



Faculty of Education (Graduate)
Programs, Courses and University Regulations
2022-2023

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

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1 Dean's Welcome

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. McGill's approach to graduate education emphasizes skills development; we cultivate your academic and professional gro

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

8.2 Guidelines and Policy for Academic Units on Postdoctoral Education

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

8.5 Postdoctoral Research Trainees

Eligibility

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

The category of Postdoctoral Research Trainee is for:

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

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

Category 3: An individual who holds a professional degree (or equivalent) in a regulated health profession (as defined under CIHR-eligible health profession) and is enrolled in a program of postgraduate medical education at another institution. This individual wishes to conduct the research stage or elective component of their program of study at McGill University under the supervision of a McGill professor. This individual will be engaged in full-time research with well-defined objectives, responsibilities, and methods of reporting. Applications must be accompanied by a letter of permission from the applicant's home institution (signed by the Department Chair, Dean, or equivalent) confirming registration in their program and stating the expected duration of the research stage. Individuals who are expecting to spend more than one year are encouraged to obtain formal training (master's or Ph.D.) through application to a relevant graduate program.

Category 4: An individual with a regulated health professional degree (as defined under CIHR-eligible health profession), but not a Ph.D. or equivalent or medical specialty training, but who fulfils criteria for funding on a tri-council operating grant or by a CIHR fellowship (up to maximum of five years post-degree).



Note: Individuals who are not Canadian citizens or permanent residents must inquire about eligibility for a work permit.

General Conditions

- The maximum duration is three years
- The individual must be engaged in full-time research
- The individual must provide copies of official transcripts/diplomas
- The individual must have the approval

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

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

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

- Regulations on Research Policy

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 standardised 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 collaborative research locally, nationally, and internationally. These networks offer you valuable exposure to, and connection with, different research laboratories, research leaders, and professional organizations. You benefit from international mobility programs and specialized training offered in specific locations. Working closely with faculty members in their research teams, our students enrolled in research-based **M.A.** and **Ph.D.** programs have proven very successful in obtaining major external fellowships from bodies such as [SSHRC](#), [FQRSC](#), [FRQS](#), and [CIHR](#).

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

Detailed graduate degree descriptions are available in the following sections:

- [section 12.1.2: Graduate Degrees in Counselling Psychology](#)
- [section 12.1.2: Graduate Degrees in School/Applied Psychology](#)
- [section 12.1.2: Graduate Degrees in Educational Psychology](#)

Master of Arts (M.A.) Degrees

Students can obtain an M.A. degree in:

1. Counselling Psychology (Non-Thesis) with major concentrations in:
 - Professional/Internship (coursework and internship based)
 - Project (coursework and research based)
2. School/Applied Child Psychology (Non-Thesis) Project
3. Educational Psychology with concentrations in:
 - Health Professions Education
 - Human Development
 - Learning Sciences

Master of Education (M.Ed.) Degrees

Students can obtain an M.Ed. degree in Educational Psychology. Please note these are all non-thesis options. The M.Ed. program in Educational Psychology offers concentrations in:

- General Educational Psychology
- General Educational Psychology (Project)
- Inclusive Education
- Inclusive Education (Project)
- Learning Sciences

Doctor of Philosophy (Ph.D.) Degrees

Students can obtain a Ph.D. degree in:

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

Postdoctoral Degrees

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

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

Graduate Student Policies and Responsibilities

In addition to University regulations, students enrolled in degree programs in ECP must adhere to Department specific [Graduate Student Policies and Responsibilities](#):

- The [Graduate Supervision Policy](#) specifies who can act as supervisors for ECP graduate students.
- The [Guidelines for Doctoral Dissertation Preparation and Supervisory Committee Responsibilities](#) pertains to doctoral dissertation preparation and the roles and responsibilities of the supervisory committee.
- The [GrAw0b.7](#)•

différents programmes de formation en psychologie, en particulier en psychologie clinique, en psychologie scolaire, en psychologie de la santé, en psychologie du travail, en psychologie de l'éducation, en psychologie de l'environnement, en psychologie de la santé publique, en psychologie de la santé mentale, en psychologie de la santé sexuelle, en psychologie de la santé reproductive, en psychologie de la santé infantile, en psychologie de la santé adolescente, en psychologie de la santé adulte, en psychologie de la santé âgée, en psychologie de la santé communautaire, en psychologie de la santé culturelle, en psychologie de la santé linguistique, en psychologie de la santé religieuse, en psychologie de la santé spirituelle, en psychologie de la santé sociale, en psychologie de la santé économique, en psychologie de la santé politique, en psychologie de la santé juridique, en psychologie de la santé éthique, en psychologie de la santé philosophique, en psychologie de la santé artistique, en psychologie de la santé sportive, en psychologie de la santé récréative, en psychologie de la santé professionnelle, en psychologie de la santé académique, en psychologie de la santé scientifique, en psychologie de la santé technologique, en psychologie de la santé numérique, en psychologie de la santé virtuelle, en psychologie de la santé augmentée, en psychologie de la santé mixte, en psychologie de la santé hybride, en psychologie de la santé intégrative, en psychologie de la santé holistique, en psychologie de la santé globale, en psychologie de la santé universelle, en psychologie de la santé infinie.

