



Faculty of Education (Graduate)
Programs, Courses and University Regulations
2019-2020

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

1 . McGill University reserves the right to mak

Publication Information

Published by

Enrolment Services

McGill University
3415 McTavish Street
Montreal, Quebec, H3A 0C8
Canada

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1 Dean's Welcome

To Graduate Students and Postdoctoral Fellows:

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

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

Josephine Nalbantoglu, Ph.D.

Dean, Graduate and Postdoctoral Studies

2 Graduate and Postdoctoral Studies

2.1 Administrative Officers

Administrative Officers

Josephine Nalbantoglu; B.Sc., Ph.D.(McG.)

Dean (Graduate and Postdoctoral Studies)

Robin Beech; B.Sc.(Nott.), Ph.D.(Edin.)

Associate Dean (Graduate and Postdoctoral Studies)

France Bouthillier; B.Ed., C.Admin.(UQAM), M.B.S.I.(Montr.), Ph.D.(Tor.)

Associate Dean (Graduate and Postdoctoral Studies)

Lorraine Chalifour; B.Sc., Ph.D.(Manit.)

Associate Dean (Graduate and Postdoctoral Studies)

Elisa Pylkkanen; B.A., M.A.(McG.)

Director (Graduate and Postdoctoral Studies)

2.2 Location

James Administration Building, Room 400

845 Sherbrooke Street West

Montreal QC H3A 0G4

Website: www.mcgill.ca/gps



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

2.3 Graduate and Postdoctoral Studies' Mission

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

3 Important Dates

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

4 Graduate Studies at a Glance

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

5 Program Requirements

Refer to [University Regulations & Resources](#) >

8.2 Guidelines and Policy for Academic Units on Postdoctoral Education

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

1. Definition and Status

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

2. Registration

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

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

3. Appointment, Pay, Agreement of Conditions

i. Appointments may not exceed your registration eligibility status.

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

iii. At the outset of a postdoctoral appointment, a written Letter of Agreement for Postdoctoral Education should be drawn up and signed by the Postdoc, the supervisor, and the department head or delegate (see template Letter of Agreement and supporting document—[Commitments of Postdoctor](#)

x. Access to student services and athletic services are available to the Postdoc on an opt-in basis. Fees are applicable.

5. Responsibilities

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

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

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

iv. Some examples of responsibilities of the department are:

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

v. Some examples of responsibilities of the supervisor are:

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

department shall forward the request to Enrolment Services. See the procedure in [University Regulations & Resources > Graduate > : Leave of Absence Status](#).

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

8.5 Postdoctoral Research Trainees

Eligibility

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

The category of Postdoctoral Research Trainee is for:

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

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

Category 3: An individual who holds a professional degree (or equivalent) in a regulated health profession (as defined under CIHR-eligible health profession) and is enrolled in a program of postgraduate medical education at another institution. This individual wishes to conduct the research stage or elective component of his/her program of study at McGill University under the supervision of a McGill professor. This individual will be engaged in full-time research with well-defined objectives, responsibilities, and methods of reporting.

10 Graduate Student Services and Information

Graduate students are encouraged to refer to : [Student Services and Information](#) for information on the following topics:

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

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

Refer to [University Regulations & Resources](#) > *Graduate* > : [Research Policy and Guidelines](#) for information on the following:

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

12 Browse Academic Units & Programs

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

12.1 Educational and Counselling Psychology

Email: ecpinfo.education@mcgill.ca

Website: www.mcgill.ca/edu-ecp

12.1.2 About Educational and Counselling Psychology

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

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

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

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

Our professional programs also have established connections with world-class public and private organizations, which include health care facilities and school boards where students receive supervised training for internships and practica. Our faculty members are involved in intra- and interdisciplinary collaborative research locally

- Learning Sciences

Doctor of Philosophy (Ph.D.) Degrees

Students can obtain a Ph.D. degree in:

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

Postdoctoral Degrees

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

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

Advising

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

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

Professional Accreditation

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

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

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

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

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

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

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

For further information, consult the [website](#).

