>6</td>
<td>Thesis 2</td>
</tr>
<tr>
<td>EDEM 699</td>
<td>12</td>
<td>12</td>
<td>Thesis 3</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
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</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, 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 621</td>
<td>(6)</td>
<td>Thesis 1</td>
</tr>
<tr>
<td>EDEM 623</td>
<td>(6)</td>
<td>Thesis 2</td>
</tr>
<tr>
<td>EDEM 699</td>
<td>(12)</td>
<td>Thesis 3</td>
</tr>
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Required Courses (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>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 690</td>
<td>(3)</td>
<td>Research Methods: Theory and Practice</td>
</tr>
</tbody>
</table>

Complementary Courses (6 credits)

3 credits of graduate-level courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>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>

3 credits of courses, from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 606</td>
<td>(3)</td>
<td>Autobiographical Approaches in Education</td>
</tr>
<tr>
<td>EDEC 635</td>
<td>(3)</td>
<td>Research Writing</td>
</tr>
<tr>
<td>EDEM 609</td>
<td>(3)</td>
<td>Critical Perspectives in Educational Theory and Research</td>
</tr>
<tr>
<td>EDEM 644</td>
<td>(3)</td>
<td>Curriculum Development and Implementation</td>
</tr>
<tr>
<td>EDEM 692</td>
<td>(3)</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>EDER 608</td>
<td>(3)</td>
<td>Educational Implications of Social Theory</td>
</tr>
<tr>
<td>EDPE 635</td>
<td>(3)</td>
<td>Theories of Learning and Instruction</td>
</tr>
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<td>EDPE 676</td>
<td>(3)</td>
<td>Intermediate Statistics</td>
</tr>
<tr>
<td>EDPE 687</td>
<td>(3)</td>
<td>Qualitative Methods in Educational Psychology</td>
</tr>
<tr>
<td>EDSL 630</td>
<td>(3)</td>
<td>Qualitative/Ethnographic Methods</td>
</tr>
</tbody>
</table>
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.
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.

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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
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<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>
</tbody>
</table>

**Complementary Courses (18 credits)**

3 credits from the following:

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<thead>
<tr>
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<tbody>
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<td>EDEC 647</td>
<td>(3)</td>
<td>Sociocultural and Epistemic Understandings of Mathematics</td>
</tr>
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</table>

15 credits from the following:

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
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</thead>
<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>
</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>
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<td>Aesthetics and Education</td>
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<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 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>
<tr>
<td>EDPE 635</td>
<td>(3)</td>
<td>Theories of Learning and Instruction</td>
</tr>
<tr>
<td>EDPE 676</td>
<td>(3)</td>
<td>Intermediate Statistics</td>
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<td>EDTO 500</td>
<td>(3)</td>
<td>Applications of Educational Psychology Across Classrooms</td>
</tr>
<tr>
<td>EDTO 508</td>
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<td>Critical Influences on Educational Praxis</td>
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</table>

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

Required Courses (9 credits)
EDEM 609 (3) Critical Perspectives in Educational Theory and Research
EDEM 690 (3) Research Methods: Theory and Practice
WMST 601 (3) Feminist Theories and Methods

Complementary Courses (15 credits)
12 credits from the following:
EDEC 602 (3) Foundations in Curriculum
EDEC 606 (3) Autobiographical Approaches in Education
EDEC 612 (3) Digital Media and Learning
EDEC 617 (3) Special Topics in Educational Studies
EDEC 620 (3) Meanings of Literacy
EDEC 628 (3) Literacy - Multilingual/Multicultural Settings
EDEC 635 (3) Research Writing
EDER 603 (6) Individual Reading Course
EDER 606 (3) Philosophy of Moral Education
EDER 607 (3) Ethics and Values in Education
EDER 608 (3) Educational Implications of Social Theory
EDER 609 (3) Education and Philosophical Thought
EDER 614 (3) Sociology of Education
EDER 615 (3) Introduction to Philosophy of Education
EDER 617 (3) Aesthetics and Education
EDER 622 (3) Studies in Comparative Education
EDER 625 (3) 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

3 credits chosen from the following, must be either:
WMST 602 (3) Feminist Research Symposium
or one 3-credit course, at the 500 level or higher, on gender/women’s issues.

