



Faculty of Education (Graduate)
Programs, Courses and University Regulations
2018-2019

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1 Dean's Welcome

To Graduate Students and Postdoctoral Fellows

Welcome to Graduate and Postdoctoral Studies (GPS) at McGill. You are joining a community of world-class researchers and more than 9,000 graduate students in over 400 programs. GPS is here to support you from admissions through to graduation and beyond.

3 Important Dates

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

- . Guidelines and Regulations for Academic Units on Graduate Student Advising and Supervision
- . Policy on Graduate Student Research Progress
- . Ph.D. Comprehensive 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 & Resources > Graduate > : Research Policy and Guidelines, Patents, Postdocs, Associates, Trainees](#) for information on the following:

- . Policy on Research Ethics
- . Regulations on Research Policy
- . Policy on Research Integrity
- . Guidelines for Research Involving Human Subjects
- . Guidelines for Research with Animal Subjects
- . Policy on Intellectual Property
- . Regulations Governing Conflicts of Interest
- . Safety in Field Work
- . Office of Sponsored Research
- . Postdocs
- . Research Associates

11 Browse Academic Units & Programs

The programs and courses in the following sections have been approved for the 2018±2019 session as listed. The Faculty/School reserves the right to introduce changes as may be deemed necessary or desirable at any time throughout the year.

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, social, emotional, behavioural, and biological) to maximize:

- a. learning

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

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

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

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

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

Detailed graduate degree descriptions are available in the following sections:

- [section 11.1.2 Graduate De](#)

3. School/Applied Child Psychology

Postdoctoral Degrees

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

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

Advising

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

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

Professional Accreditation

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



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

Important addresses:

CPA

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

OCOCO

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@ordrepsyqc.ca

Graduate degrees in Counselling Psychology or School/Applied Child Psychology, or elsewhere in Educational Psychology, do not lead to teaching certification. See the Faculty of Education's [undergraduate](#) section for B.Ed. programs. Holders of other undergraduate degrees may apply to enter the B.Ed. with Advanced Standing.

Research/Training Facilities

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

Graduate Degrees in Counselling Psychology

[section 11.1.5](#)

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

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

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

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

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

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

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

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

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

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

Graduate Degrees in School/Applied Psychology

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

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

section 11.1.9 Doctor of Philosophy (Ph.D.) School/Applied Child Psychology (Ph.D. 50246) (w/edgs0 0 43, social SClop2 1 01.8 DF5.25 Tmy (Ph.D.scompletion)Tj

The Ph.D. in School/Applied Child Psychology is the second degree in a combined M.A. and Ph.D. program with the M.A. (Thesis) in Educational Psychology's School/Applied Child Psychology concentration. Most students in the doctoral program completed their M.A. in the Educational Psychology program at McGill in School/3t5arch. McGill@saa

section 11.1.10 Graduate Diploma (GrDip.) School/Applied Child Psychology (Post-Ph.D.)



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

This post-Ph.D. graduate diploma enables holders of a doctorate in Psychology to pursue further studies in School/Applied Child Psychology. The program includes exceptionally one, or typically two, years of courses and practicals, plus a year of Internship. Students register on a per-credit basis (including Internship).

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

Professional Accreditation

All elements of this postdoctoral graduate diploma are selected from the professional components of the Ph.D. in School/Applied Child Psychology. The program is accredited in the School Psychology category by the Canadian Psychological Association (CPA). Graduates of a re-specialization program are normally accorded the same recognition as graduates of the accredited program.

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

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

Graduate Degrees in Educational Psychology

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

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

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

The program offers the following concentrations of study:

- a.

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

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

See [section 11.1.8 Master of Arts \(M.A.\) School/Applied Child Psychology \(Non-Thesis\) \(60 edits\)](#)

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

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

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

The program offers two concentrations

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

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

See [section 11.1.21 Doctor of Philosophy \(Ph.D.\) Educational Psychology: Human Development](#)

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

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 CGR 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/gadapplicants/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
- Statement of Research Interest and Preferred Supervisor(s) ± for applicants to the Project concentration
- Interview ± for applicants to the Professional/Internship concentration
- [M.A. in Counselling Psychology Pre-Admission Academic Checklist](#)

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Counselling Psychology: Project and Professional/Internship concentrations, can be found on the Department's [website](#)

11.1.3.2 Ph.D. in Counselling Psychology

11.1.3.2.1 Admission Requirements

To be eligible applicants must hold:

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 or 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 CGR 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/gadapplicants/apply

11.1.3.2.2.1 Additional Requirements

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

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

Information on application procedures, deadlines, supporting documents, and contact information for the Ph.D. in Counselling Psychology can be found on the [03.657.463 0 1 386.572.375.24 1 275.34 1h4 1266 0 1 79.443 y2 Tm.l0.570](#) can be found on

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

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

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

11.1.3.4.1 Admission Requirements

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

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

11.1.3.4.2 Application Procedures

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

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

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

This program offers six concentrations:

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

11.1.3.5.1 Admission Requirements

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

11.1.3.5.2 Application Procedures

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

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

11.1.3.6 M.A. in Educational Psychology (Thesis)

This program offers three concentrations:

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

and one Major:

1. School/Applied Child Psychology

11.1.3.6.1 Admission Requirements

Learning Sciences Concentration

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

Health Professions Education Concentration

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

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

Human Development Concentration

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

School/Applied Child Psychology Major

1. An undergraduate degree in education, psychology or another related field is recommended that some prior study of a related branch of psychology form part of the undergraduate training. The program consists of 42 credits of core courses in specific domains (see list in the Admission Academic Checklist).
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