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

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

For further information, consult the [website](#).

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

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

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.

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

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.

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) (Please note that the APA no longer accredits programs outside of the United States of America). Graduates are eligible for licensure in Quebec.

For further information, consult the [website](#).

section 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.

This post-Ph.D. graduate diploma enables holders of a doctorate in Psychology to pursue further studies in School/Applied Child Psychology. The course of study is adapted to the background of each student. The program includes exceptionally one, or typically two, years of courses and practica, plus a year of Internship. Students register on a per-credit basis (including Internship).o, yeats re

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

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

f. Learning Sciences: F

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

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

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

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

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

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

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

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

The program offers **two concentrations**:

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

The Human Development 391.54 Tm(v)Tj1 0 0 1 138.357 391.5.357 3 De4 Tmal health, child de

1. Professional/Internship (coursework and internship based)
2. Project (research based)

12.1.3.1.1 Admission Requirements

Concentration: Professional/InterTj/F4,j6 T4irements

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

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

12.1.3.3.2 Application Procedures

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

12.1.3.3.2.1 Additional Requirements

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

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

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

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

12.1.3.4.1 Admission Requirements

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

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

12.1.3.4.2 Application Procedures

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

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

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

This program offers six concentrations:

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

12.1.3.5.1 Admission Requirements

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

12.1.3.5.2 Application Procedures

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

Information on application procedures, deadlines, supporting documents, and contact information for the M.Ed. concentrations in Educational Psychology can be found on the [Department's website](#).

12.1.3.6 M.A. in Educational Psychology (Thesis)

This program offers three concentrations:

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

and one Major:

Professors

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

Jeffrey L. Derevensky; B.A.(C.W. Post), M.A., Ph.D.(McG.)

Nancy L. Heath; B.A.(McG.), M.Ed.(Ott.), Ph.D.(Tor.) (*James McGill Professor*)

Susanne P. Lajoie; B.A., M.A.(McG.), Ph.D.(Stan.) (*Canada Research Chair, Tier 1*)

Alenoush Saro

Associate Members

Laurence Kirmayer; B.Sc., M.D.,C.M., Dipl. Psych.(McG.) (*Psychiatry*) (*James McGill Professor*)

Heather Beth MacIntosh; B.A., Ph.D.(Ott.) (*School of Social Work*)

Vera Romano; B.A., Dip. H.R. & F.L.E., M.Ed., Ph.D.(McG.) (*McGill Counselling Services*)

Brett D. Thombs; B.A.(N'western), M.A.(Ariz.), M.A., Ph.D.(Fordham Univ.) (*Psychiatry*)

Jeffrey G. Wiseman; B.Sc., M.A., M.D.,C.M.(McG.) (*Medicine, Royal Victoria Hospital*)

Associate Professors (Non-Tenure Track)

Marcia A.B. Delcourt; B.Sc.(Bloomsburg State Univ.), M.A., Ph.D.(Conn.)

Laura Winer; B.A., M.A., Ph.D.(C'odia) (*Teaching and Learning Services*)

Adjunct Professors

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

Master of Arts (M.A.) Counselling Psychology (Non-Thesis): Prof

EDPC 616	(3)	Individual Reading Course
EDPC 670	(3)	Current Trends in Counselling

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

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

Required Courses (57 credits)

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

Complementary Courses (3 credits)

3 credits from the following:

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

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

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

Thesis

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

Required Courses (30 credits)

EDPC 701	(0)	Comprehensive Examination
EDPC 702	(3)	Assessment & Diagnosis 2
EDPC 714	(3)	Theory / Models: Family Therapy
EDPC 720	(3)	Consultation and Program Evaluation

EDPC 780	(6)	Supervision
EDPC 782	(6)	Doctoral Field Experience
EDPC 786	(6)	Proposal Preparation and Defense
EDPE 712	(3)	Neurological Bases of Behaviour Across Lifespan

Required Internship (24 credits)