**Elective Courses (9 credits)**

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


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

**Required Courses (6 credits)**

<table>
<thead>
<tr>
<th>Course Code</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 Code</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>EDER 521</td>
<td>3</td>
<td>Teaching Judaism: Yiddish</td>
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<tr>
<td>EDER 522</td>
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<td>Teaching Judaism: Hebrew</td>
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<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>
</tr>
<tr>
<td>EDER 525</td>
<td>3</td>
<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 Code</th>
<th>Credits</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>EDPE 535</td>
<td>3</td>
<td>Instructional Design</td>
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<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>
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<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<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>Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDER 633</td>
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</tr>
<tr>
<td>EDER 634</td>
<td>6</td>
<td>2</td>
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**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>
</tbody>
</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>
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<td>EDER 607</td>
<td>3</td>
<td>Ethics and Values in Education</td>
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<tr>
<td>EDER 608</td>
<td>3</td>
<td>Educational Implications of Social Theory</td>
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<td>EDER 609</td>
<td>3</td>
<td>Education and Philosophical Thought</td>
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<td>EDER 614</td>
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<td>Sociology of Education</td>
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<td>EDER 615</td>
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<td>Introduction to Philosophy of Education</td>
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<td>EDER 617</td>
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<td>Aesthetics and Education</td>
</tr>
<tr>
<td>EDER 622</td>
<td>3</td>
<td>Studies in Comparative Education</td>
</tr>
</tbody>
</table>
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)
EDEM 609 (3) Critical Perspectives in Educational Theory and Research
EDEM 610 (3) Leadership in Action
EDEM 673 (3) Leadership Theory in Education
WMST 601 (3) Feminist Theories and Methods

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

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)
This M.A. program focuses on Educational Leadership, with an emphasis on the evidence-based skills, capacities, and dispositions needed for effective, collaborative, and quality leadership.

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 (27 credits)
18-21 credits selected from the following courses:
EDEM 606 (3) Educational Leadership Issues
EDEM 628 (3) Education Resource Management
EDEM 630 (3) Workplace Learning
EDEM 635 (3) Fiscal Accountability in Education
EDEM 637 (3) Managing Educational Change
EDEM 644 (3) Curriculum Development and Implementation
EDEM 646 (3) Planning and Evaluation
EDEM 660 (3) Community Relations in Education
EDEM 664 (3) Education and the Law
EDEM 671 (3) Role of the Leader
EDEM 674 (3) Organizational Theory and Education
EDEM 675 (3) Special Topics 1 in Educational Leadership
EDEM 677 (3) Special Topics 2 in Educational Leadership
EDEM 681  (3)  Practicum - Administrative Studies
EDEM 690  (3)  Research Methods: Theory and Practice
EDEM 693  (3)  School Improvement Approaches
EDEM 695  (3)  Policy Studies in Education

6-9 credits selected from the following courses:

EDEC 575  (3)  Special Topics in Education
EDEC 602  (3)  Foundations in Curriculum
EDEC 604  (3)  Literacy and Learning Across Curriculum
EDEC 606  (3)  Autobiographical Approaches in Education
EDEC 612  (3)  Digital Media and Learning
EDEC 620  (3)  Meanings of Literacy
EDEC 625  (3)  MA Seminar in Practice-Based Teacher Education 1
EDEC 628  (3)  Literacy - Multilingual/Multicultural Settings
EDEC 635  (3)  Research Writing
EDEC 648  (3)  Historical Knowledge and Social Change
EDER 600  (3)  Globalization, Education & Change
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 636  (3)  Critical and Ethical Dimensions of Sexualities Education
EDER 639  (3)  Education and Development
EDER 643  (3)  Women, Education and Development
EDER 649  (3)  Education: Multicultural Societies

**Elective Courses (6 credits)**

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


This M.A. program focuses on Educational Leadership, with an emphasis on the evidence-based skills, capacities, and dispositions needed for effective, collaborative, and quality leadership. The program includes two 6-credit action-oriented projects focused on leadership.

