



Faculty of Education (Graduate)
Programs, Courses and University Regulations
2015-2016

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

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1 Dean's Welcome

To Graduate Students and Postdoctoral Fellows:

I am extremely pleased to welcome you to McGill University. Graduate and Postdoctoral Studies (GPS) collaborates with the Faculties and other administrative and academic units to provide strategic leadership and vision for graduate teaching, supervision, and research across our over 400 graduate programs. GPS also oversees quality assurance in admissions and registration, the disbursement of graduate fellowships, support for postdoctoral fellows, and facilitates graduate degree completion, including the examination of theses. GPS has partnered with Enrolment Services to manage the admission and registration of graduate students and postdoctoral fellows and to offer streamlined services in a one-stop location at [Service Point](#).

McGill is a student-centred research institution that places singular importance upon the quality of graduate education and postdoctoral training. As Dean of Graduate and Postdoctoral Studies, I work closely with the Faculties, central administration, graduate students, professors, researchers, and postdoctoral fellows to provide a supportive, stimulating, and enriching academic environment for all graduate students and postdoctoral fellows.

McGill is one of Canada's most intensive research universities, ranked 21st by *QS World University Rankings 2014*. We recognize that these successes come not only from our outstanding faculty members, but also from the quality of our graduate students and postdoctoral fellows—a community into which we are very happy to welcome you.

I invite you to join us in advancing this heritage of excellence at McGill.

Josephine Nalbantoglu, Ph.D.

Dean, Graduate and Postdoctoral Studies

Graduate and P

2.3 General Statement Concerning Higher Degrees

Graduate and Postdoctoral Studies (GPS) oversees all programs leading to graduate diplomas, certificates, and higher degrees, with the exception of some programs in the School of Continuing Studies. It is responsible for admission policies, the supervision of graduate students' work, and for recommending to Senate those who may receive the degrees, diplomas, and certificates.

3 Important Dates 2015–2016

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

4 Graduate Studies at a Glance

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

5 Program Requirements

5.1 Master's Degrees

Residence Requirements – Master's Degrees

Refers to the number of terms (or years) students must be registered on a full-time basis to complete their program. Students are NOT permitted to graduate until they have fulfilled the residence requirement (or paid the corresponding fees) in their program.

- The following master's programs have a **minimum** residence requirement of **three full-time terms**: M.Arch., M.A., M.Eng., LL.M., M.Mus. (**except** M.Mus. in Sound Recording), M.Sc., M.S.W., M.Sc.A. (**except** M.Sc.A. in Communication Sciences and Disorders).
- The following master's programs have a **minimum** residence requirement of **four full-time terms**: M.I.St.; M.Mus. in Sound Recording; M.U.P.; M.A. (60 credits – Counselling Psychology – thesis; 78 credits – Educational Psychology); M.A. Teaching and Learning – Non-Thesis; M.Sc.A. in Communication Sciences and Disorders; S.T.M., Religious Studies.

The residence requirement for the master's program in Education (M.Ed.); Information Studies (M.I.St.); Management (M.B.A.); Religious Studies (S.T.M.); M.A. Counselling Psychology – Non-Thesis; M.A. Teaching and Learning – Non-Thesis; M.Sc. in Public Health – Non-Thesis; M.Sc.A. Nursing; M.Sc.A. Occupational Therapy; M.Sc.A. Physical Therapy; and students in part-time programs is determined on a per course basis. Residence requirements are fulfilled when students complete all course requirements in their respective programs.

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As a rule, no more than one-third of the coursework (excluding thesis, project, stage, or internship) of a McGill master's degree can be completed elsewhere. For example, courses taken before admission to the McGill degree, or courses taken through a transfer arrangement, are not counted toward the one-third rule. Courses completed at McGill prior to admission to the McGill master's degree were not used to complete the one-third rule as described above. These would be entered as exemptions when the student's record is processed.

Normally, if courses completed elsewhere prior to admission to the McGill master's degree were not used to complete the one-third rule as described above. These would be entered as exemptions when the student's record is processed.

If the courses completed elsewhere prior to admission were used to complete a degree, exemptions may be granted with respect to the one-third rule. Exemptions are granted for graduate course(s) at McGill. No double counting is allowed unless, exceptionally, the total number of credits exceeds the overall credit requirement greater than 45 credits. In other words, instances where the total number of credits exceeds the minimum of 45 credits for a McGill master's degree. The one-third rule continues to apply.

Research and Thesis

All candidates for a research master's degree must submit a thesis based on their own research. The total number of credits allotted to the thesis is 12 credits. The thesis and names of examiners must be forwarded on a *Nomination of Examiners* form, available at www.mcgill.ca/gps/theses/initial-submission, in accordance with the dates on www.mcgill.ca/importance of the department concerning the particular field of study, or a great deal of original scholarship, must show evidence of original work in the field and must show that the candidate has carried out research and to organize results, all of which must be presented in a thesis. In most disciplines, shorter texts are preferred. Guidelines and deadlines are available at www.mcgill.ca/gps/thesis.