EDPC 795	(24)	Pre-doctoral Internship
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Complementary Courses (6 credits)

6 credits from the following:

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

Elective Courses (6 credits)

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

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

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

Required Courses (60 credits)

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

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

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

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

Thesis

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contrib

Required Courses (9 credits)

EDPE 575	(3)	Statistics for Practitioners
EDPE 602	(3)	Uses of Research Findings in Education
EDPE 635	(3)	Theories of Learning and Instruction

Complementary Courses (27 credits)

27 credits from the following:

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

Elective Courses (12 credits)

500-, 600-, or 700-level courses to be taken from courses offered by the Department or with approval of the Program Director, from other departments.

12.1.12 Master of Education (M.Ed.) Educational Psychology (Non-Thesis): General Educational Psychology (48 credits)**Revision, May 2019. Start of revision.**

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

Required Courses (21 credits)

EDPE 502	(3)	Theories of Human Development
EDPE 535	(3)	Instructional Design
EDPE 575	(3)	Statistics for Practitioners
EDPE 602	(3)	Uses of Research Findings in Education
		Theories of Learning and Instruction

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

12.1.14 Master of Education (M.Ed.) Educational Psychology (Non-Thesis): Inclusive Education (48 credits)**Revision, May 2019. Start of revision.**

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

Revision, May 2019. End of revision.

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

Revision, May 2019. Start of revision.

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.

Revision, May 2019. End of revision.

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

Revision, May 2019. Start of revision.

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)	Theoretical Foundations of Learning Sciences
EDPE 575	(3)	Statistics for Practitioners
EDPE 602	(3)	Uses of Research Findings in Education
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 636	(3)	Motivation and Instruction
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 L34 120.4 O2 161.203 Tm(EDP.3 864 3803 71 38 n4 OEDP.3 864 3804.03 Tsr d OEDP.3 8s64 380 1 70.52 22463 78le)Tj1 0 0 10ac0 1 g

12.1.17 Master of Arts (M.A.) Educational Psychology (Thesis): Health Professions Education (48 credits)

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

Thesis Courses (24 credits)

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

Prerequisite Course (or equivalent) (3 credits)

EDPE 575	(3)	Statistics for Practitioners
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Required Courses (12 credits)

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

Complementary Courses (12 credits)

3 credits from the following:

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

9 credits from the following:

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

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

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

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

Thesis Courses (24 credits)

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

Required Courses (15 credits)

EDPE 632D1	(1.5)	Research Seminar
EDPE 632D2	(1.5)	Research Seminar
EDPE 672	(3)	Human Development Seminar 1
EDPE 673	(3)	Human Development Seminar 2
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis

Complementary Courses (6 credits)

3-6 credits from the following:

EDPE 515	(3)	Gender Identity Development
EDPE 616	(3)	Cognitive Development
EDPE 620	(3)	Developmental Psychopathology
EDPE 623	(3)	Social-Emotional Development

0-3 credits from the following:

EDPE 633	(3)	Research Internship 1
EDPI 642	(3)	Inclusion: Past, Present and Future
EDPI 665	(3)	Teaching of Reading

EDPE 696 (6) Thesis 6

Required Courses (12 credits)

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

Complementary Courses (9 credits)

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

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

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

Revision, May 2019. Start of revision.

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 de

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.

Revision, May 2019. End of revision.

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

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

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

Required Courses (27 credits)

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

Complementary Courses (6 credits)

3 credits from the following:

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

3 credits from the following:

EDPE 684	(3)	Applied Multivariate Statistics
EDPE 687	(3)	Qualitative Methods in Educational Psychology

12.2 Integrated Studies in Education

12.2.1 Location

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

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

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

12.2.2 About Integrated Studies in Education

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

Six **Graduate Certificates** (15 credits):

- Graduate Certificate in Educational Leadership 1
- Graduate Certificate in Educational Leadership 2
- Graduate Certificate in Educational Leadership 3
- Graduate Certificate in International Leadership in Educational and Administrative Development
- Graduate Certificate in Teaching English as a Second Language
- Certificat d'études supérieures en pédagogie de l'immersion française