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

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

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

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

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

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

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

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

Students 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 dif.03 TA 1 80.34 Tm8 72course

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

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, 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 (the part-time option is not applicable to the Project concentrations). 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 acti

- [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, Human Development](#)
- [M.A. in Educational Psychology, Learning Sciences](#)
- [M.A. in Educational Psychology, Health Professions Education](#)
- [Ph.D. in Educational Psychology, Human Development](#)
- [Ph.D. in Educational Psychology, Learning Sciences](#)

English Language Proficiency

For graduate applicants whose mother tongue is not English, and who have not completed an undergraduate or graduate degree from a recognized Canadian or American (English or French) institution or from a recognized foreign institution where English is the language of instruction, documented proof of English proficiency is required prior to admission. For a list of acceptable test scores and minimum requirements, visit mcgill.ca/gradapplicants/international/proficiency

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 mcgill.ca/gps/contact/graduate-program.

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

Counselling Psychology, Educational Psychology and School/Applied Child Psychology programs (MA, MEd or PhD)				
Application Opening Dates		Application Deadlines		
	All Applicants	Non-Canadian citizens (incl. Special, Visiting & Exchange)	Canadian citizens/Perm. residents of Canada (incl. Special, Visiting & Exchange)	Current McGill Students (any citizenship)
Fall Term:	Sept. 15	Dec. 01	Dec. 01	Dec. 01
Winter Term:	N/A	N/A	N/A	N/A
Summer Term:	N/A	N/A	N/A	N/A

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

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

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

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

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

12.1.3.3 Ph.D. in Counselling Psychology

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

12.1.3.4 M.A. in School/Applied Child Psychology

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

12.1.3.5 Ph.D. in School/Applied Child Psychology

Information on application procedures, deadlines, supporting documents, and contact information for the Ph.D. in School/Applied Child Psychology can be found on the [department website](#).

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

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

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

This program offers five concentrations:

1. General Educational Psychology
2. General Educational Psychology: Project
3. Inclusive Education
4. Inclusive Education: Project
5. Learning Sciences

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

12.1.3.8 M.A. in Educational Psychology (Thesis)

This program offers three concentrations:

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

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

12.1.3.9 Ph.D. in Educational Psychology

12.1.3.9.1 Admission Requirements

The two concentrations offered are:

1. Human Development
2. Learning Sciences

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

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

12.1.4 Educational and Counselling Psychology Faculty

Chair

Victoria Talwar

Program Directors

Armando Bertone – *School/Applied Child Psychology*

Michael Hoover – *Learning Sciences, Health Professions Education*

Ada Sinacore – *Counselling Psychology, Graduate Certificate in Counselling Applied to Teaching*

Gigi Luk – *Human Development, M.Ed. Concentrations in Educational Psychology*

Associate Professors

Armando Bertone; Alain Breuleux; Adam Dubé; Tara Flanagan; Nathan Hall; Michael L. Hoover; Chiaki Konishi; Annett Körner; Gigi Luk; Eve-Marie Quintin; Jessica Ruglis; Steven R. Shaw; Ada L. Sinacore; Ingrid E. Sladeczek; Ronald Stringer; Caroline Temcheff.

Assistant Professors

Marie-Claude Geoffroy; Bassam El-Khoury; Rachel Lange

EDPC 665D2	(3)	Practicum
EDPE 622	(3)	Multiculturalism and Gender

Elective Courses (3 credits)

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

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Required Courses (30 credits)

EDPC 701	(0)	Comprehensive Examination
EDPC 702	(3)	Assessment and Diagnosis 2
EDPC 714	(3)	Theory / Models: Family Therapy
EDPC 720	(3)	Consultation and Program Evaluation
EDPC 780	(6)	Supervision
EDPC 782	(6)	Doctoral Field Experience
EDPC 786	(6)	Proposal Preparation and Defense
EDPE 712	(3)	Neurological Bases of Behaviour Across Lifespan

Required Internship (24 credits)

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

6 credits from the following:

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

Elective Courses (6 credits)

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

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

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

Required Courses (60 credits)

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

EDSP 691	(3)	Research Project 1
EDSP 692	(3)	Research Project 2
EDSP 693	(3)	Research Project 3
EDSP 694	(3)	Research Project 4
EDSP 695	(3)	Research Project 5
EDSP 696	(3)	Research Project 6

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

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

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

Thesis

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

Required Comprehensive Exam

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

24 credits

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

Field Placement

12 credits

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

Internship (24 credits)

24 credits

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

Complementary Courses (3 credits)

3 credits from the following:

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

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.