Language Requirements

Many master's degree programs have language requirements, but candidates who intend to proceed to a doctorate program must have language requirements in at least one language while working on a master's degree.

5.2 Doctoral Degrees

Residence Requirements – Doctoral

Refers to the numbers of terms (or years) students must reside in Montreal. Students are not permitted to complete a thesis until they have completed the required number of terms in Montreal. For more information, contact the Registrar's Office at 514.393.7188 or registrar@mcgill.ca.

All language requirements must be fulfilled and the grades reported **before** submission of the thesis to GPS (Thesis section).

Students must contact their departments to make arrangements to take the Language Reading Proficiency Examinations. Students may, however, demonstrate competence by a pass standing in two undergraduate language courses taken at McGill (see departmental regulations).

Candidates are advised to discharge their language requirements as early in their program as possible.

Students expecting to enrol in Professional Corporations in the province of Quebec are advised to become fluent in both spoken and written French.

French language courses are available at the French Language Centre. The teaching is intensive and class sizes are kept small. While undergraduate students are given preference, graduate students who are certain they can devote sufficient time to the work may enrol.

Thesis – Doctoral

The thesis for the Ph.D. degree must display original scholarship expressed in good literate style and must be a distinct contribution to knowledge. **Formal notice of a thesis title and names of examiners must be submitted to the Thesis section of GPS on the *Nomination of Examiners and Thesis Submission* form, available at www.mcgill.ca/gps/thesis/guidelines/initial-submission, in accordance with the dates on www.mcgill.ca/importantdates, at the same time as the thesis is submitted.** The list of examiners must be approved by the Department Chair, the supervisor and the student. The Thesis section of GPS should be notified of any subsequent change of title as early as possible. Guidelines and deadlines are available at www.mcgill.ca/gps/thesis/guidelines.

Special regulations for the Ph.D. degree in particular departments are stated in the entries of those departments.

Thesis Oral Examination – Doctoral

After the thesis has been received and approved, a final oral examination is held on the subject of the thesis and subjects intimately related to it. This is conducted in the presence of a Committee of at least five members presided over by a Pro-Dean nominated by Graduate and Postdoctoral Studies. The Chair of the candidate's department and the Thesis Supervisor are regularly invited to be members of the Committee; at least one member of the Committee is appointed from outside the candidate's department. Guidelines are available at www.mcgill.ca/gps/thesis/guidelines.

5.3 Ad Personam Programs (Thesis Option Only)

In very rare circumstances, an applicant who wishes to engage in Master's (thesis option only) or Ph.D. studies of an interdisciplinary nature involving joint supervision by two departments, each of which is authorized by the G 0 1 210.357 5528.1529.3.n9.58u9.5o departmentsl a thesis titlernrtmene of Quebeces tofirv

7 Fellowships, Awards, and Assistantships

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

8 Postdoctoral Research

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

8.1 Postdocs

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

Postdocs must be appointed by their department and registered with Enrolment Services in order to have access to University facilities (library, computer, etc.).

8.2 Guidelines and Policy for Academic Units on Postdoctoral Education

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

1. Definition and Status

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

iv. Postdocs with full responsibility for teaching a course should be compensated over and above their fello

General Conditions

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

- Human Development
- Learning Sciences

Master of Education (M.Ed.) Degrees

section 11.1.7: Doctor of Philosophy (Ph.D.); Counselling Psychology

and American Psychological Association (APA) (Please note that APA accreditation will cease for all Canadian institutions in Sept. 2015). Graduates are eligible for licensure in Quebec.

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

Graduate Degrees in School/Applied Psychology

section 11.1.8: Master of Arts (M.A.); School/Applied Child Psychology (Non-Thesis) (60 credits)

The School/Applied Child Psychology program at McGill University prepares the next generation of school psychologists to provide state of the art educational and mental health services to children and adolescents from birth to 21 years old. 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.

section 11.1.9: Doctor of Philosophy (Ph.D.); School/Applied Child Psychology

The Ph.D. in School/Applied Child Psychology is the second degree in a combined M.A. and Ph.D. program with the M.A. (Thesis) in Educational Psychology's School/Applied Child Psychology concentration. Most students in the doctoral program completed their M.A. in the Educational Psychology

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

2. a greater understanding on classroom processes and strategies for teaching div

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

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

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

See [section 11.1.18: Master of Arts \(M.A.\); Educational Psychology \(Thesis\) — Human Development \(45 credits\)](#).

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

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

See [section 11.1.19: Master of Arts \(M.A.\); Educational Psychology \(Thesis\) — Learning Sciences \(45 credits\)](#).

Major:

- 1. The School/Applied Child Psychology Major (45 cr)**

Emeritus Professors

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

Lynn McAlpine; B.A.(McG.), M.A.(C'dia), Ph.D.(Tor.)

