



Faculty of Education (Graduate)
Programs, Courses and University Regulations
2016-2017

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

1 . McGill University reserves the right to mak

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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 24th by *QS World University Rankings 2015*. 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*

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.) <i>(on sabbatical 2016–2017)</i>	Associate Dean (Graduate and Postdoctoral Studies)
Patricia G. Kirkpatrick; B.A.(McG.), M.Th.(Lond.), D.Phil.(Oxf.), D.D.(MDTC) <i>(Interim)</i>	Associate Dean (Graduate and Postdoctoral Studies)
Jean-Jacques Lebrun; B.Sc.(La Roche-sur-Yon), M.Sc.(Rennes), Ph.D.(Paris V)	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
Telephone: 514-398-3990
Fax: 514-398-6283
Email: servicepoint@mcgill.ca
Website: www.mcgill.ca/gps

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

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 2016–2017

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

4 Graduate Studies at a Glance

Please refer to [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. T

As a rule, no more than one-third of the coursework (excluding thesis, project, stage, or internship) of a McGill master's degree may be completed elsewhere. For example, courses taken before admission to the McGill degree, or courses taken through a transfer agreement with another university, are not counted toward the one-third rule.

Normally, if courses completed elsewhere prior to admission to the McGill master's degree were not used to complete the degree, they may be counted toward the one-third rule as described above. These would be entered as exemptions with the degree application.

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 may also be 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 exemptions amount beyond 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. 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 be the result of research carried out by the candidate. To carry out research and to organize results, all of which must be presented in the thesis will not normally exceed 12 credits. In some 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 must complete language requirements in at least one language while working on their master's degree.

5.2 Doctoral Degrees

Residence Requirements – Doctoral

Refers to the numbers of terms (or years) students must reside in Montreal during their doctorate. Students are not permitted to complete their doctorate elsewhere. For more information, contact the Registrar's Office at 514-393-8149. T: 514-393-8149. F: 514-393-8149. E: 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, howev

7 Fellowships, Awards, and Assistantships

Please refer to [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 Univ

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

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

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

Approved by Senate, April 2000; revised May 2014

8.3 Vacation Policy for Graduate Students and Postdocs

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

Council of FGSR April 23, 1999

8.4 Leave of Absence for Health and Parental/Familial Reasons

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

Such a leave must be requested on a term-by-term basis and may be granted for a period of up to 52 weeks. For a maternity or parental leave, the eligibility period of a maximum of 52 consecutive weeks is determined based on when the child is born; if the leave is interrupted for one or two terms, the eligibility period cannot be extended. Students and Postdocs must make a request for such a leave in writing to their department and submit a medical certificate. The department shall forward the request to Enrolment Services. See the procedure in [University Regulations and 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/students-postdocs/accepting-maintaining-awards under "Leave Policies: Funding Council Leave Policies for Graduate Students and Postdoctoral Fellows."

8.5 Postdoctoral Research Trainees

Eligibility

If your situation does not conform to the Government of Quebec's definition of 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 the degree/certification has not yet been awarded. The individual 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 anPraiT for Post t r

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 facilities);
- the individual must arrange for basic health insurance coverage prior to arrival at McGill and may be required to provide proof of coverage.

9 Graduate Studies Guidelines and Policies

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

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

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

Refer to [University Regulations and Resources](#) > *Graduate* > : [Research Policy and Guidelines, Patents, Postdocs, Associates, Trainees](#)

11.1 Educational and Counselling Psychology

11.1.1 Location

Department of Educational and Counselling Psychology
Education Building, Room 614
3700 McTavish Street
Montreal QC H3A 1Y2
Canada
Telephone – Program Information: 514-398-4242
Fax: 514-398-6968
Email: ecpinfo.education@mcgill.ca
Website: www.mcgill.ca/edu-ecp

11.1.2 About Educational and Counselling Psychology

The Department of Educational and Counselling Psychology (ECP) programs and research examine the interplay between complex human systems (cognitive,

OCCOQ

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

OPQ

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

Graduate degrees in Counselling Psychology or School/Applied Child Psychology, and elsewhere in Educational Psychology, do not lead to teaching certification—see the Faculty of Education's [Undergraduate](#) section for B.Ed. programs. Holders of other undergraduate de

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

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

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

The program offers the following concentrations of study:

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

See [section 11.1.11: Master of Education \(M.Ed.\); Educational Psychology \(Non-Thesis\) — Family Life Education \(48 credits\)](#).