Required Courses and Clinic-based Practica (30 credits)

The program will be individually tailored to each accepted student in respect of pre

EDPE 515	(3)	Gender Identity Development
EDPE 555	(3)	Socio-Cultural 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

12.1.13 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

12.1.14 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 ec71 Tm1 299.427 536.92 Tm(8pment, and ec71 Tm1 299.Rodel1 0 0j1 1 0, learn1 0, ec7a1 0st, a.0 1 165.864 6942.7447 410.

EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 668	(3)	Advanced Seminar in Learning Sciences
EDPE 699D1	(6)	Special Activity
EDPE 699D2	(6)	Special Activity
EDPI 526	(3)	Supporting Students' Strengths and Talents
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2
EDPI 654	(3)	Instruction/Curriculum Adaptation

Elective Courses (3 credits)

3 credits at the 500- or 600-level of courses offered by the Department or from other departments or faculties with approval of the Program Director.

12.1.16 Master of Arts (M.A.) Educational Psychology (Thesis): Health Professions Education (45 credits)

The Master of Arts (M.A.) Educational Psychology (Thesis); Health Professions Education focuses on the practice of teaching and learning as they happen in the health professions and throughout the lifespan. Student admission and supervision is done jointly with the Institute of Health Sciences Education (IHSE).

Thesis Courses (18 credits)

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

Prerequisite Course (or equivalent) (3 credits)

EDPE 575	(3)	Statistics for Practitioners
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Required Courses (15 credits)

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

Complementary Courses (12 credits)

12 credits from the following:

EDPE 535	(3)	Instructional Design
EDPE 555	(3)	Socio-Cultural Foundations of Learning Sciences
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 656	(3)	Applied Theory/Methods in the Learning Sciences
EDPE 663	(3)	Learning Environments

EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 668	(3)	Advanced Seminar in Learning Sciences
EDPE 687	(3)	Qualitative Methods in Educational Psychology

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

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

The Master of Arts (M.A.) Educational Psychology (Thesis): Human Development concentration focuses on core areas of human development such as

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

The M.A. in Educational Psychology; Learning Sciences focuses on educational research and its application to practice. Exploration and application of contemporary psychological and educational theories and empirical studies in (a) cognition, learning, and instruction; (b) self-regulation, motivation, and emotion; (c) technology-rich learning environments; and (d) social, cultural, and historical foundations of learning. Training in research design and data analytic techniques through coursework and thesis supervision.

Thesis Courses (24 credits)

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

Required Courses (15 credits)

EDPE 605	(3)	Research Methods
EDPE 656	(3)	Applied Theory/Methods in the Learning Sciences
EDPE 666	(3)	Foundations of Learning Science
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis

Complementary Courses (6 credits)

EDPE 555	(3)	Socio-Cultural Foundations of Learning Sciences
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 687	(3)	Qualitative Methods in Educational Psychology

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

12.1.19 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 in the public domain.

EDPE 683	(3)	Human Development Seminar 3
EDPE 686	(3)	Human Development Seminar 4
EDPE 708	(0)	Comprehensive Examination
EDPH 689	(3)	Teaching and Learning in Higher Education

Complementary Courses (15 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

9 credits from the following:

EDPE 620	(3)	Developmental Psychopathology
EDPI 642	(3)	Inclusion: Past, Present and Future
EDPI 656D1	(3)	Community-Based Field Work
EDPI 656D2	(3)	Community-Based Field Work
EDPI 665	(3)	Teaching of Reading

Or other 600- and 700-level courses offered by the Department, which must be approved by the Supervisor and Program Director.

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

The Ph.D. in Educational Psychology; Learning Sciences focuses on theory and research on understanding and improving learning and teaching in formal and informal educational settings including K-12 and post-secondary institutions, the workplace, professional practice, and virtual learning communities. Practical training in research design, advanced data analytic techniques, and professional development through coursework and dissertation supervision.

Required Courses (15 credits)

EDPE 704	(3)	Professional Development Seminar 1
EDPE 705	(3)	Professional Development Seminar 2
EDPE 706	(3)	Professional Development Seminar 3
EDPE 707	(3)	Professional Development 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 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 668	(3)	Advanced Seminar in Learning Sciences

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

3 credits from the following:

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

12.2 Integrated Studies in Education

12.2.1 Location

Department of Integrated Studies in Education
Education Building, Room 244
3700 McTavish Street
Montreal QC H3A 1Y2
Canada
Website: 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 perspectiv

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 consists of

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

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

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

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

section 12.2.15: Master of Arts (M.A.) Educational Leadership (Thesis): Gender and Women's Studies (45 credits)

The graduate option in Gender and Women's Studies is an interdisciplinary program for students who meet the 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 12.2.16: Master of Arts (M.A.) Educational Leadership (Non-Thesis): Course Work (45 credits)

The graduate option, consisting entirely of course work, 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 12.2.21: Master of Arts (M.A.) Second Language Education: Coursework (Non-Thesis) (45 credits)

The M.A. in Second Language Education; Non-Thesis – Course Work consists of 45 credits of coursework. The program provides an overview of second language acquisition theory, research and research methods, including quantitative and qualitative approaches. It covers a wide range of current topics in applied linguistics and offers opportunities to specialize in educational sociolinguistics, curricular/methods and program planning (e.g., content-based language teaching, immersion), language policy and planning, and critical applied linguistics.