Eigil Pedersen; B.A.(Sir G. Wms.), M.A.(McG.), Ed.D.(Harv.)

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

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Associate Members

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'dia) (*Teaching and Learning Services*)

Adjunct Professors

Dermot Bowler, Thomas Goetz, Judith Gradinger, Calvin Kalman, Jasvinder Magon, Katherine Moxness, Nathan Grant Smith, Lisa Spanierman, Anastassios Stalikas

11.1.5 Master of Arts (M.A.); Counselling Psychology (Non-Thesis) — Professional/Internship (60 credits)

11.1.6 Master of Arts (M.A.); Counselling Psychology (Non-Thesis) — Project (60 credits)

For more information, see http://www.mcgill.ca/study/2015-2016/faculties/education/graduate/gps_edu_educational_and_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

11.1.7 Doctor of Philosophy (Ph.D.); Counselling Psychology

For more information, see http://www.mcgill.ca/study/2015-2016/faculties/education/graduate/gps_edu_educational_and_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, e 1 221.949 725A.8081 70. Completion of all required internships 711725A.8081 70, y C2 7oral Internsh5A.873725A.8081 70.Neur(6Internship (24 credits)

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 http://www.mcgill.ca/study/2015-2016/faculties/education/graduate/gps_edu_educational_and_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 independent

Complementary Courses (27 credits)

EDPC 542	(3)	Counselling Role of the Teacher
EDPE 515	(3)	Gender Identity Development
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

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EDPI 692	(3)	Research Project 2
EDPI 693	(3)	Research Project 3
EDPI 694	(3)	Research Project 4

Complementary Courses (12 credits)

EDPC 501	(3)	107eall de48 ch... Relationships
EDPC 504	(3)	Practicum: Interviewing Skills
EDPC 505	(3)	Crisis Intervention Processes
EDPC 542	(3)	Counselling Role of the Teacher
EDPE 515	(3)	Gender Identity Development
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 666	(3)	Foundations of Learning Science
EDPE 699D1	(6)	Special Activity
EDPE 699D2	(6)	Special Activity
EDPH 689	(3)	Teaching and Learning in Higher Education
EDPI 526	(3)	Talented and Gifted Students
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2
EDPI 543	(3)	Family, School and Community
EDPI 645	(3)	Assessment For Effective Intervention
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 656D1	(3)	Clinic Practicum in Special Education
EDPI 656D2	(3)	Clinic Practicum in Special Education
EDPI 665	(3)	Teaching of Reading
EDPI 667	(3)	Promoting Social and Emotional Well-Being

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

The aim of the MEd in Educational Psychology (Non-Thesis) - Inclusive Education is to educate students on the major theories and practices of inclusive education. The program's focus is on diversity in development behavior and attainment, and eco-systemic and cultural models of teaching, learning, and assessment. Similar approaches are taken to understanding disability. Graduates will be able to implement effective teaching programs for students across all spectrums of development. Students will develop a strong foundation in the core content and theories of development, disability, inclusion and methods. The role of schools and communities is also examined. Students will be trained in application and practice through behaviour, literacy assessment and intervention, and differentiated teaching planning objectives.

For more information, see <http://www.mcgill.ca/study/2015-2016/faculties/ha>

EDPE 635	(3)	Theories of Learning and Instruction
EDPI 543	(3)	Family, School and Community
EDPI 642	(3)	Inclusion: Past, Present & Future
EDPI 645	(3)	Assessment For Effective Intervention
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 665	(3)	Teaching of Reading
		Promoting Socia: P

EDPI 667	(3)	Promoting Social and Emotional Well-Being
EDPI 691	(3)	Research Project 1
EDPI 692	(3)	Research Project 2
EDPI 693	(3)	Research Project 3
EDPI 694	(3)	Research Project 4

Complementary Courses (6 credits)

6 credits from the following:

EDPC 501	(3)	Helping Relationships
EDPC 504	(3)	Practicum: Interviewing Skills
EDPE 515	(3)	Gender Identity Development
EDPE 595	(3)	Seminar in Special Topics
EDPE 640	(3)	Emerging Technologies for Educational Change
EDPE 676	(3)	Intermediate Statistics
EDPE 687	(3)	Qualitative Methods in Educational Psychology
	(3)	Talented and Gifted Students

EDPE 668	(3)	Advanced Seminar in Learning Sciences
EDPE 699D1	(6)	Special Activity
EDPE 699D2	(6)	Special Activity
EDPH 689	(3)	Teaching and Learning in Higher Education
EDPI 526	(3)	Talented and Gifted Students
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 (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.