11.1.3.6.2 Application Procedures

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

Learning Sciences Concentration

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

Health Professions Education Concentration

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

Human Development Concentration

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

School/Applied Child Psychology Major

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

11.1.3.6.2.1 Additional Requirements

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

Learning Sciences Concentration

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

Health Professions Education Concentration

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

Human Development Concentration

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

School/Applied Child Psychology Major

- Curriculum Vitae
- Three reference letters
- Personal Statement

- Statement of Research Interest and Preferred Supervisor(s)
- GRE± General and Psychology subject scores
- Pre-Admission Academic Checklist

11.1.3.7 Ph.D. in Educational Psychology

11.1.3.7.1 Admission Requirements

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

1. Human Development
2. Learning Sciences

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

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

11.1.3.7.2 Application Procedures

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

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

Information on application procedures, deadlines, supporting documents, and contact information for the Ph.D. in Educational Psychology: Learning Sciences concentration can be found on [the department's website](#)

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 Supervisor

Learning Sciences Concentration

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

11.1.3.8 Application Dates and Deadlines

Application opening dates are set by Enrolment Services in consultation with Graduate and Postdoctoral Studies (GPS), while application deadlines are set by the Department of Educational & Counselling Psychology and may vary over time. Applicants must verify all deadlines and documentation requirements well in advance on the appropriate McGill departmental website; please consult the [website at www.mcgill.ca/gps/contact/graduate-program](http://www.mcgill.ca/gps/contact/graduate-program)

Counselling Psychology (M.A. or Ph.D)				
	Application Opening Dates		Application Deadlines	
	All Applicants	Non-Canadian citizens (incl. Special, Visiting & Exchange)	Canadian citizens/Perm. residents of Canada (incl. Special, Visiting & Exchange)	Current McGill Students (any citizenship)
Fall Term:	Sept. 15	Dec. 15	Dec. 15	Dec. 15
Winter Term:	N/A	N/A	N/A	N/A
Summer Term:	N/A	N/A	N/A	N/A

Educational Psychology and School/Applied Child Psychology programs (M.A., M.Ed., or Ph.D)				
Application Opening Dates		Application Deadlines		
	All Applicants	Non-Canadian citizens (incl. Special, Visiting & Exchange)	Canadian citizens/Perm. residents of Canada (incl. Special, Visiting & Exchange)	Current McGill Students (any citizenship)
Fall Term:	Sept. 15	Jan. 15	Jan. 15	Jan. 15
Winter Term:	N/A	N/A	N/A	N/A
Summer Term:	N/A	N/A	N/A	N/A

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

11.1.4 Educational and Counselling Psychology Faculty

Chair

Jeffrey L. Derovenky

Program Directors

Steven R. Shaw ± Counselling Psychology

Tara Flanagan ± Human Development M.Ed. Concentrations in Educational Psychology

Alenoush Saryan ± Health Professions Education Learning Sciences

Armando Bertone ± School/Applied Child Psychology

Ada Sinacore ± Graduate Certificate in Counselling Applied to Teaching

Emeritus Professors

Mark W. Aulls; B.S.(Ball St.), M.Ed.(Ind.), Ed.D.(Georgia)

Robert J. Brazeal; B.Sc., M.A.(McM.), Ph.D.(Tr.)

Janet G. Donald; B.A., M.A.(WOnt.), Ph.D.(Tr.)

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

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

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

Lynn McAlpine; B.A.(McG.), M.A.(C@dia), Ph.D.(Tr.)

Eigil Pedersen; B.A.(Sir 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.(Mont), F.C.C.T.

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

Professors

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

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

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

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

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

Associate Professors

Armando Bertone; B.A., M.A.(C@dia), M.Ps., Ph.D.(Mont) (William Dawson Scholar) (FRSQ Chercheur Bousier, Junior 2)

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

Associate Professors

Martin Drapeau; B.A.(Mont), B.A.Ps.(UQTR), M.P.(Laval), Ph.D.(Mont)
Tara Flanagan; B.A.(Winn.), M.A., Ph.D.(McG.)
Nathan Hall; B.A., M.A., Ph.D.(Manit.)
Michael L. Hoover; B.S.(Tulane), M.A., M.Phil., Ph.D.(Col.)
Annett Krner; M.A., Ph.D.(Leipzig)
Krista Muis; B.A.(Wat.), M.A.(Vic., BC), Ph.D.(S. Fraser) Canada Research Chair Tier 2
Steven R. Shaw; B.A., M.Ed., Ed.S., Ph.D.(Flg)
Ada L. Sinacore; B.A.(Montclair St.), M.A., M.Ed., Ph.D.(Col.)
Ingrid E. Sladeczek; B.A., M.S., Ph.D.(Ariz), A.A.(Md.)
Ronald Stringer; B.Sc., M.A., Ph.D.(U) (on leave)
Victoria Talwar; M.A.(St.And.), M.A., Ph.D.(Qu.) Canada Research Chair Tier 2

Assistant Professors

Adam Dub ; M.A., Ph.D.(Regina)
Bassam El-Khoury; B.Sc.(Lebanese), B.A.(Q), Ph.D. (Mont)
Chiaki Konishi; B.Ed.(Chiba), M.Ed.(Mass.-Amh.), M.A., Ph.D.(Bol.)
Tina Montreuil; M.Ed.(McG.), Ph.D.(UQAM)
Marie-Hélène Pennestri; B.Sc., M.A., Ph.D.(Mont)
Eve-Marie Quintin; B.Sc.(McG.), Ph.D.(UQAM)
Jessica Ruglis; B.S.(Albany), M.A.T.(Union Coll.), M.P.H.(Hunter), Ph.D.(CUNY)
Caroline E. Temcheff; B.Sc.(McG.), M.A., Ph.D.(Columbia)
Dennis Wendt; B.Sc.(Brigham Young), M.Sc., Ph.D.(Mich.)