Three **M.A. Thesis and Non-Thesis degree programs** (45 credits) in the following areas:

- Education and Society
- Educational Leadership
- Second Language Education

The Department offers an **M.A. in Teaching and Learning (MATL)** (60 credits) in the following areas:

- Social Sciences
- English Language Arts
- Science and Technology
- Mathematics
- English or French Second Language



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

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

Master of Arts in Education and Society

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

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

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

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

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

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

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

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 org

The M.A. in T

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 can 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 Bessette](#).



Note: This program is currently not offered.

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

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

niveaux primaire et secondaire. À cette fin, il amène d'abord l'étudiant à comprendre les causes à la fois linguistiques et cognitives des difficultés qu'éprouvent les élèves en immersion. Il propose ensuite une variété de stratégies d'enseignement propices à répondre à ces difficultés et de situations d'apprentissage étayées par les enseignants de manière à dépasser le cloisonnement entre langue et contenu. Il comporte cinq cours obligatoires. La réussite d'un test de français est obligatoire lors de la demande d'admission.

12.2.3 Integrated Studies in Education Admission Requirements and Application Procedures

12.2.3.1 Admission Requirements

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

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

12.2.3.2 Application Procedures

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

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

12.2.3.2.1 Additional Requirements

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

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

12.2.3.3 Application Dates and Deadlines

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

M.A. Second Language Education, M.A. Educational Leadership, M.A. Education and Society, Graduate Certificate in International Leadership in Educational and Administrative Development					
		Application Opening Dates		Application Deadlines	
	All Applicants	Non-Canadian citizens (incl. Special, Visiting & Exchange)	Canadian citizens/Perm. residents of Canada (incl. Special, Visiting & Exchange)	Current McGill Students (any citizenship)	
Fall Term:	Sept. 15	Jan. 1	Jan. 1	Jan. 1	
Winter Term:	N/A	N/A	N/A	N/A	
Summer Term:	N/A	N/A	N/A	N/A	

Master of Arts in Teaching and Learning (MATL)					
		Application Opening Dates		Application Deadlines	
	All Applicants	Non-Canadian citizens (incl. Special, Visiting & Exchange)	Canadian citizens/Perm. residents of Canada (incl. Special, Visiting & Exchange)	Current McGill Students (any citizenship)	
Fall Term:	N/A	N/A	N/A	N/A	
Winter Term:	N/A	N/A	N/A	N/A	
Summer Term:	May 15	Dec. 15	Jan. 15	Jan. 15	

Graduate Certificate in Educational Leadership					
		Application Opening Dates		Application Deadlines	
	All Applicants	Non-Canadian citizens (incl. Special, Visiting & Exchange)	Canadian citizens/Perm. residents of Canada (incl. Special, Visiting & Exchange)	Current McGill Students (any citizenship)	
Fall Term:	Sept. 15	March 1	March 1	March 1	
Winter Term:	Feb. 15	Sept. 10	Oct. 15	Oct. 15	
Summer Term:	N/A	N/A	N/A	N/A	

Certificat d'études supérieures en pédagogie de l'immersion française

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

Assistant Director of MATL

Limin Jao

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

Lisa Starr

Emeritus Professors

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

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

Margaret Gillett; B.A., Dip.Ed.(Syd.), M.A.(Russell Sage), Ed.D.(Col.) (*William C. Macdonald Emeritus Professor of Education*)

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

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

Roy Lyster; B.A.(Regina), M.A.(Paris VII), B.Ed., M.Ed., Ph.D.(Tor.)

Mary H. Maguire; B.A., B.Ed., M.A.(Montr.), M.Ed., Cert. Reading(McG.), Ph.D.(Ariz.)

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.

R. Lynn Studham; N.D.D.(Sunder), A.R.A.(Royal Acad., Copen.), M.A.(E. Carolina), C.S.G.A., S.C.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.(Punjab), M.A.(Col.), M.Ed., Ed.D.(Harv.)