11.1.17 Master of Arts (M.A.); Educational Psychology (Thesis) — Health Professions Education (48 credits)

For more information, see http://www.mcgill.ca/study/2015-2016/faculties/education/graduate/gps_edu_educational_and_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)	Educational Measurement
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Required Courses (12 credits)

EDPE 605	(3)	Research Methods
EDPE 637	(3)	Issues in Health Professions Education
EDPE 639*	(3)	Practicum in Health Professions Education
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
EDPH 689*	(3)	Teaching and Learning in Higher Education

Complementary Courses (12 credits)

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
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EDPE 555	(3)	Introduction to 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.

11.1.18 Master of Arts (M.A.); Educational Psychology (Thesis) — Human Development (45 credits)

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11.1.19 Master of Arts (M.A.); Educational Psychology (Thesis) — Learning Sciences (45 credits)

For more information, see http://www.mcgill.ca/study/2015-2016/faculties/education/graduate/gps_edu_educational_and_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 (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 555	(3)	Introduction to Learning Sciences
EDPE 636	(3)	Motivation and Instruction
EDPE 637	(3)	Issues in Health Professions Education
EDPE 656	(3)	Applied Theory/Methods in the Learning Sciences

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Required Courses (51 credits)

EDPC 609	(3)	Psychological Testing 1
EDPC 610	(3)	Psychological Testing 2
EDPC 682D1	(3)	Practicum: Psychological Testing
EDPC 682D2	(3)	Practicum: Psychological Testing
EDPE 600	(3)	Current Topics: Educational Psychology
EDPE 605	(3)	Research Methods
EDPE 609	(3)	Selected Topics in Educational Psychology
EDPE 611	(3)	School Psychology Seminar
EDPE 616	(3)	Cognitive Development
EDPE 619	(3)	Child and Adolescent Therapy
EDPE 620	(3)	Developmental Psychopathology
EDPE 622	(3)	Multiculturalism and Gender
EDPE 623	(3)	Social-Emotional Development
EDPE 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

Complementary Courses (3 credits)

3 credits from:

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

11.1.21 Doctor of Philosophy (Ph.D.); Educational Psychology — Human Development

For more information, see http://www.mcgill.ca/study/2015-2016/faculties/education/graduate/gps_edu_educational_and_counselling_psychology.

Required Courses (15 credits)

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

EDPE 632	(0)	
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
EDPE 683	(3)	Human Development Seminar 3
EDPE 686	(3)	Human Development Seminar 4
EDPE 708	(0)	Comprehensive Examination

Complementary Courses (9 credits)

3-6 credits from:

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
EDPE 634 (3) Research Internship 2
EDPH 689 (3) Teaching and Learning in Higher Education
EDPI 642 (3) Inclusion: Past, Present & Future
EDPI 665 (3) Teaching of Reading
EDPI 756 (3) Internship/Special Needs Education

3 credits from the following:

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

Or other 600- and 700-level courses offered by the department and with the approval of a Supervisor and Program Director.

11.1.22 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 http://www.mcgill.ca/study/2015-2016/faculties/education/graduate/gps_edu_educational_and_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

3 credits from the following:

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

11.2 Information Studies

11.2.1 Location

School of Information Studies
3661 Peel Street
Montreal QC H3A 1X1
Canada

Telephone: 514-398-4204
Fax: 514-398-7193
Email: sis@mcgill.ca
Website: www.mcgill.ca/sis

11.2.2 About Information Studies

The School of Information Studies is now affiliated with the Faculty of Arts; please consult the **Faculty of Arts** : [Information Studies](#) section.

11.3 Integrated Studies in Education

11.3.1 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.

11.3.2 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:

Four **graduate certificates** (15 credits):

- Graduate Certificate in Educational Leadership 1
- Graduate Certificate in Educational Leadership 2
- 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 45-credit thesis or non-thesis program. The program focuses on two main fields of study—Culture and Values in Education and Teaching, Learning, and Curriculum—reflect 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 onto doctoral programs or work in education and non-profit settings. Many in-service teachers take this program for professional development.

section 11.3.5: 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 coursework.

section 11.3.6: 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 6 credits of approved coursework 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 11.3.7: Master of Arts (M.A.); Education and Society (Thesis) — Mathematics and Science Education (45 credits)

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

section 11.3.8: Master of Arts (M.A.); Education and Society (Non-Thesis) (45 credits)

The M.A. non-thesis option consists mostly of coursework, but includes a project worth 6 credits. This option is less research-oriented than the thesis option and suitable for practitioners interested in professional development with a theoretical orientation.

section 11.3.9: Master of Arts (M.A.); Education and Society (Non-Thesis) — Gender and Women's Studies (45 credits)

The graduate option in Gender and Women's Studies is an interdisciplinary program for students who meet the degree requirements in a participating unit who wish to earn 6 credits of approved coursework 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 11.3.10: Master of Arts (M.A.); Education and Society (Non-Thesis) — Jewish Education (45 credits)

This program is designed to offer a graduate-level point of entry into the teaching profession for students who typically will have completed a B.A. with a minor or major in Jewish Studies. The M.A. will not provide (Quebec Government) *Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche* (MEESR) 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.

section 11.3.10: Master of Arts (M.A.); Education and Society (Non-Thesis) — Jewish Education (45 credits)

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

Master of Arts in Educational Leadership

The M.A. in Educational Leadership consists of a 45-credit thesis or non-thesis program.