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

See [section 11.1.12: Master of Education \(M.Ed.\); Educational Psychology \(Non-Thesis\) — General Educational Psychology \(48 credits\)](#).

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

See [section 11.1.13: Master of Education \(M.Ed.\); Educational Psychology \(Non-Thesis\) — General Educational Psychology: Project \(48 credits\)](#).

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

See [section 11.1.14: Master of Education \(M.Ed.\); Educational Psychology \(Non-Thesis\) — Inclusive Education \(48 credits\)](#). 48 cj1 0 0 1 506.115 709.1o48entrati

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)**

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

The settings could be schools, colleges and universities, the workplace and professional practice, as well as virtual learning communities. Students acquire theoretical and practical knowledge through coursework, team-based research assistantships, and apprenticeships where appropriate.

See [section 11.1.22: Doctor of Philosophy \(Ph.D.\); Educational Psychology — Learning Sciences](#).

11.1.3 Educational and Counselling Psychology Admission Requirements and Application Procedures

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

- [section 11.1.3.1: M.A. in Counselling Psychology \(Non-Thesis\)](#)
- [section 11.1.3.2: Ph.D. in Counselling Psychology](#)
- [section 11.1.3.3: Ph.D. in School/Applied Child Psychology](#)
- [section 11.1.3.4: Post-Ph.D. Graduate Diploma in School/Applied Child Psychology](#)
- [section 11.1.3.5: M.Ed. in Educational Psychology \(Non-Thesis\)](#)
- [section 11.1.3.6: M.A. in Educational Psychology \(Thesis\)](#)
- [section 11.1.3.7: Ph.D. in Educational Psychology](#)

11.1.3.1 M.A. in Counselling Psychology (Non-Thesis)

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

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

11.1.3.1.1 Admission Requirements

Concentration: Professional/Internship

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

Concentration: Project

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

11.1.3.1.2 Application Procedures

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

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

11.1.3.1.2.1 Additional Requirements

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

- Curriculum Vitae
- Three reference letters
- Personal Statement
-

A master's degree equivalent to the [section 11.1.6: Master of Arts \(M.A.\); Counselling Psychology \(Non-Thesis\) — Project \(60 credits\)](#) or a Master's degree from a directly relevant program (e.g., clinical psychology, other Counselling Psychology programs) along with 42 credits of core courses in specific Psychology domains (see list in the [Pre-Admission Academic Checklist](#)), with a minimum CGPA of 3.0 out of a possible 4.0 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

11.1.3.2.2 Application Procedures

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

11.1.3.2.1 Additional Requirements

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

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

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

11.1.3.3 Ph.D. in School/Applied Child Psychology

11.1.3.3.1 Admission Requirements

To be eligible applicants must hold:

A master's degree equivalent to the [section 11.1.8: 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.

Human Development Concentration

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

School/Applied Child Psychology Major

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

11.1.3.7.2.1 Additional Requirements

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

Human Development Concentration

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

Learning Sciences Concentration

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

11.1.3.8 Application Deadlines

The application deadlines listed here are set by the Department of Educational & Counselling Psychology and may be revised at any time. Applicants must verify all deadlines and documentation requirements well in advance on the appropriate McGill academic unit's website; please consult the list at www.mcgill.ca/gps/contact/graduate-program.