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

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

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

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

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

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

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

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

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

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

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

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

Elizabeth Wood; B.F.A.(York), B.F.A.(C'dia), Dip.Ed., M.A., Ph.D.(McG.)

Assistant Professors

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

Assistant Professors

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

Faculty Lecturers

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

12.2.5 Master of Arts (M.A.) Education and Society (Thesis) (45 credits)**Thesis Courses (24 credits)**

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

Required Courses (6 credits)

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

Elective Courses (15 credits)

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

12.2.6 Master of Arts (M.A.) Education and Society (Thesis): Gender and Women's Studies (45 credits)**Thesis Courses (24 credits)**

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

Required Courses (9 credits)

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

Complementary Courses (3 credits)

3 credits chosen from the following, must be either:

WMST 602	(3)	Feminist Research Symposium
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or one 3-credit course, at the 500, 600, or 700 level on gender/women's issues, chosen in consultation with the Thesis Supervisor or Graduate Program Director.

Elective Courses (9 credits)

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

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

Thesis Courses (24 credits)

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

Required Courses (12 credits)

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

Complementary Courses (6 credits)

3 credits of graduate-level courses from the following:

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

3 credits of courses, from the following:

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

EDTL 500

- (3) Applications of Educational Psychology Across Classrooms
- (3) Critical Influences on Educational Praxis

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

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

Required Courses (9 credits)

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

Complementary Courses (21 credits)

21 credits from the following:

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

Elective Courses (15 credits)

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

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

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

teaching and learning perspective, have developed understanding of research in mathematics and science education, and sufficient teacher education experience to assume roles as educational leaders in informal and formal settings.

Required Courses (12 credits)

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

Complementary Courses (18 credits)

3 credits from the following:

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

15 credits from the following:

EDEC 602	(3)	Foundations in Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Digital Media and Learning

15 credits at the 500 level or higher. An elective course can be an

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.

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

This program is designed to offer a graduate-level point of entry into the teaching profession for students who typically will have completed a B.A. with 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)

EDER 610D1	(7.5)	Internship
EDER 610D2	(7.5)	Internship

Required Courses (6 credits)

EDEM 690	(3)	Research Methods: Theory and Practice
EDER 520	(3)	Issues in Jewish Education

Complementary Courses (24 credits)

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

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

9 credits chosen from the following courses:

EDER 521	(3)	Teaching Judaism: Yiddish
EDER 522	(3)	Teaching Judaism: Hebrew
EDER 523	(3)	Teaching Judaism: Bible
EDER 524	(3)	Teaching Judaism: History
EDER 525	(3)	Teaching Judaism: Holidays
EDER 526	(3)	Teaching Judaism: Liturgy
EDER 527	(3)	Teaching Judaism: Special Topics
EDER 528	(3)	Teaching Judaism: The Holocaust

6 credits selected from the following courses:

EDPE 535	(3)	Instructional Design
EDPE 616	(3)	Cognitive Development
EDPI 526	(3)	Supporting Students' Strengths and Talents
EDPI 642	(3)	Inclusion: Past, Present and Future
EDPI 654	(3)	Instruction/Curriculum Adaptation

Language Requirement

EDER 529	(0)	Hebrew Language Requirement
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12.2.13 Master of Arts (M.A.) Education and Society (Non-Thesis): Project Math & Science Education (45 credits)

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

Project Courses (12 credits)

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

Required Courses (15 credits)

EDEC 624	(3)	Researching, Teaching, Learning and Teacher Education
EDEC 625	(3)	MA Seminar in Practice-Based Teacher Education 1
EDEC 626	(3)	MA Seminar in Math and Science Education 2
EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDEM 690	(3)	Research Methods: Theory and Practice

Complementary Courses (12 credits)

3 credits from the following:

EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Ethics and Religious Education
EDER 643	(3)	Women, Education and Development
EDER 649	(3)	Education: Multicultural Societies
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 676	(3)	Intermediate Statistics
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 508	(3)	Critical Influences on Educational Praxis

