



**Faculty of Education (Graduate)**  
**Programs, Courses and University Regulations**  
**2020-2021**



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**1 .** McGill University reserves the right to mak

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## 1 Dean's Welcome

To Graduate Students and Postdoctoral Fellows:

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

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

*Joseuah595 Tm(J)Tj1 0 0 1 85.087 580 1le e*

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## 4 Graduate Studies at a Glance

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

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## 5 Program Requirements

Refer to [University Regulations & Resources](#) > Graduate > Regulations > : [Program Requirements](#) for graduate program requirements for the following:

- Master's Degrees
- Doctoral Degrees
- Coursework for Graduate Programs, Diplomas, and Certificates

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## 6 Graduate Admissions and Application Procedures

Please refer to [University Regulations & Resources](#) > Graduate > : [Graduate Admissions and Application Procedures](#) for information on:

- Application for Admission
- Admission Requirements
- Application Procedures
- Competency in English

and other important information regarding admissions and application procedures for Graduate and Postdoctoral Studies.

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## 7 Fellowships, Awards, and Assistantships

Please refer to [University Regulations & Resources](#) > Graduate > : [Fellowships, Awards, and Assistantships](#) for information and contact information regarding fellowships, awards, and assistantships in Graduate and Postdoctoral Studies.

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## 8 Postdoctoral Research

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

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### 8.1 Postdocs

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

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

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## 8.2 Guidelines and Policy for Academic Units on Postdoctoral Education

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

### 1. Definition and Status

- i. Postdoctoral status will be recognized by the University in accordance with Quebec provincial regulations as may be modified from time to time. The eligibility period for postdoctoral status is up to five years from the date when the Ph.D. or equivalent degree was aw

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

Students who have been granted such a leave will have to register for the term(s) in question and their registration will show as “leave of absence” on their record. No tuition fees will be charged for the duration of the authorized leave.

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## 10 Graduate Student Services and Information

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

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

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

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

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

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## 12 Browse Academic Units & Programs

The programs and courses in the following sections have been approved for the 2020–2021 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.

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### 12.1 Educational and Counselling Psychology

#### 12.1.1 Location

Department of Educational and Counselling Psychology  
Education Building, Room 614  
3700 McTavish Street  
Montreal QC H3A 1Y2  
Canada  
Telephone – Program Information: 514-398-4242  
Fax: 514-398-6968

Email: [ecpinfo.education@mcgill.ca](mailto:ecpinfo.education@mcgill.ca)

Website: [www.mcgill.ca/edu-ecp](http://www.mcgill.ca/edu-ecp)

### 12.1.2 About Educational and Counselling Psychology

The Department of Educational and Counselling Psychology (ECP) programs and research examine the interplay between complex human systems (cognitive, social, emotional, behavioural, and biological) to maximize (a) learning, (b) wellness and (c) human development in multiple settings and throughout the lifespan.

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

In undertaking our programs, you benefit from having access to the [McGill Psychoeducational and Counselling Clinic](#) and the [Departmental Assessment Materials Resource Centre](#). To develop their professional skills in assessment, therapy, and supervision, you're equipped with the latest 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 you receive supervised training for internships and practica. Our faculty members are involved in intra- and interdisciplinary collaborati

- Learning Sciences

### **3. School/Applied Child Psychology**

#### **Postdoctoral Degrees**

The Department of Educational and Counselling Psychology offers one postdoctoral dipb7f

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

coursework in ethics, intervention, assessment, psychological testing, and multicultural issues and through a practicum. Most coursework is taken during the student's first year of studies while beginning work on their research projects. In their second year, students gain practical experience via a practicum in the Department's Psychoeducational and Counselling Clinic while also completing the majority of their work on the research project. The degree alone **does not** fulfil the requirements for membership in the orders that certify either guidance counsellors (OCCOQ) or psychologists (OPQ) in Quebec.

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

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

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

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

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

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

**Graduate Degrees in School/Applied Psychology****section 12.1.8: Master of Arts (M.A.) School/Applied Child Psychology (Non-Thesis) (60 credits)**

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

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

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

The Ph.D. in School/Applied Child Psychology is the second degree in a combined M.A. and Ph.D. program with the M.A. (Thesis) in Educational Psychology's School/Applied Child Psychology concentration. Most students in the doctoral program completed their M.A. in the Educational Psychology program although students can apply for direct entry into the Ph.D. program with a master's degree obtained at another institution. At both the M.A. and Ph.D. levels, students take a combination of theoretical, practical, and research-based courses throughout the course of their degree. Students will produce a thesis at both levels of study.

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

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

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

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

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

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

## Graduate Degrees in Educational Psychology

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

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

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

- a. **General Educational Psychology:** Focuses on core areas of educational psychology, including learning theories, human development, diversity, and inclusion. Application towards the growth and enhancement of knowledge and practice in a variety of formal and informal educational settings.

See [section 12.1.12: Master of Education \(M.Ed.\) Educational Psychology \(Non-Thesis\): General Educational Psychology \(48 credits\)](#).

- b. **General Educational Psychology (Project)** Focuses on core areas of educational psychology, including learning theories, human development, diversity, and inclusion. Application towards the growth and enhancement of knowledge and practice in a variety of formal and informal educational settings. Provides an opportunity to focus on an issue in the field of educational psychology by completing a research project.

See [section 12.1.13: Master of Education \(M.Ed.\) Educational Psychology \(Non-Thesis\): General Educational Psychology: Project \(48 cr](#)

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

formal and informal educational settings. It is dedicated to the preparation of qualified researchers, developers, and practitioners who can advance the scientific understanding and practice of teaching and learning in schools, colleges and universities, the workplace and professional practice, as well as virtual learning communities. Students acquire theoretical and practical knowledge through coursework, team-based research assistantships, and apprenticeships where appropriate.

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

See [section 12.1.19: Master of Arts \(M.A.\) Educational Psychology \(Thesis\): Learning Sciences \(45 credits\)](#).

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

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

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

The program offers **two concentrations**:

1. **Human Development concentration:** ([www.mcgill.ca/edu-ecp/programs/humandev](http://www.mcgill.ca/edu-ecp/programs/humandev)) The Human Development concentration focuses on core areas of human development such as cognitive, language, social, personality, and gender development among children and adolescents with diverse trajectories and from various family, educational and community contexts. The program is unique in examining developmental trajectories from a variety of interdisciplinary perspectives. Dissertations should focus on an issue in the field of human development related to educational psychology.

See [section 12.1.20: Doctor of Philosophy \(Ph.D.\) Educational Psychology: Human Development](#).

2. **Learning Sciences concentration:** ([www.mcgill.ca/edu-ecp/programs/learningsci](http://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 different formal and informal educational settings. It is dedicated to the preparation of qualified researchers, developers, and practitioners who can advance the scientific understanding and practice of teaching and learning. The settings could be schools, colleges and universities, the workplace and professional practice, as well as virtual learning communities. Students acquire theoretical and practical knowledge through coursework, team-based research assistantships, and apprenticeships where appropriate.