Faculty Lecturers

Karen Cohen-Gazith; B.A. (Dal.), M.A., Ph.D.(McG.)
Scott Conrod; B.Sc.(Sir G.Wms.), M.Ed.(McG.)
Jack De Stefano; B.A.(Loyola), M.Ed., Ed.D.(McG.)

Associate Members

Robin Cohen; B.Sc., M.Sc., Ph.D.(McG) (Cology)
Reut Gruber; B.A., M.A., Ph.D.(TAviv) (Psychiatry)
Suzanne King; B.A.(McG.), M.Ed., Ed.S.(James Madison), Ph.D.(Poly Inst.) (Psychiatry)
Lawrence Kirmayer; B.Sc., M.D.(McG) (Psychiatry)
Heather Beth MacIntosh; B.A., Ph.D.(Ottawa) (School of Social Work)
Vera Romano; B.A., Dip. H.R. & E.E., M.Ed., Ph.D.(McG) (McGill Counselling Services)
Brett D. Thombs; B.A.(Northwestern), M.A.(Ariz.), M.A., Ph.D.(Dartmouth Univ.) (Psychiatry)
Jeffrey G. Wiseman; B.Sc., M.A., M.D., C.M.(McG) (Medicine Royal Victoria Hospital)

Associate Professors (Non-Tenure Track)

Marcia A.B. Delcourt; B.Sc.(Bloomington State Univ.), M.A., Ph.D.(Conn.)
Laura Winer; B.A., M.A., Ph.D.(Columbia) (Teaching and Learning Services)

Adjunct Professors

Dermot Bowler, Thomas Goetz, Judith Gradinger, Calvin Kalman, Jasvinder Magon, Marina Mityakaya, Katherine Moxness, Nathan G. Smith, Lisa Spanierman, Anastassios Stalikas

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

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

Required Internship (24 credits)

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

Required Courses (33 credits)

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

Elective Courses (3 credits)

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

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

Complementary Courses (3 credits)

3 credits from the following:

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

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

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

Thesis

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, analyze 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 presentation and for publication in the public domain.

Required Courses (30 credits)

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

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.

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

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

Required Courses (60 credits)

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

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

Note: Admission to this program is currently suspended.

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. Our 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 informs our clinical activities; and clinical activities support and inspire our research. McGill 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 policymaking roles.

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

Thesis

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

Required Comprehensive Exam

EDSP 701 (0) Comprehensive Examination

Required Courses (60 credits)

24 credits

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

Field Placement

12 credits

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

Internship (24 credits)

24 credits

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

Complementary Courses (3 credits)

3 credits from the following:

Applied Multivariate Statistics

EDPC 682D2	(3)	Practicum: Psychological Testing
EDPC 714	(3)	Theory / Models: Family Therapy
EDPE 619	(3)	Child and Adolescent Therapy
EDPE 625	(3)	Practicum 1: School Psychology
EDPE 626	(3)	Practicum 2: School Psychology
EDPE 710	(3)	Consultation in School Psychology

Complementary Courses - Field Placements

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

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

Internship

One year full time or two years half-time

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

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

Professional Accreditation

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

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

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 www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology

Required Courses (9 credits)

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

Complementary Courses (27 credits)

27 credits from the following:

EDPC 501	(3)	Helping Relationships
EDPC 502	(3)	Group Processes and Individuals
EDPC 503	(3)	Intersectional Relationships and Identities
EDPC 504	(3)	Practicum: Interviewing Skills

EDPC 505

(3)

Crisis Intervention Processes

Practicum: Group Leadership Skills

EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 699D1	(6)	SpecialActivity
EDPE 699D2	(6)	SpecialActivity
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)	FieldWork 1
EDPI 540	(3)	FieldWork 2
EDPI 543	(3)	Family, School and Community
EDPI 645	(3)	Assessment of Effective Intervention
EDPI 654	(3)	Instruction/CurriculumAdaptation
EDPI 656D1	(3)	Community-Based FieldWork
EDPI 656D2	(3)	Community-Based FieldWork
EDPI 665	(3)	Teaching of Reading
EDPI 667	(3)	Promoting Social and Emotional Well-Being

Elective Courses (12 credits)

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

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

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)	Community-Based Field Work
EDPI 656D2	(3)	Community-Based Field Work
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 used to understand disability. Graduates will be able to implement effective teaching programs for students across all spectrums of development. Students will develop a strong foundation in the core content and theories of development, disability, inclusion and methods. The role of schools and communities is also examined. Students will be trained in application and practice through written literacy assessment and intervention, and differentiated teaching planning objectives.

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

Required Courses (30 credits)

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

Complementary Courses (18 credits)

18 credits from the following:

EDPC 501	(3)	Helping Relationships
EDPC 504	(3)	Practicum: Interviewing Skills
EDPE 515	(3)	Gender Identity Development
EDPE 595	(3)	Seminar in Special Topics
EDPE 640	(3)	Emerging Technologies for Educational Change
EDPE 676	(3)	Intermediate Statistics
EDPE 687	(3)	Qualitative Methods in Educational Psychology
EDPE 699D1	(6)	Special Activity
EDPE 699D2	(6)	Special Activity
EDPI 526	(3)	Talented and Gifted Students
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2
EDPI 656D1	(3)	Community-Based Field Work
EDPI 656D2	(3)	Community-Based Field Work

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

The aim of the M.Ed. 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 used to understand disability. Graduates will be able to implement effective teaching programs for students across all spectrums of development. Students will develop a strong foundation in the core content and theories of development, disability inclusion, and methods. The role of schools and communities is also examined. Students will be trained in application and practice through literacy assessment and intervention, differentiated teaching planning, and the completion of a Research Project.