Elective Courses

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

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

Thesis Course (4 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
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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 Cour

EDEC 602	(3)	Foundations in Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Digital Media and Learning
EDEC 620	(3)	Meanings of Literacy
EDEC 635	(3)	Research Writing
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 622	(3)	Studies in Comparative Education
EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Ethics and Religious Education
EDER 636	(3)	Critical and Ethical Dimensions of Sexualities Education

Elective Courses (6 credits)

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

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

Research Project (12 credits)

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

Required Courses (12 credits)

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

Complementary Courses (15 credits)

9 credits selected from the following courses:

EDEM 606	(3)	Educational Leadership Issues
EDEM 628	(3)	Education Resource Management
EDEM 630	(3)	Workplace Learning
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation
EDEM 664	(3)	Education and the Law
EDEM 674	(3)	Organizational Theory and Education
EDEM 675	(3)	Special Topics 1 in Educational Leadership
EDEM 677	(3)	Special Topics 2 in Educational Leadership
ip	(3)	School Improvement Approaches

6 credits selected from the following courses:

EDEC 602	(3)	Foundations in Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Digital Media and Learning
EDEC 620	(3)	Meanings of Literacy
EDEC 635	(3)	Research Writing
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 622	(3)	Studies in Comparative Education
EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Ethics and Religious Education
EDER 636	(3)	Critical and Ethical Dimensions of Sexualities Education

Elective Courses (6 credits)

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

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

Research Project (12 credits)

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

Required Courses (15 credits)

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EDEM 677	(3)	Special Topics 2 in Educational Leadership
EDEM 693	(3)	School Improvement Approaches

3 credits selected from the following courses:

EDEC 602	(3)	Foundations in Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Digital Media and Learning
EDEC 620	(3)	Meanings of Literacy
EDEC 635	(3)	Research Writing
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 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

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

Elective Course (3 credits)

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

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

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

Thesis Courses (24 credits)

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

Required Courses (12 credits)

EDEM 690	(3)	Research Methods: Theory and Practice
EDPE 575	(3)	Statistics for Practitioners

EDSL 623	(3)	Second Language Learning
EDSL 627	(3)	Instructed Second Language Acquisition Research

Complementary Courses (6 credits)

6 credits selected from the following courses:

EDEM 609	(3)	Critical Perspectives in Educational Theory and Research Special T
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EDSL 651 (3) Content-Based L2 Learning

3 credits chosen from the following, must be either:

WMST 602 (3) Feminist Research Symposium

or one 3 credit course, at the 500, 600, or 700 level, on gender/women's issues (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)

EDEM 609 (3) Critical Perspectives in Educational Theory and Research
 EDPE 575 (3) Statistics for Practitioners
 EDSL 623 (3) Second Language Learning
 EDSL 627 (3) Instructed Second Language Acquisition Research

Complementary Courses (15 credits)

15 credits chosen from the following courses:

EDEM 690 (3) Research Methods: Theory and Practice
 EDSL 601 (3) Methods and Curriculum in Second Language Teaching 1
 EDSL 602 (3) Methods and Curriculum in Second Language Teaching 2
 EDSL 617 (3) Special Topics in Second Language Education
 EDSL 620 (3) Social Justice Issues in Second Language Education
 EDSL 624 (3) Educational Sociolinguistics
 EDSL 629 (3) Second Language Assessment
 EDSL 630 (3) Qualitative/Ethnographic Methods
 EDSL 632 (3) Second Language Literacy Development
 EDSL 640 (3) Language Awareness: Theory and Practice
 EDSL 651 (3) Content-Based L2 Learning

Elective 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 (www.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. 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;

- 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 www.mcgill.ca/isa) prior to the start of the Internship.