Counselling Psychology (M.A. or Ph.D.)		
Canadian	International	Special/Exchange/Visiting
Fall: Dec. 15	Fall: Dec. 15	Fall: Dec. 15
Winter: N/A	Winter: N/A	Winter: N/A
Summer: N/A	Summer: N/A	Summer: N/A
Educational Psychology and School/Applied Child Psychology programs (M.A., M.Ed., or 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

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Emeritus Professors

Janet G. Donald; B.A., M.A.(W. Ont.), Ph.D.(Tor.)

Florent R. Dumont; A.B.(Col.), M.S.(S. Conn. St.), Ed.D.(Mass.)

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.)

Howard A. Stutt; B.A.(Qu.), B.Ed., M.Ed.(Montr.), F.C.C.T.

Cynthia B. Weston; B.A.(G'town), M.L.S.(SUNY), D.Ed.(Wash.)

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.)

Marilyn Fitzpatrick; B.A.(Tor.), M.Ed., Ph.D.(McG.)

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

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

Alenoush Saroyan; B.A.(Pahlavi), M.Ed.(Loy. U. Chic.), Ph.D.(McG.)

Associate Professors

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

Martin Drapeau; B.A.(Montr)

Elective Courses (3 credits)

The following courses may be offered periodically and taken to complete or exceed the academic requirements. Electives may also be chosen from other courses offered by the Department or other departments of the University. Choice of electives not listed below requires the approval of the Program Director.

- (3) Individual Reading Course

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.

Master of Arts (M.A.); School/Applied Child Psychology (Non-The5155t45 51e(Non-The5150 1 254.026 483.862 Tm

EDSP 695	(3)	Research Project 5
EDSP 696	(3)	Research Project 6

11.1.9 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 http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Thesis

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

Required Comprehensive Exam

EDSP 701	(0)	Comprehensive Examination
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Required Courses (60 credits)

24 credits

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

Field Placement

12 credits

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

Internship (24 credits)

24 credits

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

Complementary Courses (3 credits)

3 credits from the following:

EDPE 684

(3)

Applied Multivariate Statistics

Qualitativ

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

Note: Admission to this program is currently suspended

For more information, see http://www.mcgill.ca/study/2016-2017/faculties/education/graduate/gps_edu_educational_counselling_psychology.

Required Courses (9 credits)

EDPE 575	(3)	Educational Measurement
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)	Helping Relationships
EDPC 502	(3)	Group Processes and Individuals
EDPC 503	(3)	Human Sexuality: Professionals
		Practicum: Intervie

EDPE 602

(3e)

Uses of Research Findings in Education
Theories of Learning and Instruction

EDPE 502	(3)	Theories of Human Development
EDPE 535	(3)	Instructional Design
EDPE 555	(3)	Introduction to Learning Sciences
EDPE 575	(3)	Educational Measurement
EDPE 602	(3)	Uses of Research Findings in Education
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 670	(3)	Educational Assessment and Evaluation
EDPI 642	(3)	Inclusion: Past, Present & Future
EDPI 691	(3)	Research Project 1
EDPI 692	(3)	Research Project 2
EDPI 693	(3)	Research Project 3
EDPI 694	(3)	Research Project 4

Complementary Courses (12 credits)

EDPC 501	(3)	Helping 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

EDPE 575	(3)	Educational Measurement
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 & Future
EDPI 645	(3)	Assessment For Effective Intervention
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 665	(3)	Teaching of Reading
		Promoting Social and Emotional W3)3)3)3)3)

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)	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)For more information, see http://www.mcgill.ca/study/2016-2017/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 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 (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 1
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/2016-2017/faculties/education/graduate/gps_edu_educational_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 and conclusions t current standards of conclu791 325.

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

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

11.2 Integrated Studies in Education

11.2.1 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.

11.2.2 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:

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 11.2.5: 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 coursework.

section 11.2.6: 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 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 11.2.7: Master of Arts (M.A.); Education and Society (Thesis) — Mathematics and Science and Social Science (Thesis) (45 credits)

Local and international students are practising and aspiring school principals and leaders from other organizations. Graduates fulfil Quebec Ministry

section 11.2.21: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — English or French Second Language (60 credits)

This program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach English or French Second Language.



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

section 11.2.22: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — English Language Arts Option (60 credits)

This program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach English Language Arts.

section 11.2.23: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — Mathematics Option (60 credits)

This program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach Mathematics.

section 11.2.24: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — Social Sciences Option (60 credits)

This program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach Social Sciences.

section 11.2.25: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — Science and Technology Option (60 credits)

This program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach Science and Technology.

Doctor of Philosophy in Educational Studies

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

section 11.2.26: Doctor of Philosophy (Ph.D.); Educational Studies

The Ph.D. in Educational Studies provides an integrative perspective on education by drawing on a range of related disciplines and research orientations. Students develop scholarly and innovative expertise in at least one of three contexts of inquiry and arch orientatiy3oristn 166 310g(anor of Philos 0 0 .01166 31alln at 1:

section 11.2.29: Doctor of Philosophy (Ph.D.); Educational Studies — Mathematics and Science Education

knowledge, and practices specific to teaching and learning mathematics and science, ning mathematics and scih,.6n h0 719.587 myiaces specn5doPh2ihspecific9h0 719.

- A letter of intent identifying the applicant's proposed research topic, potential supervisor, and expected professional direction. Please note that it is the Ph.D. applicant's responsibility to secure a supervisor as part of the admission process.
 - A four- to five-page summary of the proposed research topic identifying the applicant's main research questions, the research trends that have led to the questions, ways in which the research could be conducted, and relevant references
- 3.** Applicants must submit two letters of recommendation, at least one of which must be from a university-level instructor; the other may be from an administrator in an educationally relevant field.

Integrated Studies in Education (M.A. - Second Language Education, M.A. - Educational Leadership, M.A. - Education and Society)

Canadian	International	Special/Exchange/Visiting
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Summer: N/A

Summer: N/A

Summer: N/A

Integrated Studies in Education (MATL)

Canadian	International	Special/Exchange/Visiting
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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
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F

Fall: Feb. 1

Fall: N/A

Director of Ph.D. Program

Marta Kobiela

Director of M.A. Programs

Caroline Riches

Assistant Director of M.A. Pr

Associate Professors

Georges Terroux; B.A.(Montr.), M.A.(Essex), Ph.D.(Montr.) (*Post-retirement*)

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

Required Courses (9 credits)

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

Complementary Courses (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
EDEM 644	(3)	Curriculum Development and Implementation

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, chosen in consultation with the Thesis Supervisor or Graduate Program Director. Students may take a maximum of 3 credits from outside the Department.

Elective Courses (6 credits)

6 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.

11.2.7 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 (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

EDPE 676 (3) Intermediate Statistics

Complementary Courses (6 credits)

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

EDEC 606 (3) Autobiographical Approaches in Education
 EDEM 644 (3) Curriculum Development and Implementation

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

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

Research Project (6 credits)

EDER 633 (6) Project

Required Courses (6 credits)

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

Complementary Courses (24 credits)

EDEC 602 (3) Foundations in Curriculum
 EDEC 603 (6) Individual Reading Course
 EDEC 604 (3) Literacy and Learning Across Curriculum
 EDEC 606 (3) Autobiographical Approaches in Education
 EDEC 612 (3) Media Literacy
 EDEC 616 (3) Reading Course
 EDEC 617 (3) Special Topics - Literacy Studies
 EDEC 620 (3) Meanings of Literacy
 EDEC 628 (3) Literacy - Multilingual/Multicultural Settings
 EDER 600 (3) Globalization, Education & Change
 EDER 603 (6) Individual Reading Course
 EDER 606 (3) Philosophy of Moral Education
 EDER 607 (3) Ethics and Values in Education
 EDER 608 (3) Educational Implications of Social Theory
 EDER 609 (3) Education and Philosophical Thought
 EDER 616 (3) Individual Reading Course
 EDER 643 (3) Women, Education and Development
 EDER 649 (3) Education: Multicultural Societies

Elective Courses (9 credits)

9 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 6 credits from outside the Department.

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

Complementary Courses (21 credits)

18 credits from the following:

EDEC 602	(3)	Foundations in Curriculum
EDEC 603	(6)	Individual Reading Course
EDEC 604	(3)	Literacy and Learning Across Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Media Literacy
EDEC 616	(3)	Reading Course
EDEC 617	(3)	Special Topics - Literacy Studies
EDEC 620	(3)	Meanings of Literacy
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDER 600	(3)	Globalization, Education & Change
EDER 603	(6)	Individual Reading Course
EDER 606	(3)	Philosophy of Moral Education
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 609	(3)	Education and Philosophical Thought
EDER 616	(3)	Individual Reading Course
EDER 643	(3)	Women, Education and Development
EDER 649	(3)	Education: Multicultural Societies

3 credits chosen from the following, must be either:

WMST 602	(3)	Feminist Research Symposium
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or one 3-credit course, at the h 0 171sa9949 mposiumwi0 171sa9949 IndyER 649

11.2.10 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 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)	Talented and Gifted Students
EDPI 642	(3)	Inclusion: Past, Present & Future
EDPI 654	(3)	Instruction/Curriculum Adaptation

Language Requirement

EDER 529	(0)	Hebrew Language Requirement
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11.2.11 Master of Arts (M.A.); Educational Leadership (Thesis) (45 credits)**Thesis Courses (24 credits)**

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

Required Courses (9 credits)

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

Complementary Courses (6 credits)

6 credits selected from the following courses:

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

Elective Courses (6 credits)

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

11.2.12 Master of Arts (M.A.); Educational Leadership (Thesis) — Gender and Women's Studies (45 credits)**Thesis Courses (24 credits)**

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

Required Courses (12 credits)

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

Complementary Courses (6 credits)

3 credits selected from the following courses:

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

3 credits selected from the following, must be either:

WMST 602	(3)	Feminist Research Symposium
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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).

Elective Course (3 credits)

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)

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
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.

11.2.15 Master of Arts (M.A.); Educational Leadership (Non-Thesis) — Project — Gender and Women's Studies (45 credits)**Research Project (12 credits)**

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

Required Courses (15 credits)

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

Complementary Courses (15 credits)

9 credits selected from the following:

EDEM 628	(3)	Education Resource Management
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

3 credits selected 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).

Elective Course

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

11.2.16 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 (9 credits)

EDEM 690	(3)	Research Methods: Theory 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)	Critical Perspectives in 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.

11.2.17 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: Theory 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)	Critical Perspectives in 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:

11.2.19.1 Internships

Internships:

- are required courses (with the subject code EDIN) for all students in the M.A. in Teaching and Learning programs;
- are the sole responsibility i;

11.2.19.4 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.

11.2.19.5 Student Responsibilities

Students are responsible for familiarizing themself

- Assign a grade of F and submit an unsatisfactory Progress Tracking Report, thereby requiring withdrawal from the Teacher Education Program.

A student may appeal this decision within 30 days by making a formal application to the Associate Dean of Graduate and Postdoctoral Studies for Education. Before initiating a formal request for appeal, student cases will be heard by the Faculty of Education Student Affairs Committee.

Withdrawal from Internship

- Withdrawal (with refund) for any reason must be done at least two weeks before the start date of the Internship. The student is responsible for notifying the ISA in writing by this deadline.
- Students having to withdraw for any reason, including illness, from an Internship that begins in less than two weeks or that is underway must immediately inform the ISA. Based on the circumstances of the withdrawal, the director of the ISA will determine the final outcome of the Internship and Enrolment Services will determine eligibility for refund.

Termination of Internship

At any time, students may be removed from their Internship placement at the request of the host school administrator and cooperating teacher, or at the request of the Director of Internships & Student Affairs. Students who are removed from an Internship placement will be informed of the reason for the termination and will meet with the Director.

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

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

The final outcome for an Internship that is terminated will be decided by the director of Internships & Student Affairs.

Possible outcomes are:

- Reassignment during the same term, subject to availability of placements
- W – Withdrawal (normally without refund)
- F – At the discretion of the director of Internships & Student Affairs, the student may be permitted to register for the Internship again during the next regularly scheduled term
- F, with an unsatisfactory Progress Tracking Report – Failure and the student is required to withdraw from the program.

If a student cannot continue the Internship due to illness, see [Withdrawal from Field Experience or Internship](#).

If a student chooses to end his or her Internship, the Director of Internships & Student Affairs will evaluate the circumstances and determine an outcome. Possible outcomes are the same as those listed above.

11.2.19.7 Code of Professional Conduct: Code of Ethics for Student Teachers

Preamble – A Student-Centred Perspective

- **Mandate**

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

- **Goals and Rationale**

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

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

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

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

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

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

Academic Freedom and Responsibilities

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

The role of the teacher and the contexts of teaching have changed. Thus, new resources (kno

- Internship semesters have 12 or more credits of required corequisite courses.
- Internship placements are completed full-time in a secondary school. See [section 11.2.19: Graduate Student Teaching / M.A. in Teaching and Learning Internship](#).
-

EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
	(3)	Critical Influences on Educational Praxis

Complementary Courses (9 credits)

3 credits selected from:

EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy

Electives (6 credits)

In consultation with the MATL Program Adviser, students select 6 credits from 500- or 600-level courses related to the English Language Arts subject area or Education. Students who choose to complete the Teaching in Second Language Contexts option must take EDSL 505 and either EDSL 512 or EDSL 515.

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

This M.A. in Teaching and Learning; Non-Thesis 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 Ministry of Education. 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 lead students to complete the program in either five or seven consecutive terms. Alternatively, the maximum time for completion of all program requirements is five years. Throughout the MATL, emphasis will be on the attainment of the Québec Education Program (QEP) professional competencies, and evidence of mastery of these will be demonstrated in order for students to successfully complete the program. In addition and as part of MATL program requirements, students will complete a self-directed capstone project and e-portfolio. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

Required Courses (51 credits)

EDEM 690	(3)	Research Methods: Theory and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(2)	Introductory Professional Seminar
EDSL 500	(3)	Foundations and Issues in Second Language Education
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
EDTL 508	(3)	Critical Influences on Educational Praxis
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners
EDTL 627	(3)	Applied Methods in Teaching Mathematics in Secondary School
EDTL 628	(3)	Advanced Methods in Teaching Mathematics in Sec. School

Complementary Courses (6 credits)

3 credits selected from:

EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy

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.

11.2.24 Master of Arts (M.A.) in Teaching and Learning (Non-Thesis) — Social Sciences Option (60 credits)

This M.A. in Teaching and Learning; Non-Thesis 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 Ministry of Education. The program, which targets those with formal and/or non-formal teaching experience, begins with mandatory courses in the Summer term. Specific course sequences and progressions lead students to complete the program in either five or seven consecutive

order for students to successfully complete the program. In addition and as part of MATL program requirements, students will complete a self-directed capstone project and e-portfolio. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

Required Courses (54 credits)

EDEM 690	(3)	Research Methods: Theory and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(2)	Introductory Professional Seminar
EDSL 500	(3)	Foundations and Issues in Second Language Education
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
EDTL 508	(3)	Critical Influences on Educational Praxis
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 525	(3)	Teaching Science and Technology
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners
EDTL 625	(3)	Applied Methods in Teaching Science in Secondary School
EDTL 626	(3)	Advanced Applied Methods in Teaching Science in Sec. School

Complementary Courses (6 credits)

6 credits selected from:

EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy

3 credits selected from:

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.

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.

11.2.28 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.

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

EDEC 707 (3) Interpretive Inquiry

At least 3 credits selected from the following list:

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 550	(3)	Computational Linguistics
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
LING 751	(3)	Advanced Seminar: Experimental 1
LING 752	(3)	Advanced Seminar: Experimental 2
PSYC 545	(3)	Topics in Language Acquisition
PSYC 735	(3)	Developmental Psychology and Language
SCSD 619	(3)	Phonological Development
SCSD 632	(3)	Phonological Disorders: Children
SCSD 633	(3)	Language Development
SCSD 637	(3)	Developmental Language Disorders 1
SCSD 643	(3)	Developmental Language Disorders 2
SCSD 652	(3)	Advanced Research Seminar 1
SCSD 653	(3)	Advanced Research Seminar 2
SCSD 654	(3)	Advanced Research Seminar 3

Elective Course

(0-2 credits)

0-2 credits from the following:

EDSL 711 (2) Language Acquisition Issues 3

11.2.29 Doctor of Philosophy (Ph.D.); Educational Studies — Mathematics and Science Education

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

Thesis

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

Required Courses (17 credits)

EDEC 624	(3)	Researching, Teaching, Learning and Teacher Education
EDEC 700	(2)	Proseminar in Education 1
EDEC 701	(0)	Ph.D. Comprehensive Examination
EDEC 702	(2)	Proseminar in Education 2
EDEC 703	(4)	Ph.D. Colloquium
EDEC 708	(3)	PhD Seminar in Practice-Based Teacher 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 635	(3)	Research Writing
EDEM 610	(3)	Leadership in Action
EDEM 628	(3)	Education Resource Management

EDSL 512 (3) Grammar in Teaching English as a Second Language

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

11.2.33 Certificat d'études supérieures (Cert. ed. sup.); 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 liés 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

11.3 Kinesiology and Physical Education

11.3.1 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: eileen.leduc@mcgill.ca
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- 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;
- COPD research;
- muscle physiology and biophysics.

Other research in *Biomechanics* includes specialization in:

- ergonomics, motor control, fatigue, and musculoskeletal disorders;
- locomotion and gait research;
- applied ice hockey research;
- neurophysiology and rehabilitation.

In *Exercise and Health Psychology*, research is presently underway examining:

- the psychosocial determinants of health behaviour, body-related emotions, and physical self;
- motivation in youth sport and physical activity;
- school and community-based physical activity promotion;
- ph

11.3.3 Kinesiology and Physical Education Admission Requirements and Application Procedures

11.3.3.1 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.

11.3.3.2 Application Procedures

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

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

11.3.3.3 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.

Kinesiology and Physical Education Faculty

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.)

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

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.

Jose Morais; M.D.(Montr.)

Shawn Robbins; M.Sc., Ph.D.(W.Ont.)

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

11.3.5 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).

11.3.6 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 566	(3)	Advanced Biomechanics Theory
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
EDKP 630	(3)	Human Walking Mechanics
EDKP 635	(3)	Modeling Human Movement
EDKP 640	(3)	Advanced Ergonomics
EDKP 652	(3)	Cardio-Respiratory Exercise Physiology
EDKP 662	(3)	Nerve/Muscle Exercise Response
EDKP 664	(3)	Motor Learning
EDKP 665	(3)	Motor Behaviour and Disability

EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	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).

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

This program is currently not offered.

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

Research Project (15 credits)

EDKP 608	(15)	Special Project
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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
EDKP 605	(3)	Research Methods 1
EDPE 575	(3)	Educational Measurement
EDSL 630	(3)	Qualitative/Ethnographic Methods

12 credits selected from the following:

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

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

Elective Courses (12 credits)

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

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

This program is currently not offered.

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

Research Pr