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

Required Courses (42 credits)

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

Complementary Courses (6 credits)

6 credits from the following:

EDPC 501	(3)	Helping Relationships
EDPC 504	(3)	Practicum: Interviewing Skills
EDPE 515	(3)	Gender Identity Development
EDPE 595	(3)	Seminar in Special Topics
EDPE 640	(3)	Emerging Technologies for Educational Change
EDPE 676	(3)	Intermediate Statistics
EDPE 687	(3)	Qualitative Methods in Educational Psychology
EDPI 526	(3)	Talented and Gifted Students
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2

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

The aim of the MEd in Educational Psychology (Non-Thesis) - Learning Sciences is to acquaint students with current theories and research and Learning and their application to real world and designed environments, while exploring other topics of interest in educational psychology. Students will develop a foundation in the learning sciences, including cognitive and affective processes underlying learning, instructional design and the uses of technology, program/curriculum evaluation and development. Graduates will be able to implement these skills in a teaching, administrative or consultative role. The program also provides opportunities to study one area in greater depth or to vary course experiences.

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

Required Courses (24 credits)

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

Complementary Courses (12 credits)

12 credits from the following:

EDPE 502	(3)	Theories of Human Development
EDPE 656	(3)	Applied Theory/Methods in the Learning Sciences
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 668	(3)	Advanced Seminar in Learning Sciences
EDPE 699D1	(6)	Special Activity
EDPE 699D2	(6)	Special Activity
EDPH 689	(3)	Teaching and Learning in Higher Education
EDPI 526	(3)	Talented and Gifted Students
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2

EDPI 654 (3) Instruction/CurriculumAdaptation

Elective Courses (12 credits)

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

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

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

Thesis Courses (24 credits)

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

Prerequisite Course (or equivalent) (3 credits)

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

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

Complementary Courses (12 credits)

3 credits from the following:

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

9 credits from the following:

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

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

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

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

Thesis Courses (24 credits)

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

Required Courses (15 credits)

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

Complementary Courses (6 credits)

3-6 credits from the following:

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

0-3 credits from the following:

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

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

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

EDPC 682D2	(3)	Practicum: Psychological Testing
EDPE 600	(3)	Current Topics: Educational Psychology
EDPE 605	(3)	Research Methods
EDPE 609	(3)	Selected Topics in Educational Psychology
EDPE 611	(3)	School Psychology Seminar
EDPE 616	(3)	Cognitive Development
EDPE 619	(3)	Child and Adolescent Therapy
EDPE 620	(3)	Developmental Psychopathology
EDPE 622	(3)	Multiculturalism and Gender
EDPE 623	(3)	Social-Emotional Development
EDPE 627	(3)	Ethical and Professional Practice of Psychology
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
EDPI 654	(3)	Instruction/Curriculum Adaptation

Complementary Courses (3 credits)

3 credits from:

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

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

For more information, see www.mcgill.ca/study/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, analyze results, and defend the approach and conclusions in a scholarly manner. The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the field. Finally, the thesis must be written in compliance with norms for academic and scholarly expression and for publication in the public domain.

EDPE 632D1	(1.5)	Research Seminar
EDPE 632D2	(1.5)	Research Seminar
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)	Research Methods in Educational Psychology
EDPE 687	(3)	Qualitative Methods in Educational Psychology

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

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

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

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

Required Courses (27 credits)

EDPE 605	(3)	Research Methods
EDPE 666	(3)	Foundations of Learning Science
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
EDPE 704	(3)	Advanced Research Seminar 1
EDPE 705	(3)	Advanced Research Seminar 2
EDPE 706	(3)	Advanced Research Seminar 3
EDPE 707	(3)	Advanced Research Seminar 4

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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., M.Ed. and Ph.D.):
Education Building, Room 244
Telephone: 514-398-4527 (Ph.D./M.A./M.Ed. 09133; M.A./L/Graduate Certificate 094476)
Fax: 514-398-4527

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 course work.

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 requirements in a participating unit who wish to earn credits of applied course work focusing on gender and women's studies, and issues in feminist research and methods. In the graduate option in Gender and Women's Studies, the M.A. thesis must be on a topic centrally relating to issues of gender and women's studies.

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

This M.A. concentration emphasizes research in mathematics and science education, including a specific focus on teacher education in the area of math and science. Graduates will have 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 these areas.

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

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

section 11.2.9 Master of Arts (M.A.) Education and Society (Non-Thesis): Coursework (45 credits)

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

section 11.2.10 Master of Arts (M.A.) Education and Society (Non-Thesis): Coursework Math & Science Education (45 credits)

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

section 11.2.11 Master of Arts (M.A.) Education and Society (Non-Thesis): Gender and Women's Studies (45 credits)

The graduate option in Gender and Women's Studies is an interdisciplinary program for students who meet the requirements in a participating unit who wish to earn credits of applied course work focusing on gender and women's studies, and issues in feminist research and methods. 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 understanding research in both of these areas. This concentration will produce graduates who are improving mathematics and science education from a teaching and learning perspective, have a developed understanding of the value of research in math and science education, and sufficient teacher education experience to assume roles as educational leaders in informal and formal settings.