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11.3.3.3 Application Deadlines

The application deadlines listed here 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.

Integrated Studies in Education (M.A. - Second Language Education, M.A. - Educational Leadership, M.A. - Education and Society, Ph.D.)		
Canadian	International	Special/Exchange/Visiting
Fall: Jan. 15	Fall: Jan. 15	Fall: Jan. 15
Winter: N/A	Winter: N/A	Winter: N/A
Summer: N/A	Summer: N/A	Summer: N/A

Integrated Studies in Education (MATL)		
Canadian	International	Special/Exchange/Visiting
Fall: N/A	Fall: N/A	Fall: N/A
Winter: N/A	Winter: N/A	Winter: N/A
Summer: Jan. 15	Summer: Dec. 15	Summer: N/A

Integrated Studies in Education (Certificate in Educational Leadership)		
Canadian	International	Special/Exchange/Visiting
Fall: March 1	Fall: Feb. 1	Fall: N/A
Winter: Oct. 15	Winter: Sept. 15	Winter: N/A
Summer: N/A	Summer: N/A	Summer: N/A

Integrated Studies in Education (Certificat d'études supérieures en pédagogie de l'immersion française)		
Canadian	International	Special/Exchange/Visiting
Fall: May 15	Fall: Feb. 1	Fall: N/A
Winter: Oct. 15	Winter: Sept. 15	Winter: N/A
Summer: N/A	Summer: N/A	Summer: N/A

Integrated Studies in Education (Certificate in Teaching English as a Second Language)		
Canadian	International	Special/Exchange/Visiting
Fall: May 15	Fall: Feb. 1	Fall: N/A
Winter: N/A	Winter: N/A	Winter: N/A
Summer: N/A	Summer: N/A	Summer: N/A

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

11.3.4 Integrated Studies in Education Faculty

Chair

Steven Jordan

Director of Undergraduate Programs, Master of Arts in Teaching and Learning, and Graduate Certificate in Teaching English as a Second Language/Certificat d'études supérieures en pé. 1

Director of Ph.D. Program

Bronwen Low

Associate Professors

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

Assistant Professors

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

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)

Sylvia Sklar; Dip.Ed.(McG.), B.A.(C'dia), M.Ed.(McG.)

Lisa Starr; B.Ed.(Regina), M.A.(Phoenix), Ph.D.(Vic.,BC)

Paul Zanazanian; B.A., M.A.(McG.), Ph.D.(Montr.)

Faculty Lecturers

Allison Gonsalves; B.Sc.(W.Ont.), M.Sc.(Guelph), Ph.D.(McG.)

James Howden; B.Ed.(McG.), M.Ed.(OISE, Tor.)

Sheryl Smith-Gilman; B.Ed., M.A.(McG.)

Lisa Trimble; B.A.(W. Laur.), M.A., Ph.D.(McG.)

11.3.5 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
	(6)	Thesis 2

Required Courses (6 credits)

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 690	(3)	Research Methods: Philosophy 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 001Dm4194om outsidewith Depm(mstu.G.)Tj/F0 8.6 Tf1 0 0 1 80.252 7744.87 Tm(Master of Ar)Tj1 0 0 1 130.252 7744.87 Tm(ts (M.A.);Tj1 0 0 1 167.252 7744.8

6 credits selected as follows:

3 credits from the Culture and Values in Education Stream OR the Teaching, Learning, and Curriculum Stream.

3 credits selected either by taking

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

EDPE 635	(3)	Theories of Learning and Instruction
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms

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

Research Project (6 credits)

EDER 633	(6)	Project
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Required Courses (6 credits)

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 690	(3)	Research Methods: Philosophy and Practice

Elective Courses (33 credits)

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

Students may take a maximum of 9 credits from outside the Department.

11.3.9 Master of Arts (M.A.); Education and Society (Non-Thesis) — Gender and Women's Studies (45 credits)

Research Project (6 credits)

EDER 633	(6)	Project
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Required Courses (9 credits)

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 690	(3)	Research Methods: Philosophy and Practice
WMST 601	(3)	Feminist Theories and Methods

Complementary Courses (6 credits)

6 credits selected as follows:

3 credits from the Culture and Values in Education Stream OR the Teaching, Learning, and Curriculum Stream.

3 credits selected either by taking WMST 602 or a course at the 500 level or higher on gender/women's issues.

Culture and Values in Education Stream

3 credits to be selected from the following:

EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 615	(3)	Introduction to Philosophy of Education

Teaching, Learning, and Curriculum Stream

3 credits to be selected from the following:

EDEC 602	(3)	Foundations in Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education Curriculum De

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).