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 (MATL)

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 (Language Acquisition Program) 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 de

section 12.2.38: Certificat d'études supérieures (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

Certificat d'études supérieures en pédagogie de l'immersion française – Applicants are required to pass a written and oral French language proficiency test set by the Department.

12.2.3.2 Application Procedures

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

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

12.2.3.2.1 Additional Requirements

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

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

12.2.3.3 Application Dates and Deadlines

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

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

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

Master of Arts in Teaching and Learning (MATL)

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

Graduate Certificate in Educational Leadership

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

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

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

Graduate Certificate in Teaching English as a Second Language

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

Ph.D. Educational Studies

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

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

12.2.4 Integrated Studies in Education Faculty**Chair**

Lisa Starr

Director of Teacher Education Programs (B Ed & MATL)

Mindy Carter

Assistant Director of Teacher Education Programs (B Ed & MATL)

Sheryl Smith-Gilman

Director of First Nations and Inuit Education

Stephen Peters

Assistant Director of First Nations and Inuit Education

James Howden

Director of Ph.D. Program and MA Thesis Programs

Paul Zanazanian

Director of MA Non-Thesis Programs

Joseph Levitan

Director of Internships and Student Affairs

TBA

Emeritus Professors

Patrick X. Dias; David Dillon; Margaret Gillett; John B. Gradwell; Denise Lussier; Roy Lyster; Mary H. Maguire; Anthony Paré; Jacques J. Rebuffot; Bernard Shapiro; David C. Smith; R. Lynn Studham; Lise Winer; John Wolforth.

Professors

Lynn Butler-Kisber; Ratna Ghosh; Claudia A. Mitchell; Shaheen Shariff.

Associate Professors

Anila Asghar; Susan Ballinger; Eric Caplan; Mindy Carter; Christian Ehret; Limin Jao; Steven Jordan; Marta Kobiela; Bronwen Low; Kevin McDonough; Caroline Riches; Mela Sarkar; Annie Savard; Lisa Starr; Teresa Strong-Wilson; Boyd White; Elizabeth Wood; Paul Zanazanian.

Assistant Professors

Angelica Galante; Allison Gonsalves; Blane Harvey; Philip Howard; Amir Kalan; Joseph Levitan; Janine Metallic; Nantre Nafziger; Elizabeth Patitsas; Emmanuel Tabi.

Faculty Lecturers

Hannah Chestnutt; James Howden; Stephen Peters; Sheryl Smith-Gilman.

Master of Ar

EDTL 508	(3)	Critical Influences on Educational Praxis
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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
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
EDEC 650	(3)	Critical Race Studies and Education
EDEM 655	(3)	Indigenous Research Methodologies
EDER 600	(3)	Globalization, Education and Change
EDER 606	(3)	Philosophy of Moral Education
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 609	(3)	Education and Philosophical Thought
EDER 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 617	(3)	Aesthetics and Education
EDER 622	(3)	Studies in Comparative Education
EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Ethics and Religious Education
EDER 643	(3)	Women, Education and Development
EDER 649	(3)	Education: Multicultural Societies

Elective Courses (12 credits)

Master of Arts (M.A.) Education and Society (Non-Thesis.

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 606	(3)	Philosophy of Moral Education
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 609	(3)	Education and Philosophical Thought
EDER 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 617	(3)	Aesthetics and Education
EDER 622	(3)	Studies in Comparative Education
EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Ethics and Religious Education
EDER 643	(3)	Women, Education and Development
EDER 649	(3)	Education: Multicultural Societies

3 credits chosen from the following, must be either:

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

Elective Courses (9 credits)

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

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

This program is designed to offer a graduate-level point of entry into the teaching profession for students who typically will have completed a B.A. with minor or major in Jewish Studies. The M.A. will not provide Quebec Government teacher certification (in Quebec, certification is at the B.Ed. level), but at the present time, Jewish schools may hire non-certified teachers of Jewish Studies at their discretion.

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

Required Internship (15 credits)

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

Required Courses (6 credits)

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

Complementary Courses (24 credits)

24 credits at the 500, 600, or 700 level, selected in consultation with the advisor. Courses must be approved by the Program Director or Coordinator.

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

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

Project Courses (12 credits)

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

Required Courses (15 credits)

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

Complementary Courses (12 credits)

3 credits from the following:

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

9 credits from the following:

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

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.