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

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

section 11.2.14 Master of Arts (M.A.) Educational Leadership (Thesis) (45 credits)

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

section 11.2.15 Master of Arts (M.A.) Educational Leadership (Thesis): Gender and Women's Studies (45 credits)

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

section 11.2.16 Master of Arts (M.A.) Educational Leadership (Non-Thesis): Coursework (45 credits)

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

section 11.2.17 Master of Arts (M.A.) Educational Leadership (Non-Thesis): Project (45 credits)

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

section 11.2.18 Master of Arts (M.A.) Educational Leadership (Non-Thesis): Gender and Women's Studies (45 credits)

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

Master of Arts in Second Language Education

The M.A. in Second Language Education consists of a thesis or non-thesis program that 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 (e.g. content-based second-language teaching or "immersion"), language testing, language 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 research on second languages. Many graduates also continue their careers in school contexts as second-language teaching practitioners, program administrators, or evaluators.

From a range of pedagogical, linguistic, cognitive, political, and sociocultural perspectives

The M.A. in T

section 11.2.32 Doctor of Philosophy (Ph.D.) Educational Studies: Mathematics and Science Education

This Ph.D. concentration emphasizes research in mathematics and science education, including a specific focus on teacher education in the area of mathematics and science. Graduates will have 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 .elop skills,

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

11.2.3.3 Application Dates and Deadlines

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

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

Application Opening Dates		Application Deadlines		
	All Applicants	Non-Canadian citizens (incl. Special, Visiting & Exchange)	Canadian citizens/Perm. residents of Canada (incl. Special, Visiting & Exchange)	Current McGill Students (any citizenship)
Fall Term:	Sept. 15	Jan. 1	Jan. 1	Jan. 1
Winter Term:	N/A	N/A	N/A	N/A
Summer Term:	N/A	N/A	N/A	N/A

Master of Arts in Teaching and Learning (MATL)

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

Graduate Certificate in Educational Leadership

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

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

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

Emeritus Professors

Jacques J. Reiffot; B. S.L., L. S.L., D.E.S.(Aix-Marseilles), Dip. I.E.PDr. 3rd Cy(Strasbourg)
Bernard Shapiro; B.A.(McG.), M.A.,TEd.D.(Harv)
David C. Smith; B.Ed.(McG.), Ph.D.(Lond.), F.C.T., F.R.S.A.
R. Lynn Studham; N.D.D.(Sunderland), R.A.(Royal Acad., Copen.), M.A.(E. Carolina), C.S.G.A., S.C.A.
Lise Winer; B.A.(Pitt.), M.A.(Minn.), Cert. Ped.(C©dia), Ph.D.(WVIndies)
JohnWolforth; B.Sc.(Sheff), M.A., Ph.D.(Br Col.)

Professors

Lynn ButlerKisber; B.Ed., M.Ed.(McG.), Ed.D.(Harv)
Ratna Ghosh; C.M., B.A.(Calc.), M.A., Ph.D.(Calg.), R.I.S.C. William C. Macdonald Professor of Education (James McGill Professor)
ClaudiaA. Mitchell; B.A.(Bran.), M.A.(Mt. St.Vin.), Ph.D.(Alta.) (James McGill Professor)

Associate Professors

Anila Asghar; M.S.(Punjab), M.A.(Col.), M.Ed., Ed.D.(Harv)
Fiona Benson; B.A.(Ott.), M. Ed., Ph.D.(McG.)
Eric Caplan; B.A.(Yrk.), M.A.(Hebrew), Ph.D.(McG.)
Abdul Aziz Choudry; Grad.Dip., Ph.D.(C©dia)
Steven Jordan; B.A.(Kent), M.Sc.(Lond.), Ph.D.(McG.)
Bronwen Low; B.A.(Qu.), M.A.(Br Col.), Ph.D.(Yrk)
Kevin McDonough; B.A., B.Ed., M.Ed.(Alta.), Ph.D.(Ill.)
Caroline Riches; B.A., M.Sc.(Alta.), Ph.D.(McG.)
Mela Sarkar; B.A., Dip.Ed.(McG.), M.A., Ph.D.(C©dia)
Annie Savard; B.Ed., M.A., Ph.D.(Laval)
Shaheen Shafiq; B.G.S., M.A.Educ., Ph.D.(S. Fraser)
Doreen Stark-Meyerring; B.Ed.(Potsdam), M.A.(N. Daka), Ph.D.(Minn.)
Teresa Strong-Watson; B.A.(Calg.), B.A.(McG.), M.A., Ph.D.(Yrk., BC)
GeorgesTerroux; B.A.(Montr), M.A.(Essa), Ph.D.(Montr) (Post-retirement)
Boyd White; B.A.(Sir G.Wms.), B.FA.(C©dia), M.A.(Inst.Allende, Guanajuato), Ph.D.(C©dia)
ElizabethWood; B.FA.(York), B.FA.(C©dia), Dip.Ed., M.A., Ph.D.(McG.)

Assistant Professors

Susan Ballinger; B.A.(Wash.), M.A., Ph.D.(McG.)
Mindy Carter; B.A.(Dal.), B.Ed.(Lack), M.A.(C©dia), Ph.D.(Br Col.)
Christian Ehret; B.A., M.A.(Georgia), Ph.D.(Vanderbilt)
Allison Gonsales; B.Sc.(WOnt.), M.Sc.(Guelph), Ph.D.(McG.)
Blane Harvey; B.A.(Ott.), M.A., Ph.D.(McG.)
Philip Howard; B.A.(Cornell), Dip.Ed., M.A.(McG.), Ph.D.(OISEYrk)
Limin Jao; B.Sc., B.Ed.(Qu.), M.A., Ph.D.(OISEYrk)
Marta Kobiela; B.Sc., M.Sc.(KasA & M), Ph.D.(Vanderbilt)
Joseph Laitan; B.A.(Brandeis), M.A.(Col.), Ph.D.(Penn. St.)
Naomi Nichols; B.A.(Tent), B.Ed., M.Ed., Ph.D.(Yrk)
Lisa Starr; B.Ed.(Regina), M.A.(Phoenix), Ph.D.(Yrk., BC)
Paul Zanazanian; B.A., M.A.(McG.), Ph.D.(Montr)

Faculty Lecturers

James Holden; B.Ed.(McG.), M.Ed.(OISE), or.