Elective Courses (24 credits)

24 credits at the 500, 600, or 700 level

EDPI 654

(3)

Instruction/Curriculum Adaptation

Language Requirement

Hebrew Language Requirement

EDSL 630 (3) Qualitative/Ethnographic Methods

3 credits selected from the following, must be either:

WMST 602 (3) Feminist Research Symposium

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

Elective Course (3 credits)

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

11.3.13 Master of Arts (M.A.); Educational Leadership (Non-Thesis) — Coursework (45 credits)

Required Courses (12 credits)

EDEM 609 (3) Introduction to Educational Theory and Research
 EDEM 610 (3) Leadership in Action
 EDEM 673 (3) Leadership Theory in Education
 EDEM 690 (3) Research Methods: Philosophy and Practice

Complementary Courses (27 credits)

24 credits selected from the following courses:

EDEM 603 (6) Individual Reading Course
 EDEM 616 (3) Individual Reading Course
 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
 EDEM 677 (3) Special Topics 2
 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) Media Literacy
 EDEC 620 (3) Meanings of Literacy
 EDEC 635 (3) Research Writing

Elective Courses (6 credits)

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

11.3.14 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)	Introduction to Educational Theory and Research
EDEM 610	(3)	Leadership in Action
EDEM 673	(3)	Leadership Theory in Education
EDEM 690	(3)	Research Methods: Philosophy and Practice

Complementary Courses (15 credits)

12 credits selected from the following courses:

EDEM 603	(6)	Individual Reading Course
EDEM 616	(3)	Individual Reading Course
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

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EDSL 668	(6)	Thesis Research 3
EDSL 669	(6)	Thesis Research 4

Required Courses (9 credits)

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDPE 575	(3)	Educational Measurement
EDSL 623	(3)	Second Language Learning

Complementary Courses (9 credits)

9 credits selected from the following courses:

EDEM 609	(3)	Introduction to Educational Theory and Research
EDSL 603	(6)	Individual Reading Course 1
EDSL 616	(3)	Individual Reading Course 2
EDSL 617	(3)	Special Topic in Second Language Education
EDSL 620	(3)	Critical Issues in Second Language Education
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Classroom-Centred Second Language Research
EDSL 629	(3)	Second Language Assessment
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 632	(3)	Second Language Literacy Development
EDSL 651	(3)	Content-Based L2 Learning

Elective Course (3 credits)

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

11.3.17 Master of Arts (M.A.); Second Language Education (Thesis) — Gender and Women's Studies (45 credits)

Thesis Courses (24 credits)

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

Required Courses (12 credits)

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDPE 575	(3)	Educational Measurement
EDSL 623	(3)	Second Language Learning
WMST 601	(3)	Feminist Theories and Methods

Complementary Courses (9 credits)

6 credits selected from the following courses:

EDEM 609	(3)	Introduction to Educational Theory and Research
EDSL 617	(3)	Special Topic in Second Language Education

EDSL 620	(3)	Critical Issues in Second Language Education
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Classroom-Centred Second Language Research
EDSL 629	(3)	Second Language Assessment
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 632	(3)	Second Language Literacy Development
EDSL 651	(3)	Content-Based L2 Learning

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 (may be in the Department or outside).

11.3.18(3) Master of Arts (M.A.); Second Language Education (Non-Thesis) (45 credits)

- Modification of contracts, or a request to move from a cooperating teacher's classroom to a contract must be approved in advance by the ISA.

Cooperating Teacher

MATL students who do not have employment that meets these criteria will be placed in the classroom of a cooperating teacher, and will follow the teacher's full-time schedule. In accordance with University–School Board agreements, students are not permitted to contact teachers or schools to confirm their own arrangements; however, the student can submit suggestions to the ISA on the online placement form.

11.3.19.4 Internship Guidelines (Syllabus)

Detailed guidelines and evaluation forms for each Internship are posted on the ISA [website](#). Students are responsible for familiarizing themselves with the objectives, evaluation criteria, and forms for each level of Internship, and must submit all completed evaluation forms to the ISA on the first business day following the end of the Internship in order to receive a grade.

11.3.19.5 Student Responsibilities

Students are responsible for familiarizing themselves with the policies and rules governing all aspects of Internship, including pedagogical and professional behaviourbe5u .

to pass the course as a whole. The passing grade for Internships is B or higher. A grade of B- requires that the student register for the course again and repeat the internship. Both grades stand. If a grade of F is obtained, the student must withdraw from the MATL program, as described below.