See [section 12.1.21: Doctor of Philosophy \(Ph.D.\) Educational Psychology: Learning Sciences](#).

**12.1.3 Educational and Counselling Psychology Admission Requirements and Application Procedures**

Please refer to the [department website](#) for admission requirements and application procedures for the following programs:

- [MA in Counselling Psychology \(non-thesis\)](#)
- [Ph.D. in Counselling Psychology](#)
- [M.A. in School/Applied Child Psychology \(Non-Thesis\)](#)
- [Ph.D. in School/Applied Child Psychology](#)
- [Post-Ph.D. Graduate Diploma in School/Applied Child Psychology](#)
- [M.Ed. in Educational Psychology](#)
- [M.A. in Educational Psychology, Health Professions](#)
- [M.A. in Educational Psychology, Human Development](#)
- [M.A. in Educational Psychology, Learning Sciences](#)
- [Ph.D. in Educational Psychology, Human Development](#)
- [Ph.D. in Educational Psychology, Learning Sciences](#)

**12.1.3.1 Application Dates and Deadlines**

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

McGill's online application form for graduate program candidates is available at [www.mcgill.ca/gradapplicants/apply](http://www.mcgill.ca/gradapplicants/apply).





**Professors**

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Victoria Talwar; M.A.(St. And.), M.A., Ph.D.(Qu.) (*Canada Research Chair, Tier 2*)

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Caroline Temcheff; B.Sc.(McG.), M.A., Ph.D.(C'dia) (*FRSQ Chercheur Boursier, Junior 1*)

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Shanna Williams; B.A., M.A., Ph.D.(McG.)

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Scott Conrod; B.Sc.(Sir G. Wms.), M.Ed.(McG.)

**Associate Members**

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

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

Ashley Wazana; M.D., M.Sc.(McG./Col.), FRCP (*Psychiatry, Jewish General Hospital*)

#### Associate Members

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

#### Associate Professors (Non-Tenure Track)

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

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

#### Adjunct Professors

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

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

For more information, see [www.mcgill.ca/study/faculties/education/graduate/gps\\_edu\\_educational\\_counselling\\_psychology](http://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   |
|            |     | Internship: V                                              |



|          |     |                                                 |
|----------|-----|-------------------------------------------------|
| EDPE 712 | (3) | Neurological Bases of Behaviour Across Lifespan |
|----------|-----|-------------------------------------------------|

**Required Internship (24 credits)**

|          |      |                         |
|----------|------|-------------------------|
| EDPC 795 | (24) | Pre-doctoral Internship |
|----------|------|-------------------------|

**Complementary Courses (6 credits)**

6 credits from the following:

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

**Elective Courses (6 credits)**

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

**12.1.8 Master of Arts (M.A.) School/Applied Child Psychology (Non-Thesis) (60 credits)**For more information please see: [www.mcgill.ca/study/faculties/education/graduate/gps\\_edu\\_educational\\_counselling\\_psychology](http://www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology).**Required Courses (60 credits)**

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

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

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

For more information, see [www.mcgill.ca/study/faculties/education/graduate/gps\\_edu\\_educational\\_counselling\\_psychology](http://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

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

Note: Admission to this program is currently suspended

For more information, see [www.mcgill.ca/study/faculties/education/graduate/gps\\_edu\\_educational\\_counselling\\_psychology](http://www.mcgill.ca/study/faculties/education/graduate/gps_edu_educational_counselling_psychology).

#### Required Courses and Clinic-based Practica (30 credits)

The program will be individually tailored to each accepted student in respect of previous studies and experience. Students will not be asked to repeat a course on a topic in which they can demonstrate a high level of competence. The following are expected to be most often required of students.

|            |     |                                   |
|------------|-----|-----------------------------------|
| EDPC 609   | (3) | Psychological Testing 1           |
| EDPC 610   | (3) | Psychological Testing 2           |
| EDPC 618   | (3) | Professional Ethics and the Law   |
| EDPC 682D1 | (3) | Practicum: Psychological Testing  |
| EDPC 682D2 | (3) | Practicum: Psychological Testing  |
| EDPC 714   | (3) | Theory / Models: Family Therapy   |
| EDPE 619   | (3) | Child and Adolescent Therapy      |
| EDPE 625   | (3) | Practicum 1: School Psychology    |
| EDPE 626   | (3) | Practicum 2: School Psychology    |
| EDPE 710   | (3) | Consultation in School Psychology |

#### Complementary Courses - Field Placements

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

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

#### Internship

One year full time or two years half-time

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

Students are not required to demonstrate knowledge of a second language within this program; however, any student wishing to be licensed as a professional psychologist in Quebec must have a working knowledge of French.

**Required Courses (9 credits)**

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

**Complementary Courses (27 credits)**

27 credits from the following:

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

**Elective Courses (12 credits)**

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

**12.1.12 Master of Education (M.Ed.) Educational Psychology (Non-Thesis): General Educational Psychology (48 credits)**

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

**Required Courses (21 credits)**

|          |     |                                        |
|----------|-----|----------------------------------------|
| EDPE 502 | (3) | Theories of Human Development          |
| EDPE 535 | (3) | Instructional Design                   |
| EDPE 575 | (3) | Statistics for Practitioners           |
| EDPE 602 | (3) | Uses of Research Findings in Education |
| EDPE 635 | (3) | Theories of Learning and Instruction   |
| EDPE 670 | (3) | Educational Assessment and Evaluation  |
| EDPI 642 | (3) | Inclusion: Past, Present and Future    |

**Complementary Courses (24 credits)**

24 credits from the following:

|          |     |                                              |
|----------|-----|----------------------------------------------|
| EDPC 501 | (3) | Facilitating Relationships                   |
| EDPC 502 | (3) | Group Processes and Diversity                |
| EDPC 503 | (3) | Intersectional Relationships and Sexualities |

(3) Communication and Critical Conflict Resolution

|          |     |                                        |
|----------|-----|----------------------------------------|
| EDPE 602 | (3) | Uses of Research Findings in Education |
| EDPE 635 | (3) | Theories of Learning and Instruction   |
| EDPE 670 | (3) | Educational Assessment and Evaluation  |
| EDPI 642 | (3) | Inclusion: Past, Present and Future    |
| EDPI 691 | (3) | Research Project 1                     |
| EDPI 692 | (3) | Research Project 2                     |
| EDPI 693 | (3) | Research Project 3                     |
| EDPI 694 | (3) | Research Project 4                     |

