



**Faculty of Education (Graduate)**  
**Programs, Courses and University Regulations**  
**2012-2013**



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

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

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11.3.18.9 Master of Arts (M.A.) in T



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## 1 **Dean's Welcome**

To Graduate Students and Postdoctoral Fellows:

I am extremely pleased to welcome you to McGill University. Our world-class scholarly community includes o







Degree	Prerequisites
Master of Business Administration      M.B.A.	Post-professional degree – an M.Arch. (professional degree) or equivalent professional degree.
Master of Business Administration with integrated Bachelor of Civil Law / Bachelor of Laws      M.B.A. with B.C.L./LL.B.	An undergraduate degree from an approved university. See : <a href="#">M.B.A. Program</a> .  See : <a href="#">M.B.A. Pr</a>

Program	Thesis/Non-Thesis	Options
Post-professional	Non-Thesis	Architectural History and Theory, Cultural Mediations and Technology, Urban Design and Housing

#### Master of Arts (M.A.)

Programs leading to the degree of Master of Arts are offered in the following areas:

Program Areas	Thesis/Non-Thesis	Options
Anthropology	Thesis, Non-Thesis	Development Studies, Environment, Gender and Women's Studies (Thesis)
Art History	Non-Thesis	Gender and Women's Studies (Non-Thesis)
Classics	Thesis, Non-Thesis	N/A
Communication Studies	Thesis, Non-Thesis	Gender and Women's Studies (Thesis)
Counselling Psychology	Non-Thesis (Professional Internship), Non-Thesis (Project)	N/A
East Asian Studies	Thesis ( <i>Ad Hoc</i> )	N/A
Economics	Thesis, Non-Thesis	Development Studies, Social Statistics (Non-Thesis)
Educational Psychology	Thesis	N/A
Education and Society	Thesis, Non-Thesis	Gender and Women's Studies (Thesis) Gender and Women's Studies, Jewish Education (Non-Thesis)
	Thesis, Non-Thesis	Gender and Women's Studies (Thesis)

<b>Program Areas</b>	<b>Thesis/Non-Thesis</b>	<b>Options</b>
Political Science	Thesis, Non-Thesis	Development Studies, European Studies (Thesis) Development Studies, European Studies, Gender and Women's Studies, Social Statistics (Non-Thesis)
Psychology	Thesis	N/A
Religious Studies	Thesis, Non-Thesis	Bioethics, Gender and Women's Studies (Thesis)
Russian	Thesis	N/A Gender and Women's Studies (Thesis)

Program	Thesis/Non-Thesis	Options
Law	Thesis, Non-Thesis	Bioethics, European Studies (Thesis) Air and Space Law, Environment, Comparative Law (Thesis and Non-Thesis)

#### Master of Library and Information Studies (M.L.I.S.)

The Graduate School of Library and Information Studies offers a postgraduate professional program in librarianship. Two years of full-time study or the equivalent are required.

Program	Thesis/Non-Thesis	Options
Information Studies	Non-Thesis	N/A

#### Master of Music (M.Mus.)

Program	Thesis/Non-Thesis	Options
Music – Composition	Non-Thesis	N/A
Performance	Thesis	Vocal Pedagogy, Jazz Performance, Early Music, Orchestral Instruments and Guitar, Collaborative Piano, Piano, Opera and Voice, Organ and Church Music, Conducting
Sound Recording	Non-Thesis	N/A

#### Master of Sacred Theology (S.T.M.)

A program leading to the degree of Sanctae Theologiae Magister (S.T.M.) is given in the Faculty of Religious Studies. This degree is primarily for those who intend to enter the ministry of the Christian Church or another religious institution, or to proceed to teaching in schools. A Master of Arts program (thesis and non-thesis) is also available.

Program	Thesis/Non-Thesis	Options
Religious Studies	Non-Thesis	N/A

#### Master of Science (M.Sc.)



Program Areas	Thesis/Non-Thesis	Options
Food Science and Agricultural Chemistry	Thesis, Non-Thesis	Food Safety (Non-Thesis)
Genetic Counselling	Non-Thesis	N/A
Geography	Thesis	Environment, Neotropical Environment
Human Genetics	Thesis	Bioethics, Bioinformatics
Human Nutrition	Thesis	N/A
Kinesiology and Physical Education	Thesis, Non-Thesis	N/A
Mathematics and Statistics	Thesis, Non-Thesis	Bioinformatics, Computational Science and Engineering
Mechanical Engineering	Thesis	N/A
Medical Radiation Physics	Thesis	N/A
Microbiology	Thesis	Environment
Microbiology and Immunology	Thesis	N/A
Mining and Materials Engineering	Thesis	N/A
Neuroscience	Thesis	N/A
Otolaryngology	Thesis	N/A
Parasitology	Thesis	Bioinformatics, Environment
Pathology	Thesis	N/A
Pharmacology	Thesis	Chemical Biology
Physics	Thesis	N/A
Physiology	Thesis	Bioinformatics
Plant Science	Thesis	Bioinformatics, Environment, Neotropical Environment
Psychiatry	Thesis	N/A
Psychology	Thesis	N/A
Public Health	Non-Thesis	Environment
Rehabilitation Sciences	Thesis, Non-Thesis	N/A
Renewable Resources	Thesis, Non-Thesis	Environment, Neotropical Environment (Thesis) Environmental Assessment (Non-Thesis)

### Master of Science, Applied (M.Sc.A.)

This degree was designed to provide postgraduate training of a professional and vocational character, with less emphasis on theoretical knowledge and research than in Master of Science programs, but with no lower standards either for admission or completion of requirements. Two years of full-time study or equivalent are normally required with an emphasis on coursework.

Program	Thesis/Non-Thesis	Options
Animal Science	Non-Thesis	N/A
Bioresource Engineering	Non-Thesis	Environment, Environmental Engineering, Neotropical Environment
Biotechnology	Non-Thesis	N/A
Chemistry	Non-Thesis	N/A

Program	Thesis/Non-Thesis	Options
Occupational Therapy	Non-Thesis	N/A
Physical Therapy	Non-Thesis	N/A
Plant Science	Non-Thesis	N/A

**Master of Social Work (M.S.W.)**

The M.S.W. degree represents a second level of professional study in which students build competence in a chosen field of practice.

Program	Thesis/Non-Thesis	Options
Social Work	Thesis, Non-Thesis	N/A
Joint Master of Social Work with B.C.L. and LL.B.	Non-Thesis	N/A

**Master of Urban Planning**

The program requires a minimum of two years residence and a three-month internship with a member of a recognized planning association.

Program	Thesis/Non-Thesis	Options
Urban Planning	Thesis, Non-Thesis	Transportation Planning, Urban Design (Non-Thesis)

**4.4 Doctoral Degrees**

The following section lists the doctoral degrees available at McGill, along with their prerequisites. See [section 4.4.1: Doctoral Degree Programs and Specializations](#) for specific programs and options for doctoral degrees.

Degree		Prerequisites
Doctor of Civil Law	D.C.L.	B.C.L. or LL.B. and usually LL.M. See Law.
Doctor of Music	D.Mus.	M.A. in Composition (D.Mus. in Composition) or a master's degree in Performance, and professional and teaching experience (D.Mus. in Performance). See Music.
Doctor of Philosophy	Ph.D.	An undergraduate degree relevant to the subject chosen for graduate work. Some departments require all Ph.D. candidates to hold a master's degree in the same subject. Departments may recommend that candidates of undoubted promise should be allowed to proceed directly to the Ph.D. degree without being required to submit a master's thesis.

**4.4.1 Doctoral Degree Programs and Specializations**

**Doctor of Civil Law (D.C.L.)**

Doctoral programs are offered in Air and Space Law and Law (Comparative Law). Both are predominantly research degrees awarded on the basis of a thesis that represents an original contribution to the development of legal science.

Program	Options	Offered by Faculty/School
Law	Air and Space Law, Comparative Law	Faculty of Law

**Doctor of Music (D.Mus.)**

The Doctor of Music degree is offered in Composition. The Doctoral thesis consists of a musical composition of major dimensions together with a written analysis of the work. The composition is presented by the candidate in concert. The regulations set forth for the Ph.D. generally apply also to the D.Mus.

The Doctor of Music degree is also offered in Performance. It is offered to professional musicians who wish to teach at the university level and to develop a specialization in a particular repertoire, approach, or discipline (musicology, music theory, music education and pedagogy, or music technology).

Program	Options	Offered by Faculty/School
Music	Composition, Performance Studies	Schulich School of Music

**Doctor of Philosophy Degrees**

Programs leading to the degree of Doctor of Philosophy are offered in the following areas:

<b>Program</b>	<b>Options</b>	<b>Offered by Faculty/School</b>
Animal Science	Bioinformatics	Faculty of Agricultural and Environmental Sciences
Anthropology	Neotropical Environment	Faculty of Arts
Architecture	N/A	Faculty of Engineering
Art History	Gender and Women's Studies	Faculty of Arts
Atmospheric and Oceanic Sciences	N/A	Faculty of Science
Biochemistry	Bioinformatics, Chemical Biology	Faculty of Medicine
Biology	Bioinformatics, Developmental Biology, Environment, Neotropical Environment	Faculty of Science
Biomedical Engineering	Bioinformatics	Faculty of Medicine
Bioresource Engineering	Environment, Neotropical Environment	Faculty of Agricultural and Environmental Sciences
Biostatistics	N/A	Faculty of Medicine
Cell Biology	N/A	Faculty of Medicine
	AFaculty of Science	Faculty of Engineering



Program	Options	Offered by Faculty/School
Psychiatry	N/A	Faculty of Medicine
Urban Planning	N/A	Faculty of Engineering

#### 4.5 Postdoctoral Research

See [section 8: Postdoctoral Research](#) for information about postdoctoral research at McGill University.

#### 4.6 Graduate Diplomas and Graduate Certificates

The graduate diplomas and graduate certificates listed below are programs of study under the academic supervision of Graduate and Postdoctoral Studies. The prerequisite for a diploma or certificate is an undergraduate degree in the same discipline.

##### Graduate Diplomas are offered in:

Clinical Research	Professional Performance
Epidemiology	Public Accountancy (Chartered Accountancy)
Library and Information Studies	Registered Dietician Credentialing (R.D.)
Mining Engineering	School/Applied Child Psychology (Post-Ph.D.)
Neonatal Nurse Practitioner	Surgical Health Care Research
Primary Care Nurse Practitioner	

These diploma programs consist of at least two terms of full-time study or the equivalent.

##### Graduate Certificates are offered in:

Assessing Driving Capabilities	Educational Leadership 1
Air and Space Law	Educational Leadership 2
Bioinformatics	Library and Information Studies
Bioresource Engineering (Integrated Water Resources Management)	Post-M.B.A.
Biotechnology	Teaching English as a Second Language
Chronic Pain Management	Theory in Primary Care
Comparative Law	Theory in Neonatology

All graduate regulations apply to graduate diploma and graduate certificate candidates.



**Note:** The School of Continuing Studies offers graduate diplomas and graduate certificates that are not under the academic supervision of Graduate and Postdoctoral Studies. To see a list of the programs offered refer to the School of Continuing Studies *Programs, Courses and University Regulations* publication available at [www.mcgill.ca/study](http://www.mcgill.ca/study).

## 5 Program Requirements

### 5.1 Master's Degrees

#### Residence Requirements – Master's Degrees

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

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



**Note:** The master's degree must have been awarded before initial registration in the doctoral program; otherwise, the admission level will be at Ph.D. 1 and residency will be extended to three years. Once the level of admission is approved, it will not be changed after obtaining the master's degree if the date falls after registration in the program. If a previous awarded degree is a condition of admission, it must be fulfilled before registration in another program.

As a rule, no more than one-third of the McGill program formal coursework can be credited with courses from another university.

### **Comprehensive Examinations – Doctoral**

A comprehensive examination or its equivalent is usually held near the end of Ph.D. 2. The results of this examination determine whether or not students will be permitted to continue in their programs. The methods adopted for examination and evaluation and the areas to be examined are specified by departmental regulations approved by the Dean of Graduate and Postdoctoral Studies. It is the responsibility of students to inform themselves of these details at the commencement of their programs. For more information, see *Programs, Courses and University Regulations > University Regulations and Resources > Graduate > Guidelines and Policies > : Ph.D. Comprehensives Policy*.

### **Language Requirements – Doctoral**

Most graduate departments in the Faculties of Agricultural and Environmental Sciences, Education, Engineering, Management, Medicine, and Science do not require a language examination. Students should inquire in their departments if there are any such requirements or whether any other requirements have been substituted for those relating to languages.

Graduate departments in the Faculties of Arts, Music, and Religious Studies usually require proficiency in one or two languages other than English. In all cases, **students should consult departmental regulations concerning language requirements**.

Language requirements for the Ph.D. degree are met through demonstrated reading knowledge. The usual languages are French, German, or Russian, but in particular instances another language may be necessary.

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

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

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

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

Courses in French language are a

English and French language courses offered by the French Language Centre (Faculty of Arts) or the School of Continuing Studies may not be taken for coursework credits toward a graduate program.

All substitutions for coursework in graduate programs, diplomas, and certificates must be approved by GPS.

Courses tak



See [www.mcgill.ca/gradapplicants/apply/prepare/requirements/international-degree-equivalency](http://www.mcgill.ca/gradapplicants/apply/prepare/requirements/international-degree-equivalency) for information on grade equivalencies and degree requirements from countries in Europe and around the world. These equivalencies and requirements are provided for information only and are subject to change without notice.

Admission to graduate programs at McGill is highly competitive and the final decision rests with the Graduate Admissions Committee. Admission decisions are not subject to appeal or reconsideration.

**Revision,**





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## 6.11 Deferral of Admission

Under exceptional circumstances, an admission for a particular semester can be considered for a deferral. This can be considered only if the student has not registered. If the student has already registered, no deferral can be granted. The student must withdraw from the University and apply for admission to a later term.

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## 7 Fellowships, Awards, and Assistantships

Graduate and Postdoctoral Studies  
(Fellowships and Awards Section)  
James Administration Building, Room 400  
845 Sherbrooke Street West  
Montreal, QC H3A 0G4  
Telephone: 514-398-3990  
Fax: 514-398-2626  
Website: [www.mcgill.ca/gps/students/funding/students-postdocs](http://www.mcgill.ca/gps/students/funding/students-postdocs)

The Fellowships and Awards section of Graduate and Postdoctoral Studies provides processing services for many sources of support for Canadian and non-Canadian students, both new to McGill and continuing. Further information on these and other sources of funding can be found in various publications on the Fellowships and Awards web pages. The [Graduate Fellowships and Awards Calendar](#) lists all internal awards as well as numerous external awards.

Entrance Fellowships are awarded on the basis of the application for admission, upon nomination by academic departments. Most internal fellowships are awarded in this manner—please contact the proposed academic department directly for further information.

Research assistantships, teaching assistantships, and stipends from professors' research grants are handled by individual academic departments at McGill. Fellowships, assistantships, and stipends are used to make funding packages for graduate students. All assistantship and stipend inquiries should be directed to departments.

A small number of citizens from countries whose governments have entered into agreements on tuition fees with Quebec may be exempted from the supplemental tuition fees normally required of international students.



x. Access to student services and athletic services are available to the Postdoc on an opt-in basis. Fees are applicable.

**5. Responsibilities**

i. Postdocs are subject to the responsibilities outlined in the *Handbook on Student Rights and Responsibilities* (“Green Book”), available at [www.mcgill.ca/secretariat/policies/students](http://www.mcgill.ca/secretariat/policies/students).

ii. Each academic unit hosting Postdocs should clearly identify Postdocs’ needs and the means by which the







and throughout the lifespan. More specifically, with both typical and atypical populations in mind, they examine issues pertaining to assessment and intervention, cognitive processes and developmental neuroscience, and the design and evaluation of learning environments and instructional practices. 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.

Students in our programs benefit from having access to the McGill Psychoeducational and Counselling Clinic ([www](#)

Telephone: 514-398-4244

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

**For Counselling Psychology and School/Applied Child Psychology contact:**

Graduate Program Adviser

Mr. Alexander Nowak

Telephone: 514-398-4245

Email: [counsellingpsych.education@mcgill.ca](mailto:counsellingpsych.education@mcgill.ca) or [schoolpsych.education@mcgill.ca](mailto:schoolpsych.education@mcgill.ca)

**Professional Accreditation**

The Ph.D. in School/Applied Child Psychology is accredited by the American Psychological Association (APA) and is currently under review for accreditation by the Canadian Psychological Association (CPA). The Ph.D. in Counselling Psychology is jointly accredited by the CPA and the APA. The *Ordre des psychologues du Qu bec* (OPQ) accredits both the Ph.D. in Counselling Psychology and the Ph.D. in School/Applied Child Psychology.

**Note:** The APA will no longer accredit programs outside of the United States of America effective September 1, 2015. The implication of this

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

critically astute researchers and exceptionally skilled clinicians. Building on the M.A. in Counselling Psychology: Project concentration (or equivalent), the program offers opportunities in Practicum, Supervision, and full-year Internships to develop clinical skills while also working toward the completion of a doctoral dissertation (thesis). The Ph.D. program, has the following aims:

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

Graduates of the program will be prepared to assume careers in education and community settings, including faculty positions, counselling and psychological positions on the staff of university and college mental health centres, and professional positions in psychological agencies offering preventative mental health services. The program is currently accredited by the Canadian Psychological Association (CPA), the *Ordre des psychologues du Qu bec* (OPQ), and American Psychological Association (APA) (please note that APA accreditation will cease for all Canadian institutions in 2015). Graduates are eligible for licensure in Quebec.

#### Graduate Degrees in School/Applied Psychology

#### section 11.1.8: Doctor of Philosophy (Ph.D.); School/Applied Child Psychology

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

Extending upon the M.A. degree, the program's focus remains on the improvement of the educational and psychological well-being of children and to educate 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 effecti



**Master of Arts (M.A.); Educational Psychology (Thesis) (48 credits)** (Note that the School/Applied Child Psychology Major is 78 credits.)

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

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

See *section 11.1.16: Master of Arts (M.A.); Educational Psychology (Thesis) — Learning Sciences (48 credits)*.

**The School/Applied Child Psychology Major** is a combined M.A. and Ph.D. program with the doctoral degree in School/Applied Child Psychology. Most students who enrol in the master's program continue to pursue studies at the doctoral level, although students can apply for direct entry into the Ph.D. program with a master's degree obtained at another institution.

The program's focus is on the improvement of the educational and psychological well-being of children and educates 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, and are prepared to become inquiring professionals committed to the development of children and youth. Therefore, students receive intensive training of clinical practice with children and families, as well as basic and applied research.

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

See *section 11.1.17: Master of Arts (M.A.); Educational Psychology (Thesis) — School/Applied Child Psychology (78 credits)*.

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

The M.A. (Non-Thesis) in Educational Psychology is available only to M.A. students admitted to the study sequence leading to the Ph.D. School/Applied Child Psychology, and who wish to transfer after the first semester. *Please note that this program will not be offered in 2012–2013.*

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

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

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

The program offers two concentrations:

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

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

See *section 11.1.18: Doctor of Philosophy (Ph.D.); Educational Psychology — Human Development*.

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

See *section 11.1.19: Doctor of Philosophy (Ph.D.); Educational Psychology — Learning Sciences*.

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

Revision, October 2012. Start of revision.

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

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

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

#### **11.1.3.1.1 Admission Requirements**

##### **Concentration: Professional/Internship**

To be eligible, applicants must hold either:

1. A baccalaureate degree in psychology, including statistics, theories of personality, history and systems of psychology, abnormal psychology, developmental psychology, and social psychology (18-credit core), with a minimum GPA of 3.2 out of 4.0 in the final two years of full-time study.  
OR
2. A baccalaureate degree in a field other than psychology, with a minimum GPA of 3.2 out of 4.0 in the final two years of full-time study, and sufficient academic preparation to meet the following requirements:
  - 18 credits in psychology (consisting of core courses as listed above) and up to 24 credits in related disciplines in the social sciences.

##### **Concentration: Project**

To be eligible, applicants must hold a baccalaureate degree in psychology consisting of 42 credits of core courses in specific domains (see list in the Pre-Admission Academic Checklist in our application package), with a minimum GPA of 3.2 out of 4.0 in their final two years of full-time study.

#### **11.1.3.1.2 Application Procedures**

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

### **11.1.3.3 Ph.D. in School/Applied Child Psychology**

#### **11.1.3.3.1 Admission Requirements**

To be eligible applicants must hold:

A master's degree equivalent to the [section 11.1.17: Master of Arts \(M.A.\); Educational Psychology \(Thesis\) — School/Applied Child Psychology \(78 credits\)](#)

1. Learning Sciences

2.



- Curriculum Vitae (submitted on [Human Development Curriculum Vitae Form](#))
- Three reference letters (submitted on [Human Development Reference Letter Form](#))
- Personal Statement (submitted on [Human Development Personal Statement Form](#)), including the names of two potential thesis supervisors

#### **School/Applied Child Psychology Concentration**

- Curriculum Vitae (submitted on [School/Applied Child Psychology CV Form](#))
- Three reference letters (submitted on [Letter of Reference Form](#))
- Personal Statement
- GRE – General and Psychology subject scores
- [Program Application Form](#)
- [Pre-Admission Checklist](#)

for detailed application procedures.

#### **11.1.3.7 M.A. in Educational Psychology (Non-Thesis)**



**Note:** This program is will not be offered in 2012–2013.

##### **11.1.3.7.1 Admission Requirements**

Same as M.A. (Thesis) Educational Psychology Concentration in School/Applied Child Psychology.

For application information please refer to instructions listed under M.A. (Thesis) Educational Psychology Concentration in School/Applied Child Psychology.

For further information about the application process, please consult our Departmental website: [www.mcgill.ca/edu-ecp/programs/schoolpsych/ma](http://www.mcgill.ca/edu-ecp/programs/schoolpsych/ma).

#### **11.1.3.8 Ph.D. in Educational Psychology**

##### **11.1.3.8.1 Admission Requirements**

All doctoral students must have a research supervisor upon entry to the program. Interested candidates should consult the Department website for a faculty list: [www.mcgill.ca/edu-ecp](http://www.mcgill.ca/edu-ecp). All applicants must have a minimum CGPA of 3.0 out of 4.0 or higher. Please note: it is essential to clearly identify your desired concentration of study on your application. The two concentrations offered are:

1. Human Development
2. Learning Sciences

There are two entry levels and patterns:

- starting at Ph.D. 2
- starting at Ph.D. 1

The specific requirements to be admitted at each level are as follows:

##### **Ph.D. 2 Level**

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

##### **Ph.D. 1 Level**

1. Applicants should hold an M.Ed. in Educational Psychology or a master's degree in a related discipline (e.g., sociology, social work) lacking only the content in educational psychology that can be acquired within one year of full-time study. The applicant's academic record must reflect high overall standing and evidence of research competence.

OR

2. Applicants should hold a bachelor's degree in psychology, reflecting high academic standing in an honours or major program, and have completed an undergraduate thesis or the equivalent. (This option is rarely exercised.)

##### **11.1.3.8.2 Application Procedures**

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

See [section 6.3: Application Procedures \(for All Admissions Starting Summer 2013\)](#) for detailed application procedures.

Information on application procedures, deadlines, supporting documents, and contact information for the **Ph.D. in Educational Psychology: Human Development Concentration** can be found online in the follo

#### 11.1.3.8.2.1 Additional Requirements

The items and clarifications below

## **Emeritus Professors**

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

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

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

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

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

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

Howard

## Associate Members

Reut Gruber; B.A., M.A., Ph.D.(Tel Aviv) (*Psychiatry*)

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

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

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

**Elective Courses (3 credits)**

The following courses may be offered periodically and taken to complete or e

EDPC 786	(6)	Proposal Preparation and Defense
EDPE 712	(3)	Neurological Bases of Behaviour

**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.

**11.1.8 Doctor of Philosophy (Ph.D.); School/Applied Child Psychology**

**Thesis**

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

**Required Courses (18 credits)**

EDPC 714	(3)	Theory / Models: Family Therapy
EDPE 625	(3)	Practicum 1: School Psychology
EDPE 626	(3)	Practicum 2: School Psychology
EDPE 708	(0)	Comprehensive Examination
EDPE 710	(3)	Consultation in School Psychology
EDPE 712	(3)	Neurological Bases of Behaviour
EDPH 689	(3)	Teaching and Learning in Higher Education

**Complementary Courses (12 credits)**

Students must select two of these three practicum settings:

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

**Internship (24 credits)**

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

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

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



27 credits from the following:

EDPC 501	(3)	Helping Relationships
EDPC 502	(3)	Group Processes and Individuals
EDPC 503	(3)	Human Sexuality: Professionals
EDPC 504	(3)	Practicum: Interviewing Skills
EDPC 505	(3)	Crisis Intervention Processes
EDPC 507	(3)	Practicum: Group Leadership Skills
EDPC 508	(3)	Seminar in Special Topics
EDPC 509	(3)	Individual Reading Course
EDPC 510	(3)	Family Life Education and Marriage
EDPC 540	(3)	Foundation of Family Life Education
EDPE 560	(3)	Human Development
EDPE 564	(3)	Family Communication
EDPE 595	(3)	Seminar in Special Topics
EDPE 605	(3)	Research Methods
EDPE 697	(6)	Special Activity 1
EDPE 698	(6)	Special Activity 2

**Elective Courses (12 credits)**

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

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

**Required Courses (9 credits)**

EDPE 575	(3)	Educational Measurement
EDPE 602	(3)	Uses of Research Findings in Education
EDPE 635	(3)	Theories of Learning and Instruction

**Complementary Courses (27 credits)**

EDPC 501	(3)	Helping Relationships
EDPC 502	(3)	Group Processes and Individuals
EDPC 503	(3)	Human Sexuality: Professionals
EDPC 504	(3)	Practicum: Interviewing Skills
EDPC 505	(3)	Crisis Intervention Processes
EDPC 507	(3)	Practicum: Group Leadership Skills
EDPC 508	(3)	Seminar in Special Topics
EDPC 510	(3)	Family Life Education and Marriage
EDPC 540	(3)	Foundation of Family Life Education
EDPE 535	(3)	Instructional Design
EDPE 550	(3)	Consciousness and Virtual Reality
EDPE 555	(3)	Introduction to Learning Sciences
EDPE 560	(3)	Human Development
EDPE 561	(3)	Artificial Intelligence in Education



EDPE 564	(3)	Family Communication
EDPE 595	(3)	Seminar in Special Topics
EDPE 605	(3)	Research Methods
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 636	(3)	Motivation and Instruction
EDPE 640	(3)	Research in Computer Applications
EDPE 648	(3)	Instructional Psychology Seminar
EDPE 655	(3)	Learning Science Research Seminar
EDPE 661	(3)	Discourse Processes
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 697	(6)	Special Activity 1
EDPE 698	(6)	Special Activity 2
EDPI 526	(3)	Talented and Gifted Students
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1: Exceptional Students
EDPI 540	(3)	Field Work 2: Exceptional Students
EDPI 642	(3)	Education of Learners/Special Needs 1
EDPI 643	(3)	Education of Learners/Special Needs 2
EDPI 645	(3)	Diagnosis and Assessment in Special Education
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 665	(3)	Research and Theory in Learning Disabilities

### **Elective Courses (12 credits)**

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

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

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

EDPE 575	(3)	Educational Measurement
EDPE 602	(3)	Uses of Research Findings in Education
EDPE 635	(3)	Theories of Learning and Instruction

### **Complementary Courses (27 credits)**

27 credits from the following:

EDPE 595	(3)	Seminar in Special Topics
EDPE 605	(3)	Research Methods
EDPE 697	(6)	Special Activity 1
EDPE 698	(6)	Special Activity 2
EDPI 526	(3)	Talented and Gifted Students
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1: Exceptional Students



EDPE 693	(3)	Thesis 3
EDPE 694	(3)	Thesis 4
EDPE 695	(6)	Thesis 5
EDPE 696	(6)	Thesis 6

**Prerequisite Course (or equivalent) (3 credits)**

EDPE 575	(3)	Educational Measurement
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**Required Courses (12 credits)**

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

**Complementary Courses (12 credits)**

3 credits from the following:

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

9 credits from the following:

EDPE 535	(3)	Instructional Design
EDPE 555	(3)	Introduction to Learning Sciences
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 648	(3)	Instructional Psychology Seminar
EDPE 656	(3)	Applied Theory/Methods in the Learning Sciences
EDPE 661	(3)	Discourse Processes
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

Qualitative Methods in Educational Tj1 0 0 1.963 Tme21.949 252.123 Tti

EDPE 695	(6)	Thesis 5
EDPE 696	(6)	Thesis 6

**Prerequisite Course (or equivalent) (3 credits)**

EDPE 575	(3)	Educational Measurement
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**Required Courses (18 credits)**

EDPE 502	(3)	Theories of Development and Disabilities
EDPE 605	(3)	Research Methods
EDPE 672	(3)	Human Development Seminar 1
EDPE 673	(3)	Human Development Seminar 2
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis

**Complementary Courses**

EDPE 682 (3) Univariate/Multivariate Analysis

**Complementary Courses (12 credits)**

EDPE 555 (3) Introduction to Learning Sciences  
EDPE 636 (3) Motivation and Instruction  
EDPE 637 (3) Issues in Health Professions Education  
EDPE 648 (3) Instructional Psychology Seminar  
EDPE 656 (3) Applied Theory/Methods in the Learning Sciences  
EDPE 661 (3) Discourse Processes  
EDPE 663 (3) Learning Environments  
EDPE 664 (3) Expertise, Reasoning and Problem Solving  
EDPE 668 (3) Advanced Seminar in Learning Sciences  
EDPE 687 (3) Qualitative Methods in Educational Psychology

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

**11.1.17 Master of Arts (M.A.); Educational Psychology (Thesis) — School/Applied Child Psychology (78 credits)**

**Thesis Courses (24 credits)**

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

**Prerequisite Course (or equivalent) (3 credits)**

EDPE 575 (3) Educational Measurement

**Required Courses (51 credits)**

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

EDPE 627	(3)	Professional Practice of Psychology
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
EDPI 654	(3)	Instruction/Curriculum Adaptation

**Complementary Courses (3 credits)**

3 credits from:

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

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

**Required Courses (27 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 502	(3)	Theories of Development and Disabilities
EDPE 605	(3)	Research Methods
EDPE 672	(3)	Human Development Seminar 1
EDPE 673	(3)	Human Development Seminar 2
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
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)**

12 credits from:

EDPE 515	(3)	Gender Identity Development
EDPE 616	(3)	Cognitive Development
EDPE 620	(3)	Developmental Psychopathology
EDPE 623	(3)	Social-Emotional Development
EDPI 642	(3)	Education of Learners/Special Needs 1
EDPI 643	(3)	Education of Learners/Special Needs 2
EDPI 756	(3)	Internship/Special Needs Education

3 credits from from the following:

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



## 11.2.2 About Information Studies

The School of Information Studies (SIS) at McGill University is a dynamic teaching and research unit engaged in the education of information professionals, individuals who can make a difference to the management and design of information resources, services, and systems to ensure adequate access to information and knowledge for all. As the pioneer school in Canada, SIS has been offering programs at McGill since 1897, and our Master of Library and Information Studies degree has been continuously accredited by the American Library Association since 1929. The School offers the Master of Library and Information Studies (M.L.I.S.), post-M.L.I.S. certificate and diploma programs, and a Ph.D. program in Information Studies. Our programs are articulated around three specializations: Archival Studies, Knowledge Management, and Librarianship.

Information Studies is the name assigned to a wide-ranging discipline, and SIS professors are engaged in four major research areas—information-seeking behaviour, human-computer interaction, information resources in context, and knowledge management and representation. Located within the Faculty of Education, SIS offers our students the advantages of a small, autonomous unit, yet with all the facilities and administrative support of a large and vibrant university faculty, located in the heart of bilingual and multicultural Montreal.

For complete information on the School of Information Studies, please see our website at [www.mcgill.ca/sis](http://www.mcgill.ca/sis).

For complete information about the M.L.I.S., including goals and objectives of the program, registration, categories of students, transfer credits, and courses taken at other Quebec universities, please see the M.L.I.S. section of the website at [www.mcgill.ca/sis/programs/mlis](http://www.mcgill.ca/sis/programs/mlis).

### section 11.2.5: Master of Library and Information Studies (M.L.I.S.); Information Studies (Non-Thesis) (48 credits)

The Master of Library and Information Studies consists of a 48-credit non-thesis program, accredited by the American Library Association. This program is designed to prepare graduates for the broad field of information studies and has three areas of specialization: Archival Studies, Knowledge Management, and Librarianship. The program provides the intellectual foundation for careers in these three areas, fosters competencies in managing information and knowledge resources, advocates the ideal of equal access to information, promotes the appropriate use of technology in meeting information needs, encourages research in the field of library and information studies, and cultiv



and listening score not less than 20, or the International English Language Testing System (IELTS) with a minimum overall band score of 7.5. Applicants whose mother tongue is not English may be asked to demonstrate English-language competency beyond the submission of the TOEFL or IELTS scores.

3. Competency in the use of computers is expected. Applicants should have a thorough knowledge of the Windows operating system, particularly file management and word processing, and presentation software such as PowerPoint.
4. Previous library work experience, while not essential, will be given consideration in assessing an application, but this experience cannot replace academic criteria.

#### **Ph.D. in Information Studies**

1. Applicants should normally have a master's degree in Library and Information Studies (or equivalent). Master's degrees in other fields will be considered in relation to the proposed research.

An applicant with a master's degree in Library and Information Studies (or equivalent) will normally be admitted to Ph.D. 2.

An applicant with a master's degree in another field may be considered for admission to Ph.D. 2, but will need to register for courses to upgrade background knowledge in library and information studies.

An applicant who holds only a bachelor's degree from McGill University or an approv

**11.2.3.3 Dates for Guaranteed Consideration**

<b>M.L.I.S., Graduate Certificate, and Graduate Diploma</b>		
<b>Canadian</b>	<b>International</b>	<b>Special/Exchange/Visiting</b>
Fall: Feb. 15	Fall: Feb. 15	Fall: Contact Student Affairs Coordinator
Winter: N/A	Winter: N/A	Winter: Contact Student Affairs Coordinator
Summer: N/A	Summer: N/A	Summer: Contact Student Affairs Coordinator

  

<b>Ph.D.</b>		
<b>Canadian</b>	<b>International</b>	<b>Special/Exchange/Visiting</b>
Fall: Jan. 15	Fall: Jan. 15	Fall: Contact Student Affairs Coordinator
Winter: N/A	Winter: N/A	Winter: Contact Student Affairs Coordinator
Summer: N/A	Summer: N/A	Summer: Contact Student Affairs Coordinator

Revision, October 2012. End of revision.

**11.2.4 Information Studies Faculty**

**Director**  
 France Bouthillier

**Professors**  
 J. Andrew Large; B.Sc.(Lond.), Ph.D.(Glas.), Dip.Lib.(Lond.) (*CN-Pratt-Grinstad Professor of Information Studies*)  
 Peter F. McNally; B.A.(W. Ont.), B.L.S., M.L.S., M.A.(McG.)

**Associate Professors**  
 Joan Bartlett; B.Sc., M.L.S., Ph.D.(Tor.)  
 Jamshid Beheshti; B.A.(S. Fraser), M.L.S., Ph.D.(W. Ont.)  
 France Bouthillier; B.Ed.(UQAM), M.B.S.I.(Montr.), Ph.D.(Tor.)  
 Kimiz Dalkir; B.Sc., M.B.A.(McG.), Ph.D.(C'dia)  
 Catherine Guastavino; B.Sc.(McG.), M.Sc.(Aix-Marseille), Ph.D.(Paris)  
 Eun Park; B.A.(Pusan), M.L.I.S.(Ill.), M.B.A.(Pitt.), Ph.D.(Calif.-LA)

**Assistant Professors**  
 Carolyn Hank; B.A.(Antioch), M.L.I.S.(Kent), Ph.D.(N. Carolina)  
 Charles-Antoine Julien; B.Eng., M.Sc.(Montr.), Ph.D.(McG.)  
 Elaine Mard; B.A., M.A., M.S.I., Ph.D.(Montr.)  
 Karyn Moffatt; B.A.Sc., M.Sc., Ph.D.(Br. Col.)

**Adjunct Professor**  
 Joy Bennett; B.A., M.A.(C'dia), M.L.I.S.(McG.), Ph.D.(C'dia)

**Associate Members**  
 Gordon Burr; B.A., M.L.I.S.(McG.), Senior Archivist, Records Management, McGill University Archives  
 Pierre Pluye; M.D.(Toulouse), M.Sc., Ph.D.(Montr.), Dept. of Family Medicine, McGill University  
 Richard Virr; B.A.(Tulane), M.A.(Qu.), Ph.D.(McG.), Curator of Manuscripts, Rare Books and Special Collections Division, McGill Libraries

### **Affiliate Members**

Charles Cole; B.A., M.L.I.S.(McG.), Ph.D.(Sheff.)

Frances Groen; B.A., B.L.S.(Tor.), M.A.(Pitt.), Trenholme Director Emerita of Libraries, McGill University

### **Part-time Instructors**

Edward Bilodeau; B.Sc, M.L.I.S.(McG.)

Heather Brydon; B.Ed.(Saint-Boniface), M.L.I.S.(McG.)

Louise Carpentier; B.L.S.(Tor.), M.Bibl.(Montr.), M.P.PA.(C'dia), Senior Librarian, Head, Government Documents and Special Collections Services, Webster Library, Concordia Uni

12-24 credits chosen from the following complementary courses:

GLIS 609	(3)	Metadata & Access
GLIS 613	(3)	Library and Archival History
GLIS 634	(3)	Web System Design and Management
GLIS 643	(3)	Electronic Records Systems
GLIS 646	(12)	Research Project
GLIS 647	(6)	Independent Study
	(3)	Database Design & Development

GLIS 665	(3)	Competitive Intelligence
GLIS 689	(3)	Selected Topics
GLIS 699	(3)	Practicum

0-12 credits chosen from the following complementary courses:

GLIS 607	(3)	Organization of Information
GLIS 619	(3)	Information Services & Users
GLIS 624	(3)	Marketing Information Services
GLIS 631	(3)	Systems Thinking
GLIS 639	(3)	Introduction to Museology
GLIS 645	(3)	Archival Principles & Practice
GLIS 655	(3)	Language and Information
GLIS 679	(3)	Information Literacy

### Librarianship Stream

12 credits, the following four required courses:

GLIS 607	(3)	Organization of Information
GLIS 615	(3)	Bibliographic and Factual Sources
GLIS 618	(3)	Collection Development
GLIS 619	(3)	Information Services & Users

12-24 credits chosen from the following complementary courses:

GLIS 608	(3)	Classification and Cataloguing
GLIS 612	(3)	History of Books and Printing
GLIS 613	(3)	Library and Archival History
GLIS 614	(3)	Public Libraries
GLIS 632	(3)	Library Systems
GLIS 636	(3)	Government Information
GLIS 637	(3)	Scientific & Technical Information
GLIS 638	(3)	Business Information
GLIS 644	(3)	Descriptive Bibliography
GLIS 646	(12)	Research Project
GLIS 647	(6)	Independent Study
GLIS 651	(3)	Humanities and Social Science Information
GLIS 656	(3)	Abstracting and Indexing
GLIS 671	(3)	Health Sciences Information
GLIS 672	(3)	Law Information
GLIS 673	(3)	Bioinformatics Resources
GLIS 679	(3)	Information Literacy
GLIS 689	(3)	Selected Topics
GLIS 699	(3)	Practicum



GLIS 646	(12)	Research Project
GLIS 647	(6)	Independent Study
GLIS 689	(3)	Selected Topics
GLIS 695	(6)	Research Paper 1
GLIS 696D1	(6)	Research Paper 2
GLIS 696D2	(6)	Research Paper 2

Note: students who wish to register for:

GLIS 694	(3)	Certificate Project
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must first have their research proposal approved by the Committee on Student Standing and Academic Affairs.

0-6 credits of non-GLIS courses with a maximum of 3 credits from outside McGill. All such courses must be at a graduate level and receive prior approval of the student's adviser(s) and the School's Director.

### 11.2.8 Graduate Diploma in Library and Information Studies (30 credits)

#### Research Paper

(6-18 credits)

GLIS 695	(6)	Research Paper 1
GLIS 696D1	(6)	Research Paper 2
GLIS 696D2	(6)	Research Paper 2

#### Complementary Courses

(9-24 credits)

Three to eight GLIS courses chosen in consultation with the student's adviser with the exception of the following:

GLIS 646	(12)	Research Project
GLIS 647	(6)	Independent Study
GLIS 689	(3)	Selected Topics
GLIS 694	(3)	Certificate Project

0-15 credits of non-GLIS courses, a maximum of one-third of which may be from outside McGill. All such courses must be at a graduate level and receive the prior approval of the student's adviser and the School's Director.

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## 11.3 Integrated Studies in Education

### 11.3.1 Location

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

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

Graduate Programs (Graduate Certificate, M.A., and Ph.D.):  
Education Building, Room 244  
Telephone: 514-398-1591 / 514-398-7149  
Fax: 514-398-4529

The administrativ



**section 11.3.8: Master of Arts (M.A.); Education and Society (Non-Thesis) –Gender and Women's Studies (45 credits)**

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

**section 11.3.9: Master of Arts (M.A.); Education and Society (Non-Thesis) –Jewish Education (45 credits)**

This program is designed to offer a graduate-level point of entry into the teaching profession for students who typically will have completed a B.A. with a minor or major in Jewish Studies. The M.A. will not provide (Quebec Government) *Minist re de l' ducation, du Loisir et du Sport* (MELS) 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.

**Master of Arts in Educational Leadership**

The M.A. in Educational Leadership consists of a 45-credit 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 11.3.10: 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 coursework.

**section 11.3.11: 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 6 credits of approved coursework focusing on gender and women's studies, and issues in feminist research and methods. In the graduate option in Gender and Women's Studies, the M.A. thesis must be on a topic centrally relating to issues of gender and/or women's studies.

**section 11.3.12: Master of Arts (M.A.); Educational Leadership (Non-Thesis) –Coursew ork (45 credits)**

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

**section 11.3.13: Master of Arts (M.A.); Educational Leadership (Non-Thesis) –Project (45 credits)**

The M.A. non-thesis option – Project consists of both coursework and a project, which is worth 12 credits of the total program. It is less research-oriented than the thesis option and suitable for practitioners interested in professional development with a theoretical orientation.

**section 11.3.14: Master of Arts (M.A.); Educational Leadership (Non-Thesis) –Project –Gender and Women's Studies (45 credits)**

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

**Master of Arts in Second Language Education**

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

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

**section 11.3.15: Master of Arts (M.A.); Second Language Education (Thesis) (45 credits)**

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



## Graduate Certificates

### section 11.3.22: Graduate Certificate in Educational Leadership 1 (15 credits)

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

### section 11.3.23: Graduate Certificate in Educational Leadership 2 (15 credits)

This 15-credit program explores more deeply leadership theory and educational issues and applications in a practicum. Candidates for the Graduate Certificate in Educational Leadership 2 should normally 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 MELS. **Course selection to be approved by Graduate Certificate Program Director.**

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

### section 11.3.24: Graduate Certificate: Teaching English as a Second Language (15 credits)

This 15-credit program is designed as professional development for in-service teachers and candidates with a background in education, language studies, linguistics, or a related field, or as preparation for application to our M.A. in Second Language Education. The five courses that comprise the certificate provide a solid background and offer in-depth study in the field of second-language education from a range of perspectives and with a focus on research and applications to teaching. Please note that this certificate does not lead to teacher certification. The Graduate Certificate in TESL is designed to be available to students worldwide. Courses are offered in a combination of online and face-to-face formats, and are sequenced in such a way that students can complete the certificate in one year. The maximum time for completion is three years. The first three courses are offered online, and can be undertaken anywhere an Internet connection is available. The final two courses are offered face-to-face in the Summer semester either on-site at McGill or at off-site locations with collaborative partners, if numbers warrant.

## 11.3.3 Integrated Studies in Education Admission Requirements and Application Procedures

Revision, October 2012. Start of revision.

### 11.3.3.1 Admission Requirements

#### Graduate Certificates, M.A., and Ph.D. Programs

1. Applicants to the Certificate and M.A. programs must hold a bachelor's degree from a recognized university. A minimum standing equivalent to a CGPA of 3.0/4.0, or 3.2/4.0 for the last two full-time academic years, is required. A concentration of courses related to the area chosen for graduate work is usually required. (See #5, below.)

Applicants to the Ph.D. program must hold an M.A. in Education or a recognized equivalent degree from a recognized university. The applicant's record should indicate high academic standing (a minimum CGPA of 3.0/4.0) and evidence of research competence in the proposed area of doctoral research.

2. Applicants to the Certificate and M.A. programs must submit:
  - A current curriculum vitae
  - A letter of intent specifying academic and professional experience and interests (specifically, research interests for the Thesis option or project interests for the Non-Thesis Project option)

Applicants to the Ph.D. in Educational Studies program must submit:

- A current curriculum vitae
  - A letter of intent identifying the applicant's proposed research topic, potential supervisor, and expected professional direction. Please note that it is the Ph.D. applicant's responsibility to secure a supervisor as part of the admission process.
  - A four- to five-page summary of the proposed research topic identifying the applicant's main research questions, the research trends that have led to the questions, ways in which the research could be conducted, and relevant references
3. Applicants must submit two letters of recommendation, at least one of which must be from a university-level instructor; the other may be from an administrator in an educationally relevant context.
  4. Applicants to graduate studies whose mother tongue is not English, and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must meet one of the following English proficiency criteria:

IELTS with a minimum overall band of 7.0

TOEFL:

- iBT (Internet-based test) – Total score of 92 with a minimum score of 22 each for the Writing and Speaking sections and a minimum of 20 each for

The Department reserves the right to evaluate the applicant's language proficiency before initial registration.

**5.**



**Associate Professors**

Teresa Strong-Wilson; B.A.(Calg.), B.A.(McG.), M.A., Ph.D.(Vic., BC)  
 Carolyn E. Turner; B.A.(Ariz.), M.Ed., Ph.D.(McG.)  
 Boyd White; B.A.(Sir G. Wms.), B.F.A.(C'dia), M.F.A.(Inst. Allende, Guanajuato), Ph.D.(C'dia)  
 Elizabeth Wood; B.F.A.(York), B.F.A.(C'dia), Dip.Ed., M.A., Ph.D.(McG.)

**Assistant Professors**

Anila Asghar; M.S.(Punjab), M.A.(Col.), M.Ed., Ed.D.(Harv.)  
 Spencer Boudreau; B.A.(Don Bosco), B.A., M.A.(Sher.), Ph.D.(C'dia)  
 Abdul Aziz Choudry; Grad.Dip., Ph.D.(C'dia)  
 Kara Jackson; B.A.(Bates), M.A., Ph.D.(Penn.)  
 Annie Savard; B.Ed., M.A., Ph.D.(Laval)  
 Sylvia Sklar; Dip.Ed.(McG.), B.A.(C'dia), M.Ed.(McG.)

**Associate Members**

Adrienne Hurley, Lynn McAlpine

**Faculty Lecturers**

Beverly Baker, Charlotte Hussey, Donna-Lee Smith, Lisa Trimble

**Adjunct Professors**

Colin Lankshear, Robert Sagers, Ruth Sandwell, Ann Smith

**11.3.5 Master of Arts (M.A.); Education and Society (Thesis) (45 credits)**

**Thesis Courses (24 credits)**

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

**Required Courses (6 credits)**

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

**Complementary Courses (3 credits)**

3 credits selected from one of the following streams below:

**Culture and Values in Education Stream**

3 credits to be selected from the following:

EDER 607	(3)	Values Education: Contemporary Approaches
EDER 608	(3)	Educational Implications of Social Theory
EDER 615	(3)	Culture, Values and Education

**Teaching, Learning, and Curriculum Stream**

3 credits to be selected from the following:

EDEC 602	(3)	Foundations of Curriculum
EDEC 606	(3)	Seminar in Curriculum Inquiry
EDEM 644	(3)	Curriculum Development and Implementation

**Elective Courses (12 credits)**

12 credits at the 500, 600, or 700 level, chosen in consultation with the Thesis Supervisor or Graduate Program Director. The student may tak





**Culture and Values in Education Stream**

3 credits to be selected from the following:

- |          |     |   |
|----------|-----|---|
| EDER 607 | (3) | Values Education: Contemporary Approaches               |
| EDER 608 | (3) | Educational Implications of Social Theory<br>Culture, V |

EDER 523	(3)	Teaching Judaism: Bible
EDER 524	(3)	Teaching Judaism: History
EDER 525	(3)	Teaching Judaism: Holidays
EDER 526	(3)	Teaching Judaism: Liturgy
EDER 527	(3)	Teaching Judaism: Special Topics
EDER 528	(3)	Teaching Judaism: The Holocaust

6 credits selected from the following courses:

EDPE 535	(3)	Instructional Design
EDPE 616	(3)	Cognitive Development
EDPI 526	(3)	Talented and Gifted Students
EDPI 642	(3)	Education of Learners/Special Needs 1
EDPI 654	(3)	Instruction/Curriculum Adaptation

#### Language Requirement

EDER 529	(0)	Hebrew Language Requirement
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### 11.3.10 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)	Introduction to Educational Theory and Research
EDEM 610	(3)	Leadership in Action
EDEM 673	(3)	Leadership Theory in Education

#### Complementary Courses (6 credits)

6 credits selected from the following courses:

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

#### Elective Courses (6 credits)

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

### Master of Arts (M.A.); Educational Leadership (Thesis) — Gender and C'sd Gifi72 Tmsis) (45 credits)

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

**Required Courses (12 credits)**

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

**Complementary Courses (6 credits)**

3 credits selected from the following courses:

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

3 credits selected from the following, must be either:

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

**Elective Course (3 credits)**

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

**11.3.12 Master of Arts (M.A.); Educational Leadership (Non-Thesis) — Coursework (45 credits)****Required Courses (12 credits)**

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

**Complementary Courses (27 credits)**

24 credits selected from the following courses:

EDEM 628	(3)	Education Resource Management
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation
EDEM 664	(3)	Education and the Law
EDEM 674	(3)	Organizational Theory and Education
EDEM 675	(3)	Special Topics 1
EDEM 677	(3)	Special Topics 2
EDEM 693	(3)	School Improvement Approaches

3 credits selected from the following courses:

EDEC 602	(3)	Foundations of Curriculum
EDEC 606	(3)	Seminar in Curriculum Inquiry
EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy
EDEC 635	(3)	Advanced Written Communication

**Elective Courses (6 credits)**

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

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

**Research Project (12 credits)**

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

**Required Courses (12 credits)**

EDEM 609	(3)	Introduction to Educational Theory and Research Leadership in
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6 credits at the 500, 600, or 700 level chosen in consultation with the Graduate Program Director.

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

#### Research Project (12 credits)

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

#### Required Courses (15 credits)

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

#### Complementary Courses (15 credits)

9 credits selected from the following:

EDEM 628	(3)	Education Resource Management
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation
EDEM 664	(3)	Education and the Law
EDEM 674	(3)	Organizational Theory and Education
EDEM 675	(3)	Special Topics 1
EDEM 677	(3)	Special Topics 2
EDEM 693	(3)	School Improvement Approaches

3 credits selected from the following courses:

EDEC 602	(3)	Foundations of Curriculum
EDEC 606	(3)	Seminar in Curriculum Inquiry
EDEC 612	(3)	Media Literacy
EDEC 620	(3)	Meanings of Literacy
EDEC 635	(3)	Advanced Written Communication

3 credits selected from the following, must be either:

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

#### Elective Course

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



EDPE 575	(3)	Educational Measurement
EDSL 623	(3)	Second Language Learning
WMST 601	(3)	Feminist Theories and Methods

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

6 credits selected from the following courses:

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

3 credits chosen from the following, must be either:

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

### **11.3.17 Master of Arts (M.A.); Second Language Education (Non-Thesis) (45 credits)**

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

**Elective Courses (18 credits)**

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

CESL 690	(3)	Writing for Graduate Students
EDEC 635	(3)	Advanced Written Communication

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

**Master of Arts in Teac**



- are completed in schools within anglophone school boards or private schools in the province of Quebec in the majority of cases, with the exception of the Teaching English as a Second Language option program Internships, which take place in schools within francophone school boards in the province of Quebec;
- are completed in secondary schools;
- require students to be present in the school full-time;
- can be completed using a teaching contract the student has secured, subject to approval (see [section 11.3.18.5.3: Placement Options](#));
- are not remunerated for students placed in the classroom of a cooperating teacher;
- could require that students travel some distance to their host school and students should therefore budget time and money for this purpose;
- require that students be placed at host schools for specific periods of time (refer to the OST website or Minerva for exact dates);
- have a concurrent seminar component (see Minerva for date and time);
- may begin before the first day of lectures or end after the last day of lectures;
- may continue during the University-scheduled Study Break in the Winter term;
- may conflict with other University activities (see the OST website for details).

### 11.3.18.5.2 Registration

Students:

- must be registered for Internship 1 (EDIN 601) on Minerva by the end of May of the preceding academic term (see [www.mcgill.ca/importantdates](http://www.mcgill.ca/importantdates));
- must be in Satisfactory Academic Standing (SAS) at the end of the preceding academic term (see [www.mcgill.ca/importantdates](http://www.mcgill.ca/importantdates));
- must be in Satisfactory Academic Standing (SAS) at the end of the preceding academic term (see [www.mcgill.ca/importantdates](http://www.mcgill.ca/importantdates));

Days absent due to illness or McGill exams must be made up at the end of the Internship. Absences due to illness longer than a few days require a valid medical note (see [www.mcgill.ca/studenthealth/clinic/notes](http://www.mcgill.ca/studenthealth/clinic/notes)) to be submitted to the OST, and the outcome of the Internship will be evaluated on an individual basis. Student teachers must contact the following people as soon as possible on the morning of the day of their absence:

- School office
- Cooperating teacher, if applicable
- Office of Student Teaching, telephone 514-398-7046
- Field supervisor

Student teachers are permitted to be absent for religious holy days, as outlined in