Where a student is experiencing serious pedagogical or professional difficulties in an Internship, the director of the ISA will review the case and make one of the following grade decisions:

- If the student has demonstrated some potential to successfully reach the required standard, the director may grant special permission for a student to repeat an Internship during the next term in which the course is offered by awarding the grade of B-. This special permission will be granted once only in a student's program. A subsequent Failure (B- or lower, F, J, KF, WF) in any Internship places a student in Unsatisfactory Standing, requiring withdrawal from the Teacher Education Program.
- Grade of F, placing a student in Unsatisfactory Standing and requiring withdrawal from the Teacher Education Program.

4. The Code seeks to encourage continued reflection and thoughtful response to ethical issues. It does not seek definitive answers to all ethical questions or situations. Rather, it seeks to outline the guiding principles to ethical conduct and to identify major issues that are essential to the development and implementation of this Code.

- **Context of an Ethics Framework for Student Teachers**

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

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

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

Academic Freedom and Responsibilities

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

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

Ethics and Law

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

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.

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

11.3.20.1 Time Commitment

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

- Internship semesters have 12 or more credits of required corequisite courses.
- Internship placements are completed full-time in a secondary school. See [section 11.3.19: Graduate Student Teaching / M.A. in Teaching and Learning Internship](#).
- Summer Institute semesters may have fewer than 12 required credits of courses. Consult the program overview by semester on the Department [website](#).

Students should consult an academic adviser and program overviews for details. Full-time/part-time status may also affect financial aid arrangements; contact the [Scholarships and Student \(Financial\) Aid Office \(: Student Services – Downtown Campus\)](#) for more information. See : [Categories of Students](#) for information about full-time and part-time study.

11.3.20.2 English Language Requirement

The *Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche* (MEESR) requires that all students in teacher education programs demonstrate their proficiency in the language of instruction. To fulfil this obligation, M.A. in Teaching and Learning students are required to write the English Examination for Teacher Certification (EETC) before the end of the first summer semester of the program. Students must pass the examination prior to Internship 1.

The examination is coordinated by an independent body, the Centre for the English Exam for Teacher Certification. Information is available on the [CEETC website](#). McGill assists with the administration and scheduling of the examination. To write this examination, students must first register on Minerva for a section of EDTL 515 in the Summer term, then register with the Centre at www.ceetc.ca and pay a \$70 fee before writing the test.

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

11.3.20.3 Capstone Research Project (CRP)

The CRP is a research project whereby MATL students, as they experience their courses and Internships, identify an area of professional interest either in the broad landscape of teaching and learning or directly related to their subject specialty, and develop, throughout their program, a project around that interest. The final project is a requirement of the Culminating Professional Seminar (final fall term of the program). Guidelines are posted on the Internships & Student Affairs [website](#).

11.3.20.4 Portfolio

All students in the M.A. Teaching and Learning program are required to prepare a professional portfolio by the time of their graduation. The portfolio is a component of the professional seminars that are integrated with each Internship. The finished professional portfolio is a requirement of the Culminating Professional Seminar course (final summer of program). Guidelines are posted on the Internships & Student Affairs [website](#).

Master of Arts (M.A.) in Teac

3 credits selected from:

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

Electives (3 credits)

In consultation with the MATL Program Adviser, students select 3 credits from 500- or 600-level courses related to the mathematics or education subject area. Students may elect to take EDSL 505 to add to their knowledge in Teaching in Second Language Contexts.

In consultation with the MATL Program Adviser, students select 6 credits from 500- or 600-level courses related to Education, or to their Social Sciences subject area (History & Citizenship AND Geography OR Ethics & Religious Culture). Students who choose to complete the Teaching in Second Language Contexts option must take EDSL 505 and either EDSL 512 or EDSL 515.

11.3.25 Master of Arts (M.A.) in Teaching and Learning — Science and Technology Option (60 credits)

This M.A. in Teaching and Learning is a 60-credit, post-graduate degree leading to teacher certification. It comprises 45 credits of courses, coupled with 15 credits (minimum of 630 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the Quebec Ministère de l'Éducation, du Loisir et du Sport (MELS). The program, which targets those with formal and/or non-formal teaching experience, begins with mandatory courses in the Summer term. Specific course sequence and progression leads students to complete the program in either four or seven consecutive terms. Alternativ

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 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.

11.3.28 Doctor of Philosophy (Ph.D.); Educational Studies — Language Acquisition

Students must satisfy all program requirements for the Ph.D. in Educational Studies. The Ph.D. thesis must be on a topic relating to language acquisition, approved by the Language Acquisition Program (LAP) committee.