**Research Project (12 credits)**

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

**Required Courses (12 credits)**

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

**Complementary Courses (15 credits)**

9 credits selected from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
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</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>
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<tr>
<td>EDEM 630</td>
<td>3</td>
<td>Workplace Learning</td>
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<tr>
<td>EDEM 635</td>
<td>3</td>
<td>Fiscal Accountability in Education</td>
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<td>EDEM 637</td>
<td>3</td>
<td>Managing Educational Change</td>
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<td>EDEM 644</td>
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<td>Curriculum Development and Implementation</td>
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<td>Planning and Evaluation</td>
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<td>EDEM 660</td>
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<td>EDEM 664</td>
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<td>Role of the Leader</td>
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<td>Practicum - Administrative Studies</td>
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<td>3</td>
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<td>Policy Studies in Education</td>
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</table>

6 credits selected from the following courses:

<table>
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<th>Course Code</th>
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<th>Course Title</th>
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<td>EDEC 604</td>
<td>3</td>
<td>Literacy and Learning Across Curriculum</td>
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<td>3</td>
<td>Autobiographical Approaches in Education</td>
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<td>Digital Media and Learning</td>
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<tr>
<td>EDEC 620</td>
<td>3</td>
<td>Meanings of Literacy</td>
</tr>
<tr>
<td>EDEC 625</td>
<td>3</td>
<td>MA Seminar in Practice-Based Teacher Education 1</td>
</tr>
<tr>
<td>EDEC 628</td>
<td>3</td>
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<tr>
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<td>3</td>
<td>Research Writing</td>
</tr>
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<td>EDEC 648</td>
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<td>Globalization, Education &amp; Change</td>
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<td>Ethics and Values in Education</td>
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<td>Educational Implications of Social Theory</td>
</tr>
<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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<td>EDER 617</td>
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<td>Aesthetics and Education</td>
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<tr>
<td>EDER 622</td>
<td>3</td>
<td>Studies in Comparative Education</td>
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<tr>
<td>EDER 625</td>
<td>3</td>
<td>Special Topics in Educational Studies</td>
</tr>
</tbody>
</table>
Elective Courses (6 credits)
6 credits at the 500, 600, or 700 level chosen in consultation with the Graduate Program Coordinator or the Graduate Program Director.

12.2.18 Master of Arts (M.A.) Educational Leadership (Non-Thesis): Gender and Women’s Studies (45 credits)
This M.A. program focuses on Educational Leadership with an emphasis on the evidence-based skills, capacities and dispositions needed for effective collaborative, and quality leadership. The program includes two 6-credit action-oriented projects focused on leadership relating to issues of gender and/or women’s studies. The Gender and Women’s Studies option provides students with an opportunity to earn credits of approved course work focusing on gender and women’s studies, and issues in feminist research and methods.

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 635 (3) Fiscal Accountability in Education
EDEM 637 (3) Managing Educational Change
EDEM 644 (3) Curriculum Development and Implementation
EDEM 646 (3) Planning and Evaluation
EDEM 660 (3) Community Relations in Education
EDEM 664 (3) Education and the Law
EDEM 671 (3) Role of the Leader
EDEM 674 (3) Organizational Theory and Education
EDEM 675 (3) Special Topics 1 in Educational Leadership
EDEM 677 (3) Special Topics 2 in Educational Leadership
EDEM 681 (3) Practicum - Administrative Studies
EDEM 693 (3) School Improvement Approaches
EDEM 695 (3) Policy Studies in Education
3 credits selected from the following courses:

- **EDEC 575** (3) Special Topics in Education
- **EDEC 602** (3) Foundations in Curriculum
- **EDEC 604** (3) Literacy and Learning Across Curriculum
- **EDEC 606** (3) Autobiographical Approaches in Education
- **EDEC 612** (3) Digital Media and Learning
- **EDEC 620** (3) Meanings of Literacy
- **EDEC 625** (3) MA Seminar in Practice-Based Teacher Education 1
- **EDEC 628** (3) Literacy - Multilingual/Multicultural Settings
- **EDEC 635** (3) Research Writing
- **EDEC 648** (3) Historical Knowledge and Social Change
- **EDER 600** (3) Globalization, Education & Change
- **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 636** (3) Critical and Ethical Dimensions of Sexualities Education
- **EDER 639** (3) Education and Development
- **EDER 643** (3) Women, Education and Development
- **EDER 649** (3) Education: Multicultural Societies

3 credits selected from the following, must be either:

- **EDER 636** (3) Critical and Ethical Dimensions of Sexualities Education
- **EDER 643** (3) Women, Education and Development
- **WMST 602** (3) Feminist Research Symposium

or 3 credits, 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 Coordinator or 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)**

- **EDSL 666** (6) Thesis Research 1
The required courses include:

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

The complementary courses require the selection of 6 credits from:

- **Critical Perspectives in Educational Theory and Research** (EDEM 609) - 3 credits
- **Special Topics in Second Language Education** (EDSL 617) - 3 credits
- **Social Justice Issues in Second Language Education** (EDSL 620) - 3 credits
- **Educational Sociolinguistics** (EDSL 624) - 3 credits
- **Second Language Assessment** (EDSL 629) - 3 credits
- **Qualitative/Ethnographic Methods** (EDSL 630) - 3 credits
- **Second Language Curriculum** (EDSL 631) - 3 credits
- **Second Language Literacy Development** (EDSL 632) - 3 credits
- **Language Awareness: Theory and Practice** (EDSL 640) - 3 credits
- **Content-Based L2 Learning** (EDSL 651) - 3 credits

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

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

The thesis courses consist of:

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

The required courses for this program include:

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

The complementary courses require the selection of 6 credits from:

- **Critical Perspectives in Educational Theory and Research** (EDEM 609) - 3 credits
- **Special Topics in Second Language Education** (EDSL 617) - 3 credits
- **Social Justice Issues in Second Language Education** (EDSL 620) - 3 credits
- **Educational Sociolinguistics** (EDSL 624) - 3 credits
- **Second Language Assessment** (EDSL 629) - 3 credits
- **Qualitative/Ethnographic Methods** (EDSL 630) - 3 credits
- **Second Language Curriculum** (EDSL 631) - 3 credits
- **Second Language Literacy Development** (EDSL 632) - 3 credits
- **Language Awareness: Theory and Practice** (EDSL 640) - 3 credits
- **Content-Based L2 Learning** (EDSL 651) - 3 credits
### Required Courses (12 credits)

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<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDEM 609</td>
<td>3</td>
<td>Critical Perspectives in Educational Theory and Research</td>
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<tr>
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<td>Special Topics in Second Language Education</td>
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<tr>
<td>EDSL 651</td>
<td>3</td>
<td>Content-Based L2 Learning</td>
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</tbody>
</table>

3 credits chosen 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>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).

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

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

#### Required Courses (12 credits)

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<tbody>
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<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>
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<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>EDSL 601</td>
<td>3</td>
<td>Methods and Curriculum in Second Language Teaching 1</td>
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<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>
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</tr>
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<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:

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

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

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

The Internships & Student Affairs Office (ISA) in the Faculty of Education (mcgill.ca/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 and will complete one internship at the Elementary level and one at the secondary level. 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 Intern Perseverance and Success Scholarship (http://www.afe.gouv.qc.ca/en/intern-perseverance-and-success-scholarship/);
- 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 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 '@mail.mcgill.ca' 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/HR) confirming the teaching schedule and conditions to the ISA; any further modification of an approved contract must be approved by the ISA.

12.2.22.4 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.

12.2.22.5 Student Responsibilities

Students are responsible for familiarizing themselves with the policies and rules governing all aspects of Internship, including pedagogical and professional behaviour (available at 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

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 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 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 mcgill.ca/internationalstudents.

12.2.22.6 Grading and Credit

Internships are graded according to the graduate grading scale (: 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 correlinear 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:

- Most students admitted after Summer 2017 will receive no grade on EDIN courses. EDIN courses will be shown on students' transcripts as a Pass or Fail Grade mode. Some students will still have the previous grade mode depending on when they were admitted to the MATL program. 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 correlinear number out of 100 and an average is calculated to reach a final numerical grade; this is then converted to the corresponding letter grade;
- Students must pass both the Internship 1 (EDPS 610) and the Professional Seminar 1 course (EDIN 620) in order to proceed to Internship 2 (EDIN 620) and the Professional Seminar 2 course (EDPS 620).

The 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. Students then can submit their request to Graduate and Postdoctoral Studies to determine their 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 McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates;
- 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).