Stephen Peters; B.Ed.(Alta.), M.A., Ph.D.(McG.)

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

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

Dawn Wiseman; B.Eng., Grad.Dip., M.A.(C@dia)

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

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

Required Courses (6 credits)

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

Elective Courses (15 credits)

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

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

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

Required Courses (9 credits)

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

Complementary Courses (3 credits)

3 credits chosen from the following, must be either:

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

Elective Courses (9 credits)

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

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 (12 credits)

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

Complementary Courses (6 credits)

3 credits of graduate-level courses from the following:

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

3 credits of courses, from the following:

EDEC 606	(3)	Autobiographical Approaches in Education
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Critical Perspc 1 0.940Dro2Wu7221.949 377.2vphical

Required Courses (6 credits)

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

Complementary Courses (15 credits)

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

Elective Courses (12 credits)

12 credits at the 500 level or higher. An elective course can be a course in DISE. If the course is outside of the department, the student should consult with the Program Director or Coordinator prior to registering for the course. A maximum of 6 credits outside DISE is permitted.

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

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

Required Courses (9 credits)

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

Complementary Courses (21 credits)

21 credits from the following:

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

Elective Courses (15 credits)

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

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

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

15 credits from the following:

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

Complementary Courses (15 credits)

12 credits from the following:

EDEC 602	(3)	Foundations in Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Digital Media and Learning
EDEC 617	(3)	Special Topics in Educational Studies
EDEC 620	(3)	Meanings of Literacy
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDEC 635	(3)	Research Writing
EDER 603	(6)	Individual Reading Course
EDER 606	(3)	Philosophy of Moral Education
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 609	(3)	Education and Philosophical Thought
EDER 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 617	(3)	Aesthetics and Education
EDER 622	(3)	Studies in Comparative Education
EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Ethics and Religious Education
EDER 643	(3)	Women, Education and Development
EDER 649	(3)	Education: Multicultural Societies

3 credits chosen from the following, must be either:

WMST 602	(3)	Feminist Research Symposium
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or one 3-credit course, at the 500 level or higher, on gender/women's issues.

Elective Courses (9 credits)

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

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

This program is designed to be 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 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
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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 advisor. Students will normally follow this profile:

9 credits from the 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

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

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

Project Courses (12 credits)

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

Required Courses (15 credits)

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

Complementary Courses (12 credits)

3 credits from the following:

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

9 credits from the following:

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

11.2.14 Master of Arts (M.A.) Educational Leadership (Thesis) (45 credits)**Thesis Courses (24 credits)**

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

Required Courses (9 credits)

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

Complementary Courses (6 credits)

6 credits selected from the following courses:

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

Elective Courses (6 credits)

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

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

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

Required Courses (12 credits)

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

Complementary Courses (6 credits)

3 credits selected from the following courses:

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

EDER 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 622	(3)	Studies in Comparative Education
EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Ethics and Religious Education
EDER 636	(3)	Critical and Ethical Dimensions of Specialities Education

3 credits selected from the following, must be either:

EDSL 632	(3)	Second Language Literacy Development
EDSL 640	(3)	Language Awareness Theory and Practice
EDSL 651	(3)	Content-Based L2 Learning

Elective Course (3 credits)

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

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

Thesis Courses (24 credits)

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

Required Courses (15 credits)

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

Complementary Courses (6 credits)

3 credits selected from the following courses:

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

3 credits chosen from the following, must be either:

WMST 602	(3)	Feminist Research Symposium
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or one 3 credit course, at the 500, 600, or 700 level on gender/women's issues (may be in the Department or outside).

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

The M.A. in Second Language Education consists of a 45-credit thesis or non-thesis program that 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 planning, and critical applied linguistics. Graduates may

- may exceptionally be completed in an adult education setting (Internship 2 only) or in a Francophone setting (Internship 2 only), with ISA approval;
- require that students follow registration and placement request procedures as stipulated by the ISA. Students who do not follow procedures may not be assigned to a host school in any term;
- may begin or end before or after the first/last day of lectures, and may continue during scheduled University breaks;
- are not remunerated for student teachers placed with a Cooperating Teacher(s);
- require that student teachers be present in the host school on a full-time basis for the specified duration of the Internship (refer to dates on the www.mcgill.ca/isa/student-teaching/fedate);
- require that student teachers budget time and money for travel to and from their assigned host school;
- may not be completed in a host school where a student teacher is already working or attending;
- have a corequisite Professional Seminar component (Minerva for dates and times).

11.2.22.2 Registration

Students

- must take Internship 1 in the first winter term of the program;
- must be in satisfactory academic standing and complete all prerequisite and corequisite course requirements;
- registered for the Internship course will receive permission to access the online Student Teaching Placement Form at their official @mail.mcgill.ca email address; the Placement Form must be completed by the date indicated in the email for preferences submitted;
- may defer an Internship with valid reason by taking an official Leave of Absence from the University; valid reasons for a Leave of Absence can be viewed at www.mcgill.ca/gps/student-registration/progress/leave-vacation. On a case-by-case basis, students may be able to defer an Internship and continue in coursework dependent upon approval by the Program Director;
- should consult their MATL Program Coordinator or ISA Placement Coordinator for further assistance, if required.