**Complementary Courses (15 credits)**

|          |     |                                                        |
|----------|-----|--------------------------------------------------------|
| EDPC 501 | (3) | Facilitating Relationships                             |
| EDPC 502 | (3) | Group Processes and Diversity                          |
| EDPC 503 | (3) | Intersectional Relationships and Sexualities           |
| EDPC 504 | (3) | Communication and Critical Conflict Resolution         |
| EDPC 505 | (3) | Crisis Intervention Processes                          |
| EDPC 507 | (3) | Advocacy, Outreach and Leadership                      |
| EDPC 540 | (3) | Social Responsibility and Relationships in Digital Age |
| EDPC 542 | (3) | Leadership and Support Roles of the Teacher            |
| EDPC 562 | (3) | Career as a Lifelong Process                           |
| EDPE 515 | (3) | Gender Identity Development                            |
| EDPE 555 | (3) | Theoretical Foundations of Learning Sciences           |
| EDPE 595 | (3) | Seminar in Special Topics 1                            |
| EDPE 596 | (3) | Seminar in Special Topics 2                            |
| EDPE 616 | (3) | Cognitive Development                                  |
| EDPE 620 | (3) | Developmental Psychopathology                          |
| EDPE 623 | (3) | Social-Emotional Development                           |
| EDPE 636 | (3) | Motivation and Instruction                             |
| EDPE 640 | (3) | Emerging Technologies for Educational Change           |
| EDPE 663 | (3) | Learning Environments                                  |
| EDPE 664 | (3) | Expertise, Reasoning and Problem Solving               |
| EDPE 666 | (3) | Foundations of Learning Science                        |
| EDPI 526 | (3) | Supporting Students' Strengths and Talents             |
| EDPI 527 | (3) | Creativity and its Cultivation                         |
| EDPI 543 | (3) | Family, School and Community                           |
| 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              |

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

The M.Ed. in Educational Psychology: Non-Thesis-Inclusive Education focuses on the major theories and practices in the field of inclusive education, including diversity in development, and ecological models of teaching, learning, and assessment. Application in school, community, and other settings to develop inclusive practices.

**Required Courses (30 credits)**

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

**Complementary Courses (18 credits)**

18 credits from the following:

|            |     |                                                        |
|------------|-----|--------------------------------------------------------|
| EDPC 501   | (3) | Facilitating Relationships                             |
| EDPC 502   | (3) | Group Processes and Diversity                          |
| EDPC 503   | (3) | Intersectional Relationships and Sexualities           |
| EDPC 504   | (3) | Communication and Critical Conflict Resolution         |
| EDPC 505   | (3) | Crisis Intervention Processes                          |
| EDPC 507   | (3) | Advocacy, Outreach and Leadership                      |
| EDPC 540   | (3) | Social Responsibility and Relationships in Digital Age |
| EDPC 542   | (3) | Leadership and Support Roles of the Teacher            |
| EDPC 562   | (3) | Career as a Lifelong Process                           |
| EDPE 515   | (3) | Gender Identity Development                            |
| EDPE 595   | (3) | Seminar in Special Topics 1                            |
| EDPE 596   | (3) | Seminar in Special Topics 2                            |
| EDPE 640   | (3) | Emerging Technologies for Educational Change           |
| EDPE 699D1 | (6) | Special Activity                                       |
| EDPE 699D2 | (6) | Special Activity                                       |
| EDPI 526   | (3) | Supporting Students' Strengths and Talents             |
| EDPI 527   | (3) | Creativity and its Cultivation                         |
| EDPI 539   | (3) | Field Work 1                                           |
| EDPI 540   | (3) | Field Work 2                                           |
| EDPI 656D1 | (3) | Community-Based Field Work                             |
| EDPI 656D2 | (3) | Community-Based Field Work                             |

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

The M.Ed. in Educational Psychology: Non-Thesis-Inclusive Education-Project focuses on the major theories and practices in the field of inclusive education, including diversity in development, and ecological models of teaching, learning, and assessment. Application in school, community, and other settings to develop inclusive practices. Provides an opportunity to focus on an issue in the field of inclusive education by completing a research project.

**Required Cour**

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

#### **Complementary Courses (6 credits)**

6 credits from the following:

|          |     |                                                        |
|----------|-----|--------------------------------------------------------|
| EDPC 501 | (3) | Facilitating Relationships                             |
| EDPC 502 | (3) | Group Processes and Diversity                          |
| EDPC 503 | (3) | Intersectional Relationships and Sexualities           |
| EDPC 504 | (3) | Communication and Critical Conflict Resolution         |
| EDPC 505 | (3) | Crisis Intervention Processes                          |
| EDPC 507 | (3) | Advocacy, Outreach and Leadership                      |
| EDPC 540 | (3) | Social Responsibility and Relationships in Digital Age |
| EDPC 542 | (3) | Leadership and Support Roles of the Teacher            |
| EDPC 562 | (3) | Career as a Lifelong Process                           |
| EDPE 515 | (3) | Gender Identity Development                            |
| EDPE 595 | (3) | Seminar in Special Topics 1                            |
| EDPE 596 | (3) | Seminar in Special Topics 2                            |
| EDPE 640 | (3) | Emerging Technologies for Educational Change           |
| EDPE 676 | (3) | Intermediate Statistics                                |
| EDPE 687 | (3) | Qualitative Methods in Educational Psychology          |
| EDPI 526 | (3) | Supporting Students' Strengths and Talents             |
| EDPI 527 | (3) | Creativity and its Cultivation                         |
| EDPI 539 | (3) | Field Work 1                                           |
| EDPI 540 | (3) | Field Work 2                                           |

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

The M.Ed. in Educational Psychology: Non-Thesis-Learning Sciences focuses on the study of teaching and learning in formal and informal contexts, including cognitive, social and affective processes. Application in instructional design including the use of technology, program/curriculum development and evaluation.

#### **Required Courses (24 credits)**

|          |     |                                              |
|----------|-----|----------------------------------------------|
| EDPE 535 | (3) | Instructional Design                         |
| EDPE 555 | (3) | Theoretical Foundations of Learning Sciences |

|          |     |                                              |
|----------|-----|----------------------------------------------|
| EDPE 575 | (3) | Statistics for Practitioners                 |
| EDPE 602 | (3) | Uses of Research Findings in Education       |
| EDPE 635 | (3) | Theories of Learning and Instruction         |
| EDPE 636 | (3) | Motivation and Instruction                   |
| EDPE 640 | (3) | Emerging Technologies for Educational Change |
| EDPE 670 | (3) | Educational Assessment and Evaluation        |

### **Complementary Courses (21 credits)**

21 credits from the following:

|            |     |                                                        |
|------------|-----|--------------------------------------------------------|
| EDPC 502   | (3) | Group Processes and Diversity                          |
| EDPC 504   | (3) | Communication and Critical Conflict Resolution         |
| EDPC 507   | (3) | Advocacy, Outreach and Leadership                      |
| EDPC 540   | (3) | Social Responsibility and Relationships in Digital Age |
| EDPC 542   | (3) | Leadership and Support Roles of the Teacher            |
| EDPC 562   | (3) | Career as a Lifelong Process                           |
| EDPE 502   | (3) | Theories of Human Development                          |
| EDPE 656   | (3) | Applied Theory/Methods in the Learning Sciences        |
| EDPE 663   | (3) | Learning Environments                                  |
| EDPE 664   | (3) | Expertise, Reasoning and Problem Solving               |
| EDPE 666   | (3) | Foundations of Learning Science                        |
| EDPE 668   | (3) | Advanced Seminar in Learning Sciences                  |
| EDPE 699D1 | (6) | Special Activity                                       |
| EDPE 699D2 | (6) | Special Activity                                       |
| EDPI 526   | (3) | Supporting Students' Strengths and Talents             |
| EDPI 527   | (3) | Creativity and its Cultivation                         |
| EDPI 539   | (3) | Field Work 1                                           |
| EDPI 540   | (3) | Field Work 2                                           |



|          |     |                                  |
|----------|-----|----------------------------------|
| EDPE 673 | (3) | Human Development Seminar 2      |
| EDPE 676 | (3) | Intermediate Statistics          |
| EDPE 682 | (3) | Univariate/Multivariate Analysis |