12.2.2.7 McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates

Introduction

The mission of McGill University’s Bachelor of Education Program within the Department of Integrated Studies in Education (DISE) and the Department of Kinesiology and Physical Education (KPE) as well as the Master of Teaching and Learning (MATL) Program within DISE in cooperation with the Faculty of Education’s Internship and Student Affairs Office (ISA) is to prepare teachers who are knowledgeable, skillful, flexible, creative, and compassionate members of the profession guided by a sense of social and ethical responsibility in relation to their students and the wider society. In keeping with the professional culture of teaching and learning, McGill’s teacher education community believes that teaching and learning spaces should model such professional environments. McGill’s teacher education community is committed to creating authentic opportunities where an understanding of teaching and learning is co-constructed between instructors and teacher candidates, teachers and learners, as well as peer-to-peer and beyond. In order for us to create these learning environments, we are expected to demonstrate awareness of, respect for, and commitment to, the behaviours and actions of professionals. We expect members of McGill’s teacher education community, including teacher candidates, teaching assistants, lecturers, professors and community partners to be accountable to themselves and others, and to be engaged, collegial, and accessible. By doing so, McGill’s teacher education community is more fully able to share together in the types of critical dialogue, creative thinking, and reflective practice expected of professionals. McGill’s teacher education community is committed to nurturing a space where teacher candidates, teaching assistants, lecturers, professors and community partners can all engage in the exchange of ideas and dialogue, without fear of being made to feel unwelcome or unsafe on account of biological sex, sexual orientation, gender identity or expression, race/ethnicity, religion, linguistic and cultural background, age, physical or mental ability, or any other aspect integral to one's personhood. We therefore recognise that it is our individual and collective responsibility, to strive to establish and maintain an environment wherein all interactions are based on empathy and mutual respect for the person, acknowledging differences of perspectives, free from judgment, censure, and/or stigma. Finally, McGill’s teacher education community is charged with ensuring that all graduates of its programs have the requisite knowledge, skills, and attitudes required of the teaching profession and can meet standards of the Québec Professional Teacher Competencies to be eligible for professional certification as educators in the Province of Québec.

- Goals and Rationale

The role of the teacher and the contexts of teaching have changed. Thus, new resources (knowledge, skills, attitudes) are required to practice the profession and meet the challenges of teaching and learning in whatever contexts teacher candidates may find themselves, and to engage in professional development individually and with others. Teachers enjoy, and should continue to enjoy, important freedoms and privileges. However, with certain freedoms come responsibilities and ethical challenges. Building on the past work of two Standing Committees of the Faculty of Education intent on promoting appropriate ethical and professional conduct, the following revision, renamed as the McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates seeks to respond to, and address, the following needs:

1. Address the interdependent duties, rights and responsibilities of teacher candidates, teaching assistants, lecturers, professors, field supervisors and community partners.
2. 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. Support the reasonable 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. Encourage continued reflection and thoughtful response to ethical issues. It does not seek definitive answers to all ethical questions or situations. Rather, in an effort towards transparency, collaboration and capacity building, it seeks to outline the guiding principles to ethical conduct and the expectation associated with those principles.

- Please refer to the full document on this link [mgill.ca/isa/student/principles](http://mgill.ca/isa/student/principles)
- Student teaching policies can be found here [mgill.ca/isa/teaching/ehandbook/policy](http://mgill.ca/isa/teaching/ehandbook/policy)
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 fulfill 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 a 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 corequisite to each Internship. Guidelines and resources for e-portfolios are posted at 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
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<td>EDIM 609</td>
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<td>Internship 1</td>
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<td>EDIN 620</td>
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<td>Internship 2</td>
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<td>EDPS 610</td>
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<td>Second Language Acquisition Applied to Classroom Contexts</td>
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<td>3</td>
<td>Applications of Educational Psychology Across Classrooms</td>
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<td>English Exam for Teacher Certification</td>
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<td>EDTL 601</td>
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<td>Cross-curricular Teaching Methods</td>
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<td>EDTL 604</td>
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<td>Techniques for Assessment</td>
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<td>EDTL 609</td>
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<td>EDTL 635</td>
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<td>Applied Methods in Second Language Education</td>
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<td>EDSL 512</td>
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<td>Grammar in Teaching English as a Second Language</td>
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<td>EDSL 515</td>
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<td>Étude de la langue française pour enseignants</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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3 credits selected from:

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<tr>
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</tr>
<tr>
<td>EDTL 506</td>
<td>3</td>
<td>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)