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

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
EDSL 711	(2)	Language Acquisition Issues 3
LING 710	(2)	Language Acquisition Issues 2
PSYC 709	(2)	Language Acquisition Issues 1
SCSD 712	(2)	Language Acquisition Issues 4

Complementary Courses

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
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EDPE 682	(3)	Univariate/Multivariate Analysis
PSYC 650	(3)	Advanced Statistics 1
PSYC 651	(3)	Advanced Statistics 2

9 credits selected from the following list; at least one course must be outside the Department of Integrated Studies in Education:

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 620	(3)	Critical Issues in Second Language Education
EDSL 623	(3)	Second Language Learning
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Classroom-Centred Second Language Research
EDSL 629	(3)	Second Language Assessment
EDSL 632	(3)	Second Language Literacy Development
LING 555	(3)	Language Acquisition 2
LING 590	(3)	Language Acquisition and Breakdown
LING 651	(3)	Topics in Acquisition of Phonology
LING 655	(3)	Theory of L2 Acquisition
	(3)	Methods: Developmental Psycholinguistics

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
EDEC 708	(3)	PhD Seminar in Math and Science Education 1
EDEC 709	(3)	PhD Seminar in Math and Science Education 2

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

Complementary Courses

3-9 credits

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

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

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

EDPE 682	(3)	Univariate/Multivariate Analysis
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0-3 credits of qualitative methods or advanced research design from the following: Students who have taken an equivalent course in qualitative methods or advanced research design, or are currently taking an equivalent course as part of their Ph.D. program requirements, will be deemed to have satisfied these credits.

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

Elective Courses

0-9 credits

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

11.3.30 Graduate Certificate in Educational Leadership 1 (15 credits)

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

Course selection to be approved by Graduate Certificate Program Director.

Complementary Courses

15 credits from:

EDEC 635	(3)	Research Writing
EDEM 610	(3)	Leadership in Action
EDEM 628	(3)	Education Resource Management

EDEM 635	(3)	Fiscal Accountability in Education
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation

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

11.3.31 Graduate Certificate in Educational Leadership 2 (15 credits)

This 15-credit program explores more deeply leadership theory and educational issues and applications in a practicum. Candidates for the Graduate Certificate in Educational Leadership 2 should normally hav

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

11.3.33 Certificat d'études supérieures en pédagogie de l'immersion française (15 crédits)

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

11.4 Kinesiology and Physical Education

11.4.1 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: eileen.leduc@mcgill.ca
Website: www.mcgill.ca/edu-kpe

11.4.2 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 Programs

In *Exercise Physiology*, research is being conducted on:

- obesity treatment, public health surveillance, and health disparities;
- biology and physiology of aging skeletal muscle;
- adaptive plasticity of skeletal muscle in health, disease, and aging;
- the role of mitochondria in skeletal muscle health, disease, and aging;
- interventions to protect and/or restore mass and function of aging muscle;
- biology and physiology of the aging heart;
- clinical and integrative exercise and cardio-respiratory physiology;

11.4.3 Kinesiology and Physical Education Admission Requirements and Application Procedures

11.4.3.1 Admission Requirements

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.

11.4.3.2 Application Procedures

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

See : [Application Procedures](#) for detailed application procedures.

11.4.3.3 Application Deadlines

The application deadlines listed here 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.

Canadian	International	Special/Exchange/Visiting
Fall: Feb. 15	Fall: Feb. 15	Fall: June 30
Winter: Sept. 1	Winter: Sept. 1	Winter: Sept. 1
Summer: N/A	Summer: N/A	Summer: N/A

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

11.4.4 Kinesiology and Physical Education Faculty

Chair

René A. Turcotte

Director of Undergraduate Programs

William Harvey

Graduate Program Director

Dennis Jensen

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)

Russell T. Hepple; B.Sc.(Sask.), M.Sc., Ph.D.(Tor.)

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

Dilson Rassier; B.P.E., M.Sc.(Brazil), Ph.D.(Calg.)

Associate Professors

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

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

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

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

Tanja Taivassalo; B.Sc., Ph.D.(McG.)

René A. Turcotte; H.B.P.H.E.(Laur.), M.Sc., Ph.D.(Alta.)

Assistant Professors

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

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

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

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

Faculty Lecturer

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

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.

11.4.5 Master of Arts (M.A.); Kinesiology and Physical Education (Thesis) (45 credits)**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 504	(3)	Health & Lifestyle Education
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
EDKP 648	(3)	Physical Activity Psychology
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)	Experimental Problems
EDKP 695	(3)	Thesis Research 5
EDKP 696	(3)	Thesis Research 6

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).

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

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

This program is currently not offered.

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

Research Project (15 credits)

EDKP 608 (15) Special Project

Required Courses

EDKP 617 (0) Seminar in Kinesiology and Physical Education 1

EDKP 618 (0) Seminar in Kinesiology and Physical Education 2

EDKP 619 (0) Seminar in Kinesiology and Physical Education 3

EDKP 620 (0) Seminar in Kinesiology and Physical Education 4

Complementary Courses (18 credits)

6 credits, two courses from the following:

Note: Students take either EDSL 630 or EDEM 692.

EDEM 692 (3) Qualitative Research Methods 1

EDKP 605 (3) Research Methods 1

EDPE 575 (3) Educational Measurement

Qualitative/Qualitative Research Methods

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

This program is currently not offered.