#### **Complementary Courses (6 credits)**

3-6 credits from the following:

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

0-3 credits from the following:

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

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

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

The M.A. in Educational Psychology: Learning Sciences prepares graduates for a career in educational research and its application to practice. Content courses explore contemporary psychological and educational the -ucational gica5onal mpir1 0 Mfollo

|          |     |                                                 |
|----------|-----|-------------------------------------------------|
| EDPE 656 | (3) | Applied Theory/Methods in the Learning Sciences |
| EDPE 663 | (3) | Learning Environments                           |
| EDPE 664 | (3) | Expertise, Reasoning and Problem Solving        |
| EDPE 668 | (3) | Advanced Seminar in Learning Sciences           |
| EDPE 670 | (3) | Educational Assessment and Evaluation           |
| EDPE 687 | (3) | Qualitative Methods in Educational Psychology   |

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

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

The Ph.D. Educational Psychology: Human Development focuses on core areas of human development such as cognitive, language, social, personality, and gender development among children and adolescents with diverse trajectories and from various family, educational and community contexts. The program is unique in examining developmental trajectories from a variety of interdisciplinary perspectives. The student's dissertation should focus on an issue in the field of human development related to educational psychology.

##### Required Courses (9 credits)

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

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

### Complementary Courses (6 credits)

3 credits from the following:

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

3 credits from the following:

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

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## 12.2 Integrated Studies in Education

### 12.2.1 Location

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

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

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

### 12.2.2 About Integrated Studies in Education

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

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

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

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

- Education and Society
- Educational Leadership
- Second Language Education

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

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



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

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

### **Master of Arts in Education and Society**

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

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

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

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

The graduate option in Gender and Women's Studies is an interdisciplinary program for students who meet the degree requirements in a participa.521 2 Tuo51.7331.21



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

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

**Master of Arts in Second Language Education**

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

From a range of pedagogical, linguistic, cognitive, political, and sociocultural perspectives, this program combines theoretical and applied studies of how second and foreign languages are learned and used.

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

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

**section 12.2.20: Master of Arts (M.A.) Second Language Education (Thesis): Gender and Women's Studies (45 credits)**

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

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

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

**Master of Arts in Teaching and Learning (MATL)**

The M.A. in Teaching and Learning is a professional program leading to Quebec teacher certification for those already holding an undergraduate degree in a Quebec Ministry of Education-identified teachable subject area (Mathematics, Science & Technology, Social Sciences, English, TESL, TFSL). This degree program comprises course work coupled with an internship. Throughout the MATL, emphasis will be on the attainment of the QEP professional competencies, and evidence of mastery of these competencies must be demonstrated in order for students to successfully complete the program. Upon completion, students are recommended to the Quebec Ministry of Education for certification.

**section 12.2.24: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis): English or French Second Language (60 credits)**

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



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

**section 12.2.25: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis): English Language Arts Option (60 credits)**

This program is comprised of course work, coupled with an internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach English Language Arts.

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

This program is comprised of course work, coupled with an internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach Mathematics.

**section 12.2.27: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis): Social Sciences Option (60 credits)**

This program is comprised of course work, coupled with an internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach Social Sciences.

**section 12.2.28: Master of Arts (M.A.) in Teaching and Learning (Non-Thesis): Science and Technology Option (60 credits)**

This program is comprised of course work, coupled with an internship. Upon completion, students are recommended to the Quebec Ministry of Education for certification to teach Science and Technology.

**Doctor of Philosophy in Educational Studies**

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

**section 12.2.29: Doctor of Philosophy (Ph.D.) Educational Studies**

The Ph.D. in Educational Studies provides an integrative perspective on education by drawing on a range of related disciplines and research orientations. Students develop scholarly and innovative expertise in at least one of three contexts of inquiry and awareness of all three:

- a. the broad context of culture and society;
- b. the international, national, and local contexts of educational leadership and policy studies; and
- c. the more specific contexts of schools and other sites of teaching and learning.

Students begin with a set of common core courses and proceed to specialization through advanced course work and dissertation topics focused on areas of expertise that are supported by the research interests of current faculty members.

**section 12.2.30: Doctor of Philosophy (Ph.D.) Educational Studies: Gender and Women's Studies**

The graduate option in Gender and Women's Studies is an interdisciplinary program for students who meet the degree requirements in a participating unit who wish to earn 6 credits of approved course work focusing on gender and women's studies, and issues in feminist research and methods. In the graduate option in Gender and Women's Studies, the Ph.D. thesis must be on a topic centrally relating to issues of gender and/or women's studies.

**section 12.2.31: Doctor of Philosophy (Ph.D.) Educational Studies: Language Acquisition**

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

**section 12.2.32: Doctor of Philosophy (Ph.D.) Educational Studies: Mathematics and Science Education**

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

**Graduate Certificates****section 12.2.33: Graduate Certificate (Gr. Cert.) Educational Leadership 1 (15 credits)**

This program addresses the needs of experienced and aspiring school leaders who are taking increased responsibility for the students and communities they serve. The management of schools is increasingly seen as making a major contribution to the learning and personal development of students. The professional development of school leaders, educational reform, and school partnership form the basis for the program. **Course selection to be approved by Graduate Certificate Program Director.**

**section 12.2.34: Graduate Certificate (Gr. Cert.) Educational Leadership 2 (15 credits)**

This program explores more deeply leadership theory and educational issues and applications in a practicum. Candidates for the Graduate Certificate in Educational Leadership 2 should normally have completed the first certificate. In combination, the two certificates allow school administrators to acquire the 30 graduate credits in the field of educational leadership required by the Quebec Ministry of Education. **Course selection to be approved by Graduate Certificate Program Director.**

**No course taken in Certificate 1 can be repeated in Certificate 2.**

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

This program emphasizes applied research in educational leadership and ways in which educational leadership can associated theories can inform the design, implementation, and assessment of educational programs in schools. The program highlights applied research in the context of teaching and learning in Quebec elementary and secondary schools. **Course selection to be approved by Graduate Certificate Program Director.**

**No course taken in Certificate 1 can be repeated in Certificate 2 or in Certificate 3.**

#### ***section 12.2.36: Graduate Certificate (Gr. Cert.) International Leadership in Educational and Administrative Development (15 credits)***

This program targets leaders, consultants, senior management and administrators, and policy makers from a range of educational institutions (universities, colleges, private schools) and organizations (hospitals, community, governmental), as well as the corporate sector. The goal is to provide a world-class professional learning experience in educational leadership. The majority of the courses will be delivered online, in combination with a two- to three-week intensive McGill campus component during the summer months. The online component of the certificate will facilitate full-time working schedules and provide greater flexibility in different international time zones. Lectures will be pre-recorded so students may view them to suit their own schedules. Students will have the capacity to communicate, discuss, and ask questions to one another and with the course lecturer through the online communication platform.