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

11.2.22.3 Placement Options

Cooperating Teacher

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

Contract

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

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

Students who wish to have a contract evaluated must:

- consult [MATL guidelines](#) to determine if the contract may be eligible to meet Internship requirements;
- ensure that the contract is for a minimum 70% of a full-time teaching load; 100% of actual teaching hours must be in the appropriate teachable subject area;
- complete the full number of required hours per Internship guidelines which may necessitate extension of the Internship dates;
- submit a copy of the contract (or a detailed letter from the School Administrator/HR) confirming the teaching schedule and conditions to the ISA; any further modification of an approved contract must be approved by the ISA.

11.2.22.4 Internship Guidelines (Syllabus)

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

11.2.22.5 Student Responsibilities

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

to their chosen career when joining the Internship. All decisions and actions should reflect the ethics of the teaching profession and the highest standards of professionalism.

Attendance and Absences

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

Excused absences include:

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

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

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

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

Absences for another reason, including but not limited to marriage/family events, vacation, extracurricular activities, employment, or conflicting courses, are not permitted during the Internship. Students who may need to defer the Internship or rearrange their course schedule should contact their Program Coordinator.

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

Judicial Record Verification

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

Work Permit for International Students

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

11.2.22.6 Grading and Credit

Internships are graded according to the graduate grading scale ([Grading and Grade Point Averages \(GPA\)](#)).

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

- A final grade is assigned for the Internship course (EDIN) based on a combination of their marks in the Internship and Professional Seminar components;
- Grades are weighted as follows: Supervisor Summative (40%), Cooperating Teacher Summative (40%), Professional Seminar Grade (20%). In the case of the Summative Evaluations, which are marked on a 1±5 point scale across 12 Professional Competencies (5 being the 1 0 0 1 A 0 0 1 er Summative).

4. The Code seeks to encourage continued reflection and thoughtful response to ethical issues. It does not seek to respond 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 articulated in the Quebec Curriculum Reform and Competencies outlined in 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 No Directions that are embedded in the documents: Training: Orientations, Professional Competencies^o (MEQ 2001) and the relevant practice literature.

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

Ethics and Law

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

Guiding Ethical Principles

Ethical student teachers should respect the following guiding ethical principles:

1. Respect for Human Dignity

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

2. Respect for Vulnerable Persons

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

3. Respect for Confidentiality and Privacy

- Respects the confidential nature of all information related to students and families and will share such information in an appropriate manner only with those directly concerned with their well-being.
- Respects the confidential nature of all information related to all school personnel and will share such information in an appropriate manner

4. Respect for Justice

- Respects and recognizes the right of individuals to be treated with fairness and equity and the importance of disclosing conflicts of interest.

5. Respect for Safety of Students

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

6. Respect for Existing Ethical Codes and Professional Standards

- Respects the authority, roles, and responsibilities of the cooperating teacher and agrees to adhere to the responsibilities and obligations for teachers as outlined in the Education Act, F

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

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

11.2.23.1 Time Commitment

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

- Internship semesters are 12 credits, including required corequisite courses.
- Internship placements are completed full-time in a secondary school. See [Section 11.2.22](#).

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

Required Courses (54 credits)

EDEC 612	(3)	Digital Media and Learning
EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDIN 610	(7)	Internship 1
EDIN 620	(8)	Internship 2
EDPS 600	(3)	Introductory Professional Seminar
EDPS 610	(2)	Professional Seminar 1
EDPS 620	(1)	Professional Seminar 2
EDSL 500	(3)	Foundations and Issues in Second Language Education
EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners
EDTL 635	(3)	Applied Methods in Second Language Education
EDTL 636	(3)	Adv. Applied Methods in Second Language Education
EDTL 640	(3)	Teacher Inquiry and Action Research

Complementary Courses (6 credits)

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

EDSL 512	(3)	Grammar in Teaching English as a Second Language
EDSL 515	(3)	étude de la langue française pour enseignants

3 credits selected from:

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

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

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

EDEC 612	(3)	Digital Media and Learning
EDEC 620	(3)	Meanings of Literacy
EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDIN 610	(7)	Internship 1
EDIN 620	(8)	Internship 2
EDPS 600	(3)	Introductory Professional Seminar
EDPS 610	(2)	Professional Seminar 1
EDPS 620	(1)	Professional Seminar 2
EDTL 500	(3)	Applications of Educational Psychology across Classrooms
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 607	(3)	Language and Policy in Quebec Education
EDTL 609	(3)	Diverse Learners
EDTL 629	(3)	Applied Methods in Teaching Secondary Eng. Language Arts
EDTL 630	(3)	Advanced Applied Methods in Teaching Sec English Language Arts
EDTL 640	(3)	Teacher Inquiry and Action Research

Complementary Courses (6 credits)

3 credits selected from:

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

3 credits selected from:

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

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

The M.A. in Teaching and Learning Program is a 60-credit, post-graduate leading to teacher certification. It is comprised of 45 credits of coursework coupled with 15 credits (minimum of 735 hours) of internships. This professional program leads to teacher certification to those already holding a graduate degree in a teachable subject area identified by the Quebec Ministry of Education. This program, which targets those with formal and/or non-formal teaching experience, begins with mandatory courses in the Summer term. The specific course sequence and progression leads students to complete the program in three consecutive terms on a full-time basis. The program must be completed within three years. Alternatively, the program can be followed on a part-time basis, in which case all program requirements must be completed within 6 years. Throughout the M.A.L., emphasis will be on the demonstration of mastery of the Quebec Ministry of Education professional competencies. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