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

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

Required Courses (12 credits)

EDEM 681	(3)	Practicum - Administrative Studies
EDEM 690	(3)	Research Methods: Theory and Practice
EDEM 693	(3)	School Improvement Approaches
EDEM 695	(3)	Policy Studies in Education

6-9 credits selected from the following courses:

EDEC 575	(3)	Special Topics in Education
EDEC 602	(3)	Foundations in Curriculum
EDEC 604	(3)	Literacy and Learning Across Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Digital Media and Learning
EDEC 620	(3)	Meanings of Literacy
EDEC 625	(3)	MA Seminar in Practice-Based Teacher Education 1 Literac

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

Complementary Courses (15 credits)

9 credits selected from the following courses:

EDEM 606	(3)	Educational Leadership Issues
EDEM 628	(3)	Education Resource Management
EDEM 630	(3)	Workplace Learning
EDEM 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
EDEM 660	(3)	Community Relations in Education
EDEM 664	(3)	Education and the Law
EDEM 671	(3)	Role of the Leader
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 681	(3)	Practicum - Administrative Studies
EDEM 693	(3)	School Improvement Approaches
EDEM 695	(3)	Policy Studies in Education

6 credits selected from the following courses:

EDEC 575	(3)	Special Topics in Education
EDEC 602	(3)	Foundations in Curriculum
EDEC 604	(3)	Literacy and Learning Across Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Digital Media and Learning
EDEC 620	(3)	Meanings of Literacy
EDEC 625	(3)	MA Seminar in Practice-Based Teacher Education 1
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDEC 635	(3)	Research Writing
EDEC 648	(3)	Historical Knowledge and Social Change
EDEC 650	(3)	Critical Race Studies and Education
EDEM 655	(3)	Indigenous Research Methodologies
EDER 536	(3)	Critical and Ethical Dimensions of Sexualities Education
EDER 600	(3)	Globalization, Education and Change
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 614	(3)	Sociology of Education

EDER 615	(3)	Introduction to Philosophy of Education
EDER 617	(3)	Aesthetics and Education
EDER 622	(3)	Studies in Comparative Education
EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Ethics and Religious Education
EDER 639	(3)	Education and Development
EDER 643	(3)	Women, Education and Development
EDER 649	(3)	Education: Multicultural Societies

Elective Courses (6 credits)

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

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

This M.A. program focuses on Educational Leadership with an emphasis on the evidence-based skills, capacities and dispositions needed for effective, collaborative, and quality leadership. The program includes two 6-credit action-oriented projects focused on leadership relating to issues of gender and/or women's studies. The Gender and Women's Studies option pro

go on to doctoral work in applied linguistics. They may also seek employment at ministry, school board, or other sites of active research on second languages. Many graduates also continue active careers in school contexts as second language teaching practitioners, program administrators or evaluators.

Thesis Courses (24 credits)

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

Required Courses (12 credits)

EDEM 690	(3)	Research Methods: Theory and Practice
EDPE 575	(3)	Statistics for Practitioners
EDSL 623	(3)	Second Language Learning
EDSL 627	(3)	Instructed Second Language Acquisition Research

Complementary Courses (6 credits)

6 credits selected from the following courses:

EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
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 630	(3)	Qualitative/Ethnographic Methods
EDSL 631	(3)	Second Language Curriculum
EDSL 632	(3)	Second Language Literacy Development
EDSL 640	(3)	Language Awareness: Theory and Practice
EDSL 651	(3)	Content-Based L2 Learning

Elective Course (3 credits)

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

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

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

Required Courses (15 credits)

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

Complementary Courses (6 credits)

3 credits selected from the following courses:

EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDSL 617	(3)	Special Topics in Second Language Education
EDSL 620	(3)	Social Justice Issues in Second Language Education
EDSL 624	(3)	Educational Sociolinguistics
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 631	(3)	Second Language Curriculum
EDSL 632	(3)	Second Language Literacy Development
EDSL 640	(3)	Language Awareness: Theory and Practice
EDSL 651	(3)	Content-Based L2 Learning

3 credits chosen from the following, must be either:

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

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

The M.A. in Second Language Education; Non-Thesis – Course Work consists of 45 credits of coursework. The program provides an overview of second language acquisition theory, research and research methods, including quantitative and qualitative approaches. It covers a wide range of current topics in applied linguistics and offers opportunities to specialize in educational sociolinguistics, curricular/methods and program planning (e.g., content-based language teaching, immersion), language policy and planning, and critical applied linguistics.