Please note that the fee schedule for this program is different from standard graduate programs. For information, please contact program administrator [Natalia Bessette](#).



**Note:** This program is currently not offered.

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

This program is designed as professional development for in-service teachers and candidates with a background in education, language studies, linguistics, or a related field, or as preparation for application to our M.A. in Second Language Education. The five courses that comprise the certificate provide a solid background and offer in-depth study in the field of second-language education from a range of perspectives and with a focus on research and applications to teaching. Please note that this certificate does not lead to teacher certification. The Graduate Certificate in TESL is designed to be available to students worldwide. Courses are offered in a combination of online and face-to-face formats, and are sequenced in such a way that students can complete the certificate in one year. The maximum time for completion is three years. The first three courses are offered online, and can be undertaken wherever an Internet connection is available. The final two courses are offered face-to-face in the Summer term either on-site at McGill or at off-site locations with collaborative partners, if enrolment numbers warrant it.

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

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

### **12.2.3 Integrated Studies in Education Admission Requirements and Application Procedures**

#### **12.2.3.1 Admission Requirements**

For specific program admission requirements and further information, please refer to [www.mcgill.ca/dise/grad](http://www.mcgill.ca/dise/grad).

**Graduate Certificates, M.A., and Ph.Dé**

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



**Graduate Certificate in Teaching English as a Second Language**

| Application Opening Dates |  | Application Deadlines |  |
|---------------------------|--|-----------------------|--|
|---------------------------|--|-----------------------|--|

|              |     |     |     |
|--------------|-----|-----|-----|
| Summer Term: | N/A | N/A | N/A |
|--------------|-----|-----|-----|

|  |  |
|--|--|
|  |  |
|--|--|



**Assistant Professors**

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

**Faculty Lecturers**

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

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

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

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

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

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

**Required Courses (6 credits)**

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

**Elective Courses (15 credits)**

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

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

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

**Required Courses (9 credits)**

|          |     |                                                          |
|----------|-----|----------------------------------------------------------|
| EDEM 609 | (3) | Critical Perspectives in Educational Theory and Research |
| 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 |
|----------|-----|-----------------------------|

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

**Elective Courses (9 credits)**

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

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

#### Thesis Courses (24 credits)

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

#### Required Courses (12 credits)

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

#### Complementary Courses (6 credits)

3 credits of graduate-level courses from the following:

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

3 credits of courses, from the following:

|          |     |                                                          |
|----------|-----|----------------------------------------------------------|
| EDEC 606 | (3) | Autobiographical Approaches in Education                 |
| EDEC 635 | (3) | Research Writing                                         |
| EDEM 609 | (3) | Critical Perspectives in Educational Theory and Research |
| EDEM 644 | (3) | Curriculum Development and Implementation                |
| EDEM 692 | (3) | Qualitative Research Methods                             |
| EDER 608 | (3) | Educational Implications of Social Theory                |
| EDPE 635 | (3) | Theories of Learning and Instruction                     |
| EDPE 676 | (3) | Intermediate Statistics                                  |
| EDPE 687 | (3) | Qualitative Methods in Educational Psychology            |
| EDSL 630 | (3) | Qualitative/Ethnographic Methods                         |
| EDTL 500 | (3) | Applications of Educational Psychology Across Classrooms |
| EDTL 508 | (3) | Critical Influences on Educational Praxis                |

#### Elective Course (3 credits)

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

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

The M.A. non-thesis option consists mostly of coursework, and includes two 6 credit projects. This option is suitable for practitioners interested in professional development with a research and theoretical orientation. The project creates an opportunity for students to investigate a particular interest.

#### Research Project (12 credits)

|          |     |           |
|----------|-----|-----------|
| EDER 633 | (6) | Project 1 |
|----------|-----|-----------|

|          |     |           |
|----------|-----|-----------|
| EDER 634 | (6) | Project 2 |
|----------|-----|-----------|

**Required Courses (6 credits)**

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

**Complementary Courses (15 credits)**

|          |     |                                          |
|----------|-----|------------------------------------------|
| EDEC 602 | (3) | Foundations in Curriculum                |
| EDEC 606 | (3) | Autobiographical Approaches in Education |
| EDEC 612 | (3) | Digital Media and Learning               |
|          |     | Special Topics in Educational Studies    |

|          |     |                                                |
|----------|-----|------------------------------------------------|
| EDEC 602 | (3) | Foundations in Curriculum                      |
| EDEC 606 | (3) | Autobiographical Approaches in Education       |
| EDEC 612 | (3) | Digital Media and Learning                     |
| EDEC 617 | (3) | Special Topics in Educational Studies          |
| EDEC 620 | (3) | Meanings of Literacy                           |
| EDEC 627 | (3) | Critical Discourse Studies in Education        |
| EDEC 628 | (3) | Literacy - Multilingual/Multicultural Settings |
| EDEC 635 | (3) | Research Writing                               |
| EDEM 644 | (3) | Curriculum Development and Implementation      |
| EDEM 660 | (3) | Community Relations in Education               |
| EDEM 676 | (3) | Organizing Non-Formal Learning                 |

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

15 credits from the following:

|          |     |                                                          |
|----------|-----|----------------------------------------------------------|
| EDEC 602 | (3) | Foundations in Curriculum                                |
| EDEC 606 | (3) | Autobiographical Approaches in Education                 |
| EDEC 612 | (3) | Digital Media and Learning                               |
| EDEC 627 | (3) | Critical Discourse Studies in Education                  |
| 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 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                       |
| EDPE 635 | (3) | Theories of Learning and Instruction                     |
| EDPE 676 | (3) | Intermediate Statistics                                  |
| EDTL 500 | (3) | Applications of Educational Psychology Across Classrooms |
| EDTL 508 | (3) | Critical Influences on Educational Praxis                |

### Elective Courses

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

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

The M.A. non-thesis project option - Gender and Women's Studies is an interdisciplinary program for students who meet the degree requirements in a participating unit and wish to earn 6 credits of approved coursework focusing on gender and women's studies, and issues in feminist research and methods. The non-thesis project option consists mainly of coursework, and includes two 6 credit projects. This option is suitable for practitioners interested in professional development with a research and theoretical orientation. The project must be on a topic centrally relating to issues of gender and/or women's studies.