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

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

Attendance and Absences

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

Excused absences include:

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

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

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

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

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

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

Judicial Record Verification

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

Work Permit for International Students

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

12.2.22.6 Grading and Credit

Code of Professional Conduct: Code of Ethics f

4. Respect for Justice
 - Respects and recognizes the right of individuals to be treated with fairness and equity and the importance of avoiding conflicts of interest.
5. Respect for Safety of Students
 - Respects the right of individuals to expect that student teachers will engage in practices that aim to ensure the physical, psychological, and emotional safety of students.
6. Respect for Existing Ethical Codes and Professional Standards
 - Respects the authority, roles, and responsibilities of the cooperating teacher, and agrees to adhere to the responsibilities and obligations for teachers as outlined in the Education Act, Faculty, and University handbooks as well as all local agreements by host school boards and schools.
7. Balancing Harm and Benefits
 - Acknowledges that any potentially harmful practices (e.g., science labs and physical education activities) must be balanced with anticipated benefits and conducted in a prudent, informed manner.

Putting Principles into Practice: Venues for Communication

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

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

12.2.23.1 Time Commitment

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

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

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

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 de

EDTL 506

(3)

Philosophy of Education

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 de

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

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

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 under

EDER 615	(3)	Introduction to Philosophy of Education
EDTL 506	(3)	Philosophy of Education

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

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

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

Thesis

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

Required Courses (8 credits)

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

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

Complementary Courses (3 credits)

One of the following courses:

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

Elective Courses

3-12 credits

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

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

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

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

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

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

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

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:

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

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)

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
LING 710	(2)	Language Acquisition Issues 2
PSYC 709	(2)	Language Acquisition Issues 1
SCSD 712	(2)	Language Acquisition Issues 4

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.

EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
LING 620	(3)	Experimental Linguistics: Methods
PSYC 650	(3)	Advanced Statistics 1
PSYC 651	(3)	Advanced Statistics 2

3 credits selected from the following list:

EDEC 705	(3)	Advanced Research Designs
EDEC 706	(3)	Textual Approaches to Research
EDEC 707	(3)	Interpretive Inquiry

At least 3 credits selected from the following list:

EDSL 620	(3)	Social Justice Issues in Second Language Education
EDSL 623	(3)	Second Language Learning
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Instructed Second Language Acquisition Research
	(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

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.

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

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

Required Courses (12 credits)

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

Complementary Courses (3 credits)

3 credits from:

(3)	Research Methods: Theory and Practice
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On-site at McGill in Intensive (1 month) Institute

Note: Off-site delivery can be considered for a specified minimum number of students. Certain limitations and additional costs would apply.

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

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

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

Cours obligatoires (12 crédits)

EDSL 515	(3)	Étude de la langue française pour enseignants
EDSL 541	(3)	Littérature et littérature de jeunesse en contexte immersif
EDSL 544	(3)	Didactique du français en contexte immersif
EDSL 545	(3)	Fondements pédagogiques de l'immersion

Cours complémentaires (3 crédits)

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

12.3 Kinesiology and Physical Education**12.3.1 Location**

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

12.3.2 About Kinesiology and Physical Education

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

Master's of Science Program

Examples of research pursued as part of the M.Sc. program include the following areas:

Exercise Physiology :

- obesity treatment, public health surveillance, and health;
- adaptive response of skeletal muscle in health, nutrition, disease, and aging;
- exercise and nutritional interventions designed to manage and treat chronic diseases;

section 12.3.5: Master of Arts (M.A.) Kinesiology and Physical Education (Thesis) (45 credits) and section 12.3.6: Master of Science (M.Sc.) Kinesiology and Physical Education (Thesis) (45 credits)

The thesis programs in Kinesiology and Physical Education are designed to help students develop research skills and expertise in their selected areas of research. All students must have a physical science background to study in the M.Sc. program and a social-psychological background to study in the M.A. program. Students are supervised by a faculty researcher in their respective laboratory or clinical locations.

These research programs often lead to career advancement in academic, scholastic, industrial, clinical, and/or social health care settings.

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

The non-thesis programs are currently not offered.