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 (24 credits)

Complementary Courses

6-12 credits from the following:

EDEC 604	(3)	Literacy and Learning Across Curriculum
EDEC 606	(3)	Autobiographical Approaches in Education
EDEC 612	(3)	Digital Media and Learning
EDEC 620	(3)	Meanings of Literacy
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDEC 635	(3)	Research Writing
EDEC 648	(3)	Historical Knowledge and Social Change
EDEC 650	(3)	Critical Race Studies and Education
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation
EDEM 655	(3)	Indigenous Research Methodologies
EDEM 660	(3)	Community Relations in Education
EDER 600	(3)	Globalization, Education and Change
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 622	(3)	Studies in Comparative Education
EDER 639	(3)	Education and Development
EDER 649	(3)	Education: Multicultural Societies

Elective Courses (9 credits)

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

following courses:

WCOM 642	(1)	Cornerstones of Academic Writing.
WCOM 645	(1)	ESL: Fundamentals of Academic Writing
WCOM 661	(1)	Literature Review 1: Summary and Critique
WCOM 662	(1)	Literature Review 2: Establishing Scholarly Niches

Exceptionally, one 3-credit undergraduate language course, at any level, in a language not formally studied previously may be taken as an elective.

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

The : *Internships & Student Affairs Office (ISA)* in the Faculty of Education (mcgill.ca/isa) is responsible for the placement and evaluation of all MATL student teachers registered in the Internship courses (EDIRi2ourses ourde)Tj/F0 8.6a6.170.65 (re62 Tm(e.)Tr(re62 31 0sTr(re62 31 0(re62 20 142.843 Tm(0 1 67.52 142

- 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 and will typically complete one internship at the Elementary level and one at the secondary level. 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 re

12.2.22.4 Internship Guidelines (Syllabus)

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

12.2.22.5 Student Responsibilities

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

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

ISA relies on the goodwill of Cooperating Teachers and School Administrators to arrange placements. To that end, the ISA strives to maintain professional relationships established over time with partner schools. Student teachers in the MATL program are advised to be aware of the commitment, including time commitment with the Internship and co-requisite courses, 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 [mcgill.ca/isa/teaching/placements](#)

- 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 Summative Evaluations, which are marked on a 4-point scale across 13 Professional Competencies, each mark out of 4 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 and Professional Seminar components of the course individually in order to pass the Internship (EDIN) course as a whole.

For students admitted to the MATL program **in Summer 2017 and beyond**:

- Most students admitted after Summer 2017 will not receive a graded grade on EDIN courses. EDIN courses will be shown on students' transcripts as a Pass or Fail Grade mode. Some students will still have the previous grade mode depending on when they were admitted to the MATL program. Students receive a final grade for the Internship course based on the recommendations of the CT(s) and Field Supervisor provided on the Summative Assessment.
- 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 experiencing serious pedagogical or professional difficulties in an Internship, the ISA Director will review the case, including formal evaluations as well as written reports from the field, to render one of the following decisions:

- If the student has demonstrated potential to successfully reach the required standards of the Internship, a grade of "F" may be assigned for the EDIN course with permission to repeat an Internship during the next term in which it is offered. Per the Graduate Studies policy, a subsequent Failure (F, J, KF, WF) in an Internship or any other course, or an unsatisfactory Progress Tracking Report, will require withdrawal from the MATL program (NB: if the student has already obtained one "F", the standard failure policy applies);
- Assign a grade of "F" for the EDIN course and submit a request to Graduate & Postdoctoral Studies, asking that the student be withdrawn from the MATL program immediately (with relevant supporting documentation).

An MATL student may appeal any final outcome of an Internship course (EDIN) within 30 days of the posted grade by making a written application to the Faculty of Education – Student Affairs Committee (SAC) (isa.education@mcgill.ca). If the outcome of the SAC, once concluded, is not accepted by the student, a formal application may be made to the Associate Dean of Graduate and Postdoctoral Studies for Education.

Withdrawal from Internship

- A request for withdrawal (with refund) from the Internship (EDIN course) for any reason must be done at least two weeks before the start of the Internship; the student teacher is responsible for registering this request with the ISA in writing by this deadline;
- Students wishing to withdraw for any other reason, including illness, personal reasons, etc., from an Internship (EDIN course) less than two weeks before its start or after it is underway must register their request in writing to the ISA; based on the circumstances surrounding the request, the ISA Director will determine the final outcome of the Internship. Students then can submit their request to Graduate and Postdoctoral Studies to determine their eligibility for refund.

Early Dismissal from an Internship

At any time, student teachers may be removed from their Internship placement at the request of the host School Administrator and/or Cooperating Teacher, or at the request of the ISA Director. If you are removed from an Internship placement, you will be informed of the reason for the early dismissal and will meet with the ISA Director.