#### Research Project (12 credits)

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

**Required Courses (9 credits)**

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

**Complementary Courses (15 credits)**

12 credits from the following:

|          |     |                                                |
|----------|-----|------------------------------------------------|
| EDEC 602 | (3) | Foundations in Curriculum                      |
| EDEC 606 | (3) | Autobiographical Approaches in Education       |
| EDEC 612 | (3) | Digital Media and Learning                     |
| EDEC 617 | (3) | Special Topics in Educational Studies          |
| EDEC 620 | (3) | Meanings of Literacy                           |
| EDEC 628 | (3) | Literacy - Multilingual/Multicultural Settings |
| EDEC 635 | (3) | Research Writing                               |
| EDER 603 | (6) | Individual Reading Course                      |
| EDER 606 | (3) | Philosophy of Moral Education                  |
| EDER 607 | (3) | Ethics and Values in Education                 |
| EDER 608 | (3) | Educational Implications of Social Theory      |
| EDER 609 | (3) | Education and Philosophical Thought            |
| EDER 614 | (3) | Sociology of Education                         |

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

**Required Courses (6 credits)**

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

**Complementary Courses (24 credits)**

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

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

9 credits chosen from the following courses:

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

6 credits selected from the following courses:

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

**Language Requirement**

|          |     |                             |
|----------|-----|-----------------------------|
| EDER 529 | (0) | Hebrew Language Requirement |
|----------|-----|-----------------------------|

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

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

**Project Courses (12 credits)**

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

**Required Courses (15 credits)**

|          |     |                                                       |
|----------|-----|-------------------------------------------------------|
| EDEC 624 | (3) | Researching, Teaching, Learning and Teacher Education |
|----------|-----|-------------------------------------------------------|

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

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

##### **Thesis Courses (24 credits)**

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

##### **Required Courses (9 credits)**

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

##### **Complementary Courses (6 credits)**

6 credits selected from the following courses:

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

##### **Elective Courses (6 credits)**

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

##### **Master of Arts (M.A.) Educational Leadership (Thesis): Gender and W**

|          |     |                                  |
|----------|-----|----------------------------------|
| EDSL 630 | (3) | Qualitative/Ethnographic Methods |
|----------|-----|----------------------------------|

3 credits selected from the following, must be either:

|          |     |                             |
|----------|-----|-----------------------------|
| WMST 602 | (3) | Feminist Research Symposium |
|----------|-----|-----------------------------|

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

**Elective Course (3 credits)**

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

**12.2.16 Master of Arts (M.A.) Educational Leadership (Non-Thesis): Course Work (45 credits)****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 (30 credits)**

21 credits selected from the following courses:

|          |     |                                            |
|----------|-----|--------------------------------------------|
| EDEM 606 | (3) | Educational Leadership Issues              |
| EDEM 628 | (3) | Education Resource Management              |
| EDEM 630 | (3) | Workplace Learning                         |
| EDEM 637 | (3) | Managing Educational Change                |
| EDEM 644 | (3) | Curriculum Development and Implementation  |
| EDEM 646 | (3) | Planning and Evaluation                    |
| EDEM 664 | (3) | Education and the Law                      |
| EDEM 674 | (3) | Organizational Theory and Education        |
| EDEM 675 | (3) | Special Topics 1 in Educational Leadership |
| EDEM 677 | (3) | Special Topics 2 in Educational Leadership |
| EDEM 690 | (3) | Research Methods: Theory and Practice      |
| EDEM 693 | (3) | School Improvement Approaches              |

9 credits selected from the following courses:

|          |     |                                           |
|----------|-----|-------------------------------------------|
| EDEC 602 | (3) | Foundations in Curriculum                 |
| EDEC 606 | (3) | Autobiographical Approaches in Education  |
| EDEC 612 | (3) | Digital Media and Learning                |
| EDEC 620 | (3) | Meanings of Literacy                      |
| EDEC 635 | (3) | Research Writing                          |
| EDER 607 | (3) | Ethics and Values in Education            |
| EDER 608 | (3) | Educational Implications of Social Theory |
| EDER 614 | (3) | Sociology of Education                    |
| EDER 615 | (3) | Introduction to Philosophy of Education   |
| EDER 622 | (3) | Studies in Comparative Education          |



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

#### **Elective Courses (6 credits)**

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

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

#### **Research Project (12 credits)**

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

#### **Required Courses (15 credits)**

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

|          |     |                                                          |
|----------|-----|----------------------------------------------------------|
| EDER 607 | (3) | Ethics and Values in Education                           |
| EDER 608 | (3) | Educational Implications of Social Theory                |
| EDER 614 | (3) | Sociology of Education                                   |
| EDER 615 | (3) | Introduction to Philosophy of Education                  |
| EDER 622 | (3) | Studies in Comparative Education                         |
| EDER 625 | (3) | Special Topics in Educational Studies                    |
| EDER 626 | (3) | Theory and Praxis of Ethics and Religious Education      |
| EDER 636 | (3) | Critical and Ethical Dimensions of Sexualities Education |

3 credits selected from the following, must be either:

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

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

#### **Elective Course (3 credits)**

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

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

The M.A. in Second Language Education consists of a 45-credit thesis or non-thesis program. It provides an overview of the state of the art in second language acquisition, assessment and evaluation, and research methods, including quantitative and qualitative approaches. The program covers a wide range of current topics in applied linguistics and offers opportunities to specialize in educational sociolinguistics, curricular/methods and program planning areas (for example, content-based second language teaching or “immersion”), language testing, language policy and planning, and critical applied linguistics. Graduates may go on to doctoral work in applied linguistics. They may also seek employment at ministry, school board, or other sites of active research on second languages. Many graduates also continue active careers in school contexts as second language teaching practitioners, program administraTj(ervi9i2 Tm(v)Tj1 08r2is1l2 Dl conte)T.



topics in applied linguistics and offers opportunities to specialize in educational sociolinguistics, curricular/methods and program planning areas (for example, content-based second language teaching or “immersion”), language testing, language policy and planning, and critical applied linguistics. Graduates may go on to doctoral work in applied linguistics. They may also seek employment at ministry, school board, or other sites of active research on second languages. Many graduates also continue active careers in school contexts as second language teaching practitioners, program administrators, or evaluators.

### Required Courses (12 credits)

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

### Complementary Courses (15 credits)

15 credits chosen from the following courses:

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

### Elective Courses (18 credits)

18 credits of courses at the 500, 600, or 700 level, are selected in consultation with the Graduate Program Director and may include complementary courses listed above. Up to 6 of the elective credits may include the following courses:

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

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

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

The : [Internships & Student Affairs Office \(ISA\)](#) in the Faculty of Education ([www.mcgill.ca/isa](http://www.mcgill.ca/isa)) is responsible for the placement and evaluation of all MATL student teachers registered in the Internship courses (EDIN course code).