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<tr>
<th>Course Code</th>
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<td>EDEC 620</td>
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<td>Meanings of Literacy</td>
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### 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

### Complementary Courses (6 credits)

3 credits selected from:

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

3 credits selected from:

- **EDER 609** (3) Education and Philosophical Thought
- **EDER 615** (3) Introduction to Philosophy of Education
- **EDTL 506** (3) Philosophy of Education
Professional Seminar 2 (1)
Applications of Educational Psychology Across Classrooms (3)
EDTL 515 English Exam for Teacher Certification (0)
EDTL 601 Cross-curricular Teaching Methods (3)
EDTL 604 Techniques for Assessment (3)
EDTL 607 Language and Policy in Quebec Education (3)
EDTL 609 Diverse Learners (3)
EDTL 627 Applied Methods in Teaching Mathematics in Secondary School (3)
EDTL 628 Advanced Methods in Teaching Mathematics in Sec. School (3)
EDTL 640 Teacher Inquiry and Action Research (3)

Complementary Courses (9 credits)

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

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

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

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)

EDEC 612 Digital Media and Learning (3)
EDEM 609 Critical Perspectives in Educational Theory and Research (3)
EDIN 610 Internship 1 (7)
EDIN 620 Internship 2 (8)
EDPS 600 Introductory Professional Seminar (3)
EDPS 610 Professional Seminar 1 (2)
EDPS 620 Professional Seminar 2 (1)
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<td>EDTL 601</td>
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<td>Cross-curricular Teaching Methods</td>
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<td>Techniques for Assessment</td>
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<td>EDTL 607</td>
<td>3</td>
<td>Language and Policy in Quebec Education</td>
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<td>EDTL 609</td>
<td>3</td>
<td>Diverse Learners</td>
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<td>EDTL 633</td>
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<td>Applied Methods in Teaching Social Science in Sec. School</td>
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<td>EDTL 640</td>
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**Complementary Courses (12 credits)**

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

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<td>Adv Applied Meth in Teaching Social Sciences in Sec. School</td>
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<td>Historical Knowledge and Social Change</td>
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<tr>
<td>EDER 626</td>
<td>3</td>
<td>Theory and Praxis of Ethics and Religious Education</td>
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</tr>
<tr>
<td>EDTL 508</td>
<td>3</td>
<td>Critical Influences on Educational Praxis</td>
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<tr>
<td>EDTL 506</td>
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**12.2.28 Master of Arts (M.A.) in Teaching and Learning (Non-Thesis): Science and Technology Option (60 credits)**

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

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

**Required Courses (54 credits)**

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<tr>
<th>Course Code</th>
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<td>Digital Media and Learning</td>
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<td>EDEM 690</td>
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<td>Research Methods: Theory and Practice</td>
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<td>EDIN 610</td>
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<td>EDPS 600</td>
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<td>EDTL 640</td>
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**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
- EDTL 506 (3) Philosophy of Education
- EDER 615 (3) Introduction to Philosophy of Education

**Doctor of Philosophy (Ph.D.) Educational Studies**

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

**Thesis**

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

**Required Courses (8 credits)**

- EDEC 700 (2) Proseminar in Education 1
- EDEC 701 (0) Ph.D. Comprehensive Examination
- EDEC 702 (2) Proseminar in Education 2
- EDEC 703 (4) Ph.D. Colloquium

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

**Complementary Courses (3 credits)**

One of the following courses:

- EDEC 705 (3) Advanced Research Designs
Elective Courses

3-12 credits

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

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

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

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

- EDEM 690 (3) Research Methods: Theory and Practice
- EDEM 692 (3) Qualitative Research Methods
- EDSL 630 (3) Qualitative/Ethnographic Methods

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

- EDPE 575 (3) Statistics for Practitioners
- EDPE 676 (3) Intermediate Statistics
- EDPE 682 (3) Univariate/Multivariate Analysis

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)

- EDEC 700 (2) Proseminar in Education 1
- EDEC 701 (0) Ph.D. Comprehensive Examination
- EDEC 702 (2) Proseminar in Education 2
- EDEC 703 (4) Ph.D. Colloquium
- WMST 601 (3) Feminist Theories and Methods
- WMST 602 (3) Feminist Research Symposium