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

Faculty of Education's Internship and Student Affairs Office (ISA) is to prepare teachers who are knowledgeable, skillful, flexible, creative, and compassionate members of the profession guided by a sense of social and ethical responsibility in relation to their students and the wider society. In keeping with the professional culture of teaching and learning, McGill's teacher education community believes that teaching and learning spaces should model such professional environments. McGill's teacher education community is committed to creating authentic opportunities where an understanding of teaching and learning is co-constructed between instructors and teacher candidates, teachers and learners, as well as peer-to-peer and beyond. In order

EDTL 640	(3)	Teacher Inquiry and Action Research
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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. Alternatively, the program can be followed on a part-time

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

3 credits selected from:

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

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

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

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

Required Courses (51 credits)

EDEC 612	(3)	Digital Media and Learning
EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDIN 610	(7)	Internship 1
EDIN 620	(8)	Internship 2
EDPS 600	(3)	Introductory Professional Seminar
EDPS 610	(2)	Professional Seminar 1
EDPS 620	(1)	Professional Seminar 2
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
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 and Change
EDTL 508	(3)	Critical Influences on Educational Praxis

3 credits selected from:

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

Master of Arts (M.A.) in Teac

3 credits selected from:

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

3 credits selected from:

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

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

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

Thesis

A thesis for the doctoral de

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

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

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

Thesis

A thesis for the doctoral de

EDEC 701	(0)	Ph.D. Comprehensive Examination
EDEC 702	(2)	Proseminar in Education 2
EDEC 703	(4)	Ph.D. Colloquium
LING 710	(2)	Language Acquisition Issues 2
PSYC 709	(2)	Language Acquisition Issues 1
SCSD 712	(2)	Language Acquisition Issues 4

Complementary Courses (9 credits)

3 credits of graduate-level statistics from the courses below:

Students who have taken an equivalent course in statistics, or are currently taking an equivalent course as part of their Ph.D. program requirements, will be deemed to have satisfied this requirement for the Language Acquisition Option.

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

3 credits selected from the following list:

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

At least 3 credits selected from the follo

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:

EDPE 713	(2)	Language Acquisition Issues 5
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

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

Elective Courses

0-9 credits

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

12.2.33 Graduate Certificate (Gr. Cert.) Educational Leadership 1 (15 credits)

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

Please click here for information on additional requirements for students pursuing this online program:

https://www.mcgill.ca/study/university_regulations_and_resources/graduate/gi_regulations_id_and_personal_information#booknode-61130

Course selection to be approved by Graduate Certificate Program Director.

Complementary Courses

15 credits from:

EDEC 635	(3)	Research Writing
EDEM 610	(3)	Leadership in Action
EDEM 628	(3)	Education Resource Management
EDEM 635	(3)	Fiscal Accountability in Education
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation

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

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

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

Students in the online version of this program, please click here for information on additional requirements.

https://www.mcgill.ca/study/university_regulations_and_resources/graduate/gi_regulations_id_and_personal_information#booknode-61130

Course selection to be approved by Graduate Certificate Program Director.

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

Complementary Courses

15 credits from:

EDEM 606	(3)	Educational Leadership Issues
EDEM 660	(3)	Community Relations in Education

EDEM 664	(3)	Education and the Law
EDEM 671	(3)	Role of the Leader
EDEM 673	(3)	Leadership Theory in Education
EDEM 675	(3)	Special Topics 1 in Educational Leadership
EDEM 681	(3)	Practicum - Administrative Studies
EDEM 693	(3)	School Improvement Approaches
EDEM 695	(3)	Policy Studies in Education

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

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

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

Students in the online version of this program, please click here for information on additional requirements.

https://www.mcgill.ca/study/university_regulations_and_resources/graduate/gi_regulations_id_and_personal_information#booknode-61130

Required Courses (12 credits)

EDEM 625*	(6)	Project 1
EDEM 625N1*	(3)	Project 1
EDEM 625N2*	(3)	Project 1
EDEM 627	(6)	Project 2

* Students take either EDEM 625 or EDEM 625N1 and EDEM 625N2

Complementary Courses (3 credits)

3 credits from:

EDEM 690	(3)	Research Methods: Theory and Practice
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12.2.37 Graduate Certificate (Gr. Cert.) Teaching English as a Second Language (15 credits)

This 15-credit certificate 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 sequenced in such a way that students can complete the certificate in one year. The maximum time for completion is five years. The first three courses are offered online, and can be undertaken anywhere an Internet connection is available. The final two courses are offered face-to-face either on-site at McGill or at off-site locations with collaborative partners, if numbers warrant.

Please click here for information on additional requirements for students pursuing this online program:

https://www.mcgill.ca/study/university_regulations_and_resources/graduate/gi_regulations_id_and_personal_information#booknode-61130

Required Courses (15 credits)

Online Courses

EDSL 500	(3)	Foundations and Issues in Second Language Education
EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
EDSL 512	(3)	Grammar in Teaching English as a Second Language

On-site at McGill in Intensive (1 month) Institute

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

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

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

Le Certificat d'études supérieures en pédagogie de l'immersion française (PIF) outille les enseignant.e.s du primaire et du secondaire afin de répondre aux défis pédagogiques liés à l'enseignement dans la classe d'immersion française en contexte canadien. Ce certificat d'études supérieures de 15 crédits offerts en ligne* s'adresse aux enseignant.e.s détenant au préalable un brevet d'enseignement émis par une université reconnue. La réussite d'un test de français est obligatoire lors de la demande d'admission.