### 12.2.22.1 Internships

#### MATL Internships:

- are required courses compliant with Ministry's requirements and in accordance with the University–School Board agreements.
- are organized and evaluated by the Faculty of Education's Internships & Student Affairs Office (ISA); student teachers are not permitted to contact potential host schools to obtain a placement (unless on paid contract; see below); however, student teachers are permitted to submit preferences and requests to ISA, which are taken into account and subject to ISA policies and host school availability;
- are completed with an eligible Cooperating Teacher(s) as mentor(s), unless a student teacher has received ISA approval to use a paid teaching contract at an eligible host school to satisfy the Internship requirements (see [section 12.2.22.3: Placement Options](#) below);

- must be completed at the Secondary level within a public or private English school in the greater Montreal region, with the exception of the Teaching English as a Second Language (TESL) program, in which student teachers are placed in French public or private schools. Student teachers may only be placed in a private school setting for one of the two required Internships;
- may exceptionally be completed in an adult education setting (Internship 2 only) or in a French school setting, with ISA's authorization;
- require that students follow registration and placement request procedures as stipulated by the ISA. Students who do not follow procedures may not be assigned to a host school in a given term;
- may begin or end before or after the first/last day of lectures, and may continue during regularly scheduled University breaks;
- are not remunerated for student teachers placed with a Cooperating Teacher(s), although funding may be available for eligible student teachers completing Internship 2 through the government's Intern Perseverance and Success Scholarship (<http://www.afe.gouv.qc.ca/en/intern-perseverance-and-success-scholarship/>);
- require that student teachers be present in the host school on a full-time basis for the specified duration of the Internship (refer to dates on the [www.mcgill.ca/isa/teaching/contacts-dates](http://www.mcgill.ca/isa/teaching/contacts-dates));
- require that student teachers budget time and money for travel to and from their assigned host school;
- may not be completed in a host school where a student teacher has a family member working or attending;
- have a corequisite Professional Seminar component (see [Minerva](#) for dates and times).

#### 12.2.22.2 Registration

##### Students:

- normally take Internship 1 in the first W58499.0 0 1 201.719 5.qc.c.68 Td durati (TESL;quire that Students w tenr to a.86 T.18 Tm(e Internship 1 in the first )T4801 00

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

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

### Attendance and Absences

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

Excused absences include:

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

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

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

- Host School Administrative Office
- Co-operating Teacher(s)
- McGill Field Supervisor
- McGill ISA Placement Coordinator

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

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

### Judicial Record Verification

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

### Work Permit for International Students

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

### 12.2.22.6 Grading and Credit

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

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

- A final grade is assigned for the Internship course (EDIN) based on a combination of their marks in the field work (Internship) and Professional Seminar components;
- Grades are weighted as follows: Supervisor Summative (40%), Cooperating Teacher Summative (40%), Professional Seminar Grade (20%). In the case of the Summati

- A final grade is assigned for the Internship course (EDIN) based on a combination of their marks in the field work (Internship) alone;
- Grades are weighted as follows: Supervisor Summative (50%), Cooperating Teacher Summative (50%); on both Summatives, which are marked on a 1–5 point scale across 12 Professional Competencies (5 being the highest possible mark), each mark out of 5 is assigned a correlating number out of 100 and an average is calculated to reach a final numerical grade out of 100; this is then converted to the corresponding letter grade;
- Students must pass both the Internship 1 (EDIN 610) and the Professional Seminar 1 course (EDPS 610) in order to proceed to Internship 2 (EDIN 620) and the Professional Seminar 2 course (EDPS 620).

The : [Failure Policy](#) applies. Where a student is e

3. The Code requires a reasonable flexibility in the implementation of common principles. It is designed to help those involved in Teacher Education, as a matter of sound ethical reasoning, to understand and respect the contexts in which they work and accommodate the needs of others.
4. The Code seeks to encourage continued reflection and thoughtful response to ethical issues. It does not seek definitive answers to all ethical questions or situations. Rather, it seeks to outline the guiding principles to ethical conduct and to identify major issues that are essential to the development and implementation of this Code.

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

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

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

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

### **Academic Freedom and Responsibilities**

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

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

### **Ethics and Law**

“Teaching is governed by a legal and regulatory framework” (MEQ 2001, p. 120). The law affects and regulates the standards and norms of teaching behaviours in a variety of ways such as respecting privacy, confidentiality, and the right to a safe and healthy work environment.

### **Putting Principles into Practice: Venues for Communication**

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

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

### **12.2.23.1 Time Commitment**

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

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

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

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

### **Required Courses (54 credits)**

|          |     |                                                           |
|----------|-----|-----------------------------------------------------------|
| 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                 |

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

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



|          |     |                                                             |
|----------|-----|-------------------------------------------------------------|
| 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 627 | (3) | Applied Methods in Teaching Mathematics in Secondary School |
| EDTL 628 | (3) | Advanced Methods in Teaching Mathematics in Sec. School     |
| EDTL 640 | (3) | Teacher Inquiry and Action Research                         |

### **Complementary Courses (9 credits)**

3 credits selected from:

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

3 credits selected from:

|          |     |                                                                        |
|----------|-----|------------------------------------------------------------------------|
| EDEC 647 | (3) | Sociocultural and Epistemic Understandings of Mathematics<br>Perspecti |
|----------|-----|------------------------------------------------------------------------|

|          |     |                        |
|----------|-----|------------------------|
| EDPS 610 | (2) | Professional Seminar 1 |
| EDPS 620 | (1) | Professional Seminar 2 |

|          |     |                                                          |
|----------|-----|----------------------------------------------------------|
| 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                          |

One of the following courses:

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

### **Elective Courses**

3-12 credits

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

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

**Complementary Courses (6 credits)**

One of the following courses:

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

One course, at the 500 level or higher on gender/women's issues, to be chosen from the approved list (available from the McGill Institute for Gender, Sexuality,

At least 3 credits selected from the following list:

|          |     |                                                    |
|----------|-----|----------------------------------------------------|
| EDSL 620 | (3) | Social Justice Issues in Second Language Education |
| EDSL 623 | (3) | Second Language Learning                           |
| EDSL 624 | (3) | Educational Sociolinguistics                       |
| EDSL 627 | (3) | Instructed Second Language Acquisition Research    |
| EDSL 629 | (3) | Second Language Assessment                         |
| EDSL 632 | (3) | Second Language Literacy Development               |
| LING 555 | (3) | Language Acquisition 2                             |
| LING 590 | (3) | Language Acquisition and Breakdown                 |
| LING 651 | (3) | Topics in Acquisition of Phonology                 |
| LING 655 | (3) | Theory of L2 Acquisition                           |
| LING 751 | (3) | Advanced Seminar: Experimental 1                   |
| LING 752 | (3) | Advanced Seminar: Experimental 2                   |
| PSYC 545 | (3) | Topics in Language Acquisition                     |
| PSYC 735 | (3) | Developmental Psychology and Language              |
| SCSD 619 | (3) | Phonological Development                           |
| SCSD 632 | (3) | Phonological Disorders: Children                   |
| SCSD 633 | (3) | Language Development                               |
| SCSD 637 | (3) | Developmental Language Disorders 1                 |
| SCSD 643 | (3) | Developmental Language Disorders 2                 |
| SCSD 652 | (3) | Advanced Research Seminar 1                        |
| SCSD 653 | (3) | Advanced Research Seminar 2                        |
| SCSD 654 | (3) | Advanced Research Seminar 3                        |

### **Elective Course**

(0-2 credits)

0-2 credits from the following:

|          |     |                               |
|----------|-----|-------------------------------|
| EDSL 711 | (2) | Language Acquisition Issues 3 |
|----------|-----|-------------------------------|