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

Complementary Courses (6 credits)

One of the following courses:
### 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>Title</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>
</tr>
</tbody>
</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>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>LING 620</td>
<td>3</td>
<td>Experimental Linguistics: Methods</td>
</tr>
<tr>
<td>PSYC 650</td>
<td>3</td>
<td>Advanced Statistics 1</td>
</tr>
<tr>
<td>PSYC 651</td>
<td>3</td>
<td>Advanced Statistics 2</td>
</tr>
</tbody>
</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>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 620</td>
<td>3</td>
<td>Social Justice Issues in Second Language Education</td>
</tr>
</tbody>
</table>
Elective Course
(0-2 credits)
0-2 credits from the following:

EDSL 711 (2) Language Acquisition Issues 3

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.

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

Required Courses (17 credits)

EDEC 624 (3) Researching, Teaching, Learning and Teacher Education
EDEC 700 (2) Proseminar in Education 1
EDEC 701 (0) Ph.D. Comprehensive Examination
EDEC 702 (2) Proseminar in Education 2
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<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:

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

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

- EDPE 682 (3) Univariate/Multivariate Analysis

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

- EDEC 705 (3) Advanced Research Designs
- EDEC 706 (3) Textual Approaches to Research
- EDEC 707 (3) Interpretive Inquiry
- EDEM 692 (3) Qualitative Research Methods
- EDSL 630 (3) Qualitative/Ethnographic Methods

**Elective Courses**

0-9 credits

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

**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:

- EDEC 635 (3) Research Writing
- EDEM 610 (3) Leadership in Action
- EDEM 628 (3) Education Resource Management
- EDEM 635 (3) Fiscal Accountability in Education
- EDEM 637 (3) Managing Educational Change
- EDEM 644 (3) Curriculum Development and Implementation
Graduate Certificate (Gr. Cert.) Educational Leadership 1 (15 credits)

This 15-credit program explores leadership theory and educational issues and applications in a practicum. Candidates for the Graduate Certificate in Educational Leadership 1 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>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 606</td>
<td>Educational Leadership Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDEM 660</td>
<td>Community Relations in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEM 664</td>
<td>Education and the Law</td>
<td>3</td>
</tr>
<tr>
<td>EDEM 671</td>
<td>Role of the Leader</td>
<td>3</td>
</tr>
<tr>
<td>EDEM 673</td>
<td>Leadership Theory in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDEM 675</td>
<td>Special Topics 1 in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDEM 681</td>
<td>Practicum - Administrative Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDEM 693</td>
<td>School Improvement Approaches</td>
<td>3</td>
</tr>
<tr>
<td>EDEM 695</td>
<td>Policy Studies in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

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

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 Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 625*</td>
<td>Project 1</td>
<td>6</td>
</tr>
<tr>
<td>EDEM 625N1*</td>
<td>Project 1</td>
<td>3</td>
</tr>
<tr>
<td>EDEM 625N2*</td>
<td>Project 1</td>
<td>3</td>
</tr>
<tr>
<td>EDEM 627</td>
<td>Project 2</td>
<td>6</td>
</tr>
</tbody>
</table>

* Students take either EDEM 625 or EDEM 625N1 and EDEM 625N2

Complementary Courses (3 credits)

3 credits from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEM 690</td>
<td>Research Methods: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDEM 692</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDTL 640</td>
<td>Teacher Inquiry and Action Research</td>
<td>3</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 Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLE 601</td>
<td>Resource Administration &amp; Fiscal Accountability</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 602</td>
<td>Marketing &amp; Strategy in International Education Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 603</td>
<td>Educational Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 604</td>
<td>Education and Internationalization</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 605</td>
<td>Leading for Success in Educational Institutions</td>
<td>3</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 Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 500</td>
<td>Foundations and Issues in Second Language Education</td>
<td>3</td>
</tr>
<tr>
<td>EDSL 505</td>
<td>Second Language Acquisition Applied to Classroom Contexts</td>
<td>3</td>
</tr>
<tr>
<td>EDSL 512</td>
<td>Grammar in Teaching English as a Second Language</td>
<td>3</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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 601</td>
<td>Methods and Curriculum in Second Language Teaching 1</td>
<td>3</td>
</tr>
<tr>
<td>EDSL 602</td>
<td>Methods and Curriculum in Second Language Teaching 2</td>
<td>3</td>
</tr>
</tbody>
</table>