* Veuillez prendre note que deux cours complémentaires sont proposés sous forme d'atelier d'été en présentiel. Toutefois, ces cours ne sont pas requis pour l'admission aux exigences du certificat d'études supérieures.

Cours obligatoires (12 crédits)

EDSL 501	(0)	Attestation de maîtrise langue française
EDSL 570	(2)	L'acquisition des langues secondes en contexte immersif
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1 crédit parmi les suivants:

EDSL 585	(1)	Enseigner la culture francophone
EDSL 586	(1)	L'identité professionnelle en immersion française
EDSL 590	(1)	Atelier en didactique de l'immersion française 1
EDSL 591	(1)	Atelier en didactique de l'immersion française 2

12.3 Kinesiology and Physical Education

12.3.1 Location

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

12.3.2 About Kinesiology and Physical Education

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

Master's of Science Program

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

Exercise Physiology :

- obesity treatment, public health surveillance, and health;
-

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

Adapted Physical Activity :

- physical activity participation in the community for people with one or multiple disabilities, including developmental, emotional, intellectual, and or physical disabilities;
- self-regulation of physical activity and physical health for individuals with one or multiple disabilities;
- physical activity for people with attention-deficit hyperactivity disorder (ADHD) and movement difficulties;
- motivation, self-determination, coaching, participation, and/or social inclusion of children, youth, or adults with disabilities.

Sport, Physical, and Health Education Research in Society:

- physical and health education pedagogy, curriculum, and instruction;
- narrative conceptions of knowledge and physical education teacher education

1. A Master's degree in Kinesiology or a related discipline, or an equivalent background is required.
2. A minimum academic standing equivalent to a CGPA of 3.0 out of 4.0 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

12.3.3.2 Application Procedures

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

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

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

12.3.3.3 Application Dates and Deadlines

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

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

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

12.3.4 Kinesiology and Physical Education Faculty

Chair

Julie Côté

Undergraduate Program Director

Celena Scheede-Bergdahl

Graduate Program Director

Lindsay Duncan

Emeritus Professors

Theodore Milner; Greg Reid

Professors

Ross E. Andersen; Gordon Bloom; Julie Côté; Dilson Rassier.

Associate Professors

Lindsay Duncan; William Harvey; Dennis Jensen; Caroline Paquette; David J. Pearsall; Shane Sweet.

Assistant Professors

Tyler Churchward-Venne; Benoit Gentil; Jenna Gibbs; Jordan Koch; Charlotte Usselman.

Senior Faculty Lecturer

Celena Scheede-Bergdahl

Faculty Lecturer

Jessica Mocella

Associate Members

Susan Bartlett; José Morais; Shawn Robbins.

Adjunct Professors

Philippe Dixon; Kazi Jamil.

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

The M.A. in Kinesiology and Ph

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

The M.Sc. in Kinesiology and Physical Education (Thesis) focusses on research in the social and pedagogical sciences related to kinesiology, physical activity, and physical education. Related areas of research include, but not limited to, 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 (12 credits)

EDKP 605	(3)	Research Methods 1
EDKP 621	(1.5)	Seminar in Kinesiology and Physical Education 1A
EDKP 622	(1.5)	Seminar in Kinesiology and Physical Education 2A
EDKP 623	(1.5)	Seminar in Kinesiology and Physical Education 3A
EDKP 624	(1.5)	Seminar in Kinesiology and Physical Education 4A
EDPE 676	(3)	Intermediate Statistics

Complementary Courses (9 credits)

Students must take a minimum of 3 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
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EDKP 621	(1.5)	Seminar in Kinesiology and Physical Education 1A
EDKP 622	(1.5)	Seminar in Kinesiology and Physical Education 2A
EDKP 623	(1.5)	Seminar in Kinesiology and Physical Education 3A
EDKP 624	(1.5)	Seminar in Kinesiology and Physical Education 4A
EDKP 661D1	(3)	Current Topics in Kinesiology Research
EDKP 661D2	(3)	Current Topics in Kinesiology Research
EDKP 701	(0)	Ph.D. Comprehensive Examination

Complementary Courses (6 credits)

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

EDKP 603D1	(3)	Individual Reading Course 1
EDKP 603D2	(3)	Individual Reading Course 1
EDKP 605	(3)	Research Methods 1
EDKP 616	(3)	Individual Reading Course 2
EDKP 630	(3)	Human Walking Mechanics
EDKP 652	(3)	Advanced Cardiopulmonary Exercise Physiology
EDKP 654	(3)	Sport Psychology
EDKP 662	(3)	Musculoskeletal Responses to Exercise
EDKP 664	(3)	Motor Learning and Behaviour
EDKP 671	(3)	Experimental Problems
EDKP 672D1	(3)	Advanced Experimental Problems
EDKP 672D2	(3)	Advanced Experimental Problems
EDPE 676	(3)	Intermediate Statistics