## **12.2.32 Doctor of Philosophy (Ph.D.) Educational Studies: Mathematics and Science Education**

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

|          |     |                                                   |
|----------|-----|---------------------------------------------------|
| EDEC 700 | (2) | Proseminar in Education 1                         |
| EDEC 701 | (0) | Ph.D. Comprehensive Examination                   |
| EDEC 702 | (2) | Proseminar in Education 2                         |
| EDEC 703 | (4) | Ph.D. Colloquium                                  |
| EDEC 708 | (3) | PhD Seminar in Practice-Based Teacher Education 1 |
| EDEC 709 | (3) | PhD Seminar in Math and Science Education 2       |

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

### Complementary Courses

3-9 credits

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

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

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

|          |     |                                  |
|----------|-----|----------------------------------|
| EDPE 682 | (3) | Univariate/Multivariate Analysis |
|----------|-----|----------------------------------|

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

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

### Elective Courses

0-9 credits

Depending on the student's prior coursework and in consultation with the Supervisor and/or Doctoral Advisory Committee, an additional 0-9 credits of electiv

|          |     |                                           |
|----------|-----|-------------------------------------------|
| 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.

#### **12.2.34 Graduate Certificate (Gr. Cert.) Educational Leadership 2 (15 credits)**

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

#### **12.2.36 Graduate Certificate (Gr. Cert.) International Leadership in Educational and Administrative Development (15 credits)**

\*\* This program is currently not offered. \*\*

The Graduate Certificate in International Leadership in Educational and Administrative Development (I-LEAD) targets leaders, consultants, senior management, administrators, and policy makers from a range of educational institutions (universities, colleges, private schools), organizations (hospitals, community, governmental), and the corporate sector. The varied curriculum provide a world-class global training experience in educational leadership. The majority of courses are delivered online asynchronously, with students accessing learning material and engaging in online discussions. Courses are offered online during the fall, winter, and spring semesters, and also include an intensive summer component on the McGill campus.

##### **Required Courses (15 credits)**

|          |     |                                                            |
|----------|-----|------------------------------------------------------------|
| EDLE 601 | (3) | Resource Administration & Fiscal Accountability            |
| EDLE 602 | (3) | Marketing & Strategy in International Education Leadership |
| EDLE 603 | (3) | Educational Planning and Evaluation                        |
| EDLE 604 | (3) | Education and Internationalization                         |
| EDLE 605 | (3) | Leading for Success in Educational Institutions            |

##### **Graduate Certificate (Gr. Cer**

|          |     |                                                            |
|----------|-----|------------------------------------------------------------|
| EDSL 541 | (3) | Littératie 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 |

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## **12.3 Kinesiology and Physical Education**

### **12.3.1 Location**

Department of Kinesiology and Physical Education  
 Sir Arthur Currie Memorial Gymnasium  
 475 Pine Avenue West  
 Montreal QC H2W 1S4  
 Canada  
 Telephone: 514-398-418er

- promoting emotional well-being and quality of life through physical activity and sport.

***Sports Psychology :***

- coaching expertise;
- team building;
- psychology of athletic injuries (concussions);
- hockey violence.

**Kinesiology and Ph**



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

### Complementary Courses (18 credits)

3 credits from:

|          |     |                         |
|----------|-----|-------------------------|
| EDKP 631 | (3) | Qualitative Methods     |
| EDPE 676 | (3) | Intermediate Statistics |

15 credits from:

Students must take a minimum of 9 credits of coursework in a classroom setting that is relevant to their area of research selected in consultation with the Graduate Student Adviser.

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

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

### 12.3.6 Master of Science (M.Sc.) Kinesiology and Physical Education (Thesis) (45 credits)

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

#### Thesis Courses (24 credits)

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

#### Required Courses (6 credits)

|          |     |                                                 |
|----------|-----|-------------------------------------------------|
| EDKP 605 | (3) | Research Methods 1                              |
| EDKP 617 | (0) | Seminar in Kinesiology and Physical Education 1 |
| EDKP 618 | (0) | Seminar in Kinesiology and Physical Education 2 |
| EDKP 619 | (0) | Seminar in Kinesiology and Physical Education 3 |
| EDKP 620 | (0) | Seminar in Kinesiology and Physical Education 4 |

|          |     |                         |
|----------|-----|-------------------------|
| EDPE 676 | (3) | Intermediate Statistics |
|----------|-----|-------------------------|

**Complementary Courses (15 credits)**

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

|          |     |                                        |
|----------|-----|----------------------------------------|
| EDKP 542 | (3) | Environmental Exercise Physiology      |
| EDKP 548 | (3) | Applied Exercise Psychology            |
| EDKP 566 | (3) | Advanced Biomechanics Theory           |
| EDKP 603 | (6) | Individual Reading Course 1            |
| EDKP 616 | (3) | Individual Reading Course 2            |
| EDKP 630 | (3) | Human Walking Mechanics                |
| EDKP 631 | (3) | Qualitative Methods                    |
| EDKP 635 | (3) | Modeling Human Movement                |
| EDKP 640 | (3) | Advanced Ergonomics                    |
| EDKP 652 | (3) | Cardio-Respiratory Exercise Physiology |
| EDKP 662 | (3) | Nerve/Muscle Exercise Response         |
| EDKP 664 | (3) | Motor Learning                         |
| EDKP 665 | (3) | Motor Behaviour and Disability         |
| EDKP 671 | (3) | Experimental Problems                  |
| EDKP 672 | (6) | Advanced Experimental Problems         |
| EDKP 695 | (3) | Thesis Research 5                      |
| EDKP 696 | (3) | Thesis Research 6                      |

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

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

**\*\*This program is currently not offered.\*\***

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

**Research Project (15 credits)**

|          |      |                 |
|----------|------|-----------------|
| EDKP 608 | (15) | Special Project |
|----------|------|-----------------|

**Required Courses**

|          |     |                                                 |
|----------|-----|-------------------------------------------------|
| EDKP 617 | (0) | Seminar in Kinesiology and Physical Education 1 |
| EDKP 618 | (0) | Seminar in Kinesiology and Physical Education 2 |
| EDKP 619 | (0) | Seminar in Kinesiology and Physical Education 3 |
| EDKP 620 | (0) | Seminar in Kinesiology and Physical Education 4 |

**Complementary Courses (18 credits)**

6 credits, two courses from the following:

Note: Students take either EDSL 630 or EDEM 692.

|          |     |                              |
|----------|-----|------------------------------|
| EDEM 692 | (3) | Qualitative Research Methods |
| EDKP 605 | (3) | Research Methods 1           |

|          |     |                                  |
|----------|-----|----------------------------------|
| EDPE 575 | (3) | 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                   |
| A 0.5s)  |     |                                         |

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).

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

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

#### **Required Courses (12 credits)**

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

#### **Complementary Courses (6 credits)**

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

|            |     |                             |
|------------|-----|-----------------------------|
| EDKP 603D1 | (3) | Individual Reading Course 1 |
| EDKP 603D2 | (3) | Individual Reading Course 1 |