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

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

The objective of the Ph.D. in Kinesiology Sciences is to provide opportunities for in-depth research experience in (an) area(s) of Departmental expertise within the breath 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 www.mcgill.ca/gradapplicants/apply.

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

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

12.3.3.3 Application Dates and Deadlines

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

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

12.3.4 Kinesiology and Physical Education Faculty

Chair

Julie Côté

Director of Undergraduate Programs

Gordon Bloom

Graduate Program Director

Shane Sweet

Emeritus Professor

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

Professors

Ross E. Andersen; B.Ed., M.A.(McG.), Ph.D.(Temple)

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

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

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

Associate Professors

Julie Côté; B.Sc., M.Sc.(Wisc. Madison), Ph.D.(Montr.)

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

William Harvey; B.Ed., M.A., Ph.D.(McG.)

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

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

Assistant Professors

Tyler Churchward-Venne; B.A.(York), M.Sc.(UWO), Ph.D.(McM.)

Benoit Gentil; B.Sc.(UJF), M.Sc.(Paris VII), Ph.D.(UJF)

Jenna Gibbs; B.Sc.(UWO), Ph.D.(Penn. St.)

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

Caroline Paquette; B.Sc., M.Sc.(Laval), Ph.D.(McG.)

Lee Schaefer; B.Ed.(Regina), M.Ed., Ph.D.(Alta.)

Shane Sweet; B.A., Ph.D.(Ott.)

Charlotte Usselman; B.Sc.(Hons.)(Brock), M.Sc., Ph.D.(UWO)

Faculty Lecturer

Jessica Mocella; B.A.(C'dia); B.A.(McG.)

Celena Scheede-Bergdahl; B.Sc.(C'dia), M.Sc.(Montr.), Ph.D.(Copen.)

Adjunct Professors

Lymperis Koziris; M.A.(McG.), Ph.D.(Penn. St.)

Ruddy Richard; M.D.(Strasbourg I), Ph.D.(Paris V)

Catherine M. Sabiston; B.Sc.K.(Dal.), M.H.K.(Windsor), Ph.D.(Br. Col.)

Associate Members

Susan Bartlett; B.A.(C'dia), M.Ed.(McG.), Ph.D.(Syrac.)

Associate Members

Jean Bourbeau; M.D.(Laval)

Robert Thomas Jagoe; B.A.(Camb.), M.B., B.Chir., M.R.C.P.(UK), C.C.S.T. (Resp. and General (Internal Med.)), Ph.D.(Newcastle, UK), F.R.C.P.

José Morais; M.D.(Montr.)

Shawn Robbins; M.Sc., Ph.D.(UWO)

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

Timothy H. Wideman; Ph.D.(McG.)

12.3.5 Master of Arts (M.A.) Kinesiology and Physical Education (Thesis) (45 credits)

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

Thesis Courses (24 credits)

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 Course (3 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 (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
EDPE 676	(3)	Intermediate Statistics

Complementary Courses (15 credits)

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

EDKP 542	(3)	Environmental Exercise Physiology
EDKP 548	(3)	Applied Exercise Psychology
EDKP 566	(3)	Advanced Biomechanics Theory
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
EDKP 630	(3)	Human Walking Mechanics
EDKP 631	(3)	Qualitative Methods
EDKP 635	(3)	Modeling Human Movement
EDKP 640	(3)	Advanced Ergonomics
EDKP 652	(3)	Cardio-Respiratory Exercise Physiology
EDKP 662	(3)	Nerve/Muscle Exercise Response
EDKP 664	(3)	Motor Learning
EDKP 665	(3)	Motor Behaviour and Disability
EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	Advanced Experimental Problems

EDKP 695	(3)	Thesis Research 5
EDKP 696	(3)	Thesis Research 6

Students may also take courses from the Faculty of Science chosen in consultation with the adviser (500, 600, or 700 level).

Master of Arts (M.A.) Kinesiology and Ph

Elective Courses (12 credits)

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

Elective Courses (12 credits)

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

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

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

Required Courses (12 credits)

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

Complementary Courses (6 credits)

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

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