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 ciblant conjointement la langue et le contenu. Ce certificat d'études supérieures est destiné à la formation des enseignants des niveaux primaire et secondaire. A cette fin, il amène d'abord l’étudiant à comprendre les causes à la fois linguistiques et cognitives des difficultés qu’êprouvent 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 évoquées 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 515</td>
<td>Étude de la langue française pour enseignants</td>
<td>3</td>
</tr>
<tr>
<td>EDSL 541</td>
<td>Littératie et littérature de jeunesse en contexte immersif</td>
<td>3</td>
</tr>
</tbody>
</table>
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: studentaffairs.kpe@mcgill.ca
Website: 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: 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.
12.3.3 Kinesiology and Physical Education Admission Requirements and Application Procedures

12.3.3.1 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.

12.3.3.2 Application Procedures

McGill’s online application form for graduate program candidates is available at 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 (mcgill.ca/edu-kpe/programs)

12.3.3.3 Application Dates and Deadlines

Application opening dates are set by Enrolment Services in consultation with Graduate and Postdoctoral Studies (GPS), while application deadlines are set by the Department of Kinesiology and Physical Education and may be revised at any time. Applicants must verify all deadlines and documentation requirements well in advance on the appropriate McGill departmental website; please consult the list at 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. 1</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

Lindsay Duncan

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.)
### Professors

Dilson Rassier; B.P.E., UFPel, Brazil, 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.
Shane Sweet; B.A., Ph.D., Ott.

### Associate 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.
Charlotte Usselman; B.Sc., 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.

### Associate Members

Susan Bartlett; B.A., C’dia, M.Ed., McG., Ph.D., Syrac.
José Morais; M.D., Montr.
Shawn Robbins; M.Sc., Ph.D., UWO
Timothy H. Wideman; Ph.D., McG.

### 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 are not limited to, health education pedagogy, adapted physical activity, and sport, exercise and health psychology.

#### Thesis Courses (24 credits)

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<th>Course</th>
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#### Required Course (3 credits)

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<td>Seminar in Kinesiology and Physical Education 3</td>
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</table>
Complementary Courses (18 credits)

3 credits from:
- EDKP 631 (3) Qualitative Methods
- EDPE 676 (3) Intermediate Statistics

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.
- EDKP 504 (3) Health & Lifestyle Education
- EDKP 548 (3) Applied Exercise Psychology
- EDKP 603 (6) Individual Reading Course 1
- EDKP 616 (3) Individual Reading Course 2
- EDKP 631 (3) Qualitative Methods
- EDKP 650 (3) Research in Physical Education Pedagogy
- EDKP 654 (3) Sport Psychology
- EDKP 655 (3) Inclusive Physical Activity
- EDKP 664 (3) Motor Learning
- EDKP 665 (3) Motor Behaviour and Disability
- EDKP 671 (3) Experimental Problems
- EDKP 672 (6) Advanced Experimental Problems
- EDKP 695 (3) Thesis Research 5
- EDKP 696 (3) Thesis Research 6
- EDPE 676 (3) Intermediate Statistics

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).

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)
- EDKP 691 (6) Thesis Research 1
- EDKP 692 (6) Thesis Research 2
- EDKP 693 (6) Thesis Research 3
- EDKP 694 (6) Thesis Research 4

Required Courses (6 credits)
- EDKP 605 (3) Research Methods 1
- EDKP 617 (0) Seminar in Kinesiology and Physical Education 1
- EDKP 618 (0) Seminar in Kinesiology and Physical Education 2
- EDKP 619 (0) Seminar in Kinesiology and Physical Education 3
- EDKP 620 (0) Seminar in Kinesiology and Physical Education 4
### 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.

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<td>EDKP 635</td>
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<td>Modeling Human Movement</td>
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<td>EDKP 640</td>
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<td>Advanced Ergonomics</td>
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<td>EDKP 652</td>
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<td>Cardio-Respiratory Exercise Physiology</td>
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<td>3</td>
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<td>EDKP 671</td>
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<td>Thesis Research 6</td>
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Students may also take courses from the Faculty of Science chosen in consultation with the adviser (500, 600, or 700 level).

### 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. 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)

<table>
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#### 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.

<table>
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