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

Required Courses (51 credits)

EDEC 612	(3)	Digital Media and Learning
EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDIN 610	(7)	Internship 1
EDIN 620	(8)	Internship 2

EDPS 600	(3)	Introductory Professional Seminar
EDPS 610	(2)	Professional Seminar 1
EDPS 620	(1)	Professional Seminar 2
EDTL 500	(3)	Applications of Educational Psychology across Classrooms
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment

EDPS 610	(2)	Professional Seminar 1
EDPS 620	(1)	Professional Seminar 2
EDTL 500	(3)	Applications of Educational Psychology across Classrooms
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 607	(3)	Language and Policy in Quebec Education
EDTL 609	(3)	Diverse Learners
EDTL 633	(3)	Applied Methods in Teaching Social Science in Sec. School
EDTL 640	(3)	Teacher Inquiry and Action Research

Complementary Courses (12 credits)

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

EDTL 612	(3)	Adv Applied Meth in Teaching Ethics & Relig Culture in Sec Sch
EDTL 634	(3)	Adv Applied Meth in Teaching Social Sciences in Sec. School

3 credits selected from:

EDEC 648	(3)	Historical Knowledge and Social Change
EDER 626	(3)	Theory and Praxis of Ethics and Religious Education

3 credits selected from:

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

3 credits selected from:

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

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

EDIN 610	(7)	Internship 1
EDIN 620	(8)	Internship 2
EDPS 600	(3)	Introductory Professional Seminar
EDPS 610	(2)	Professional Seminar 1
EDPS 620	(1)	Professional Seminar 2
EDTL 500	(3)	Applications of Educational Psychology across Classrooms
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 525	(3)	Teaching Science and Technology
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 607	(3)	Language and Policy in Quebec Education
EDTL 609	(3)	Diverse Learners
EDTL 625T	(3)	Applied Methods in Teaching Science in Secondary School

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 Committee depending on the student's background and research interests. Students must take a maximum 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 qualitative research methods and/or Statistics courses, candidates may be expected to take such courses during their first year of study as advised.

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

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

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

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

11.2.30 Doctor of Philosophy (Ph.D.) Educational Studies: Gender and Women's Studies

Thesis

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

Required Courses (14 credits)

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

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

Complementary Courses (6 credits)

At least 3 credits selected from the **following** list:

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 PhD Seminar in M321.(EDh6uiu2d Scienceion 2)Tj 1 0 0 1 165.864 694.12 Tm (PhD Semj 1 0 0 1 70.52 662.

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

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

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

This 15-credit program e

provide a solid background and an in-depth study in the field of second-language education from a range of perspectives with a focus on research and applications to teaching. Please note that this certificate does not lead to teacher certification.

The Graduate Certificate in TESL is designed to be available to students worldwide. Courses are offered in a combination of online and face-to-face formats, and sequenced in such a way that students can complete the certificate in one year. The maximum time for completion is 2 years. The first three courses are offered online, and can be undertaken anywhere an Internet connection is available. The final two courses are offered face-to-face either on-site at McGill or at off-site locations with collaborative partners, if numbers warrant.

Required Courses (15 credits)

Online Courses

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

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

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

Le certificat d'études supérieures en pédagogie de l'immersion française vise 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. À cette fin, il amène d'abord l'étudiant à comprendre les causes de la fois linguistiques et culturelles des difficultés qu'il rencontre en immersion. Ensuite, il propose une série de stratégies d'enseignement propices à répondre à ces difficultés, ainsi que des situations d'apprentissage créées par les enseignants de manière à passer 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: grad.kpe@mcgill.ca
Website: www.mcgill.ca/edu-kpe

11.3.2 About Kinesiology and Physical Education

The Department of Kinesiology and Physical Education provides a large v

[section 11.3.5 Master of Arts \(M.A.\) Kinesiology and Physical Education \(Thesis\) \(45 credits\)](#) and [section 11.3.6 Master of Science \(M.Sc.\) Kinesiology and Physical Education \(Thesis\) \(45 credits\)](#)

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

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

[section 11.3.7 Master of Arts \(M.A.\) Kinesiology and Physical Education \(Non-Thesis\) \(45 credits\)](#) and [section 11.3.8 Master of Science \(M.Sc.\) Kinesiology and Physical Education \(Non-Thesis\) \(45 credits\)](#)

The non-thesis programs are currently not offered.

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

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 GP

Emeritus Professor

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

Professors

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

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

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

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

Associate Professors

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

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

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

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

Assistant Professors

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

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

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

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

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

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

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

Faculty Lecturer

EDKP 694	(6)	Thesis Research 4
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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 548	(3)	Applied Exercise Psychology
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
EDKP 631	(3)	Qualitative Methods
EDKP 650	(3)	Research in Physical Education Pedagogy
EDKP 654	(3)	Sport Psychology
EDKP 655	(3)	Inclusive Physical Activity
EDKP 664	(3)	Motor Learning
EDKP 665	(3)	Motor Behaviour and Disability
EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	Advanced Experimental Problems
EDKP 695	(3)	Thesis Research 5
EDKP 696	(3)	Thesis Research 6

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

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

12 credits selected from the following:

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

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 Psychology, and Motor Control and Learning

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 may take either EDSL 630 or EDEM 692.

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

EDSL 630 (3) Qualitative/Ethnographic Methods

12 credits chosen from the following:

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

Students may also take courses from the Faculty of Science in consultation with an adviser

Elective Courses (12 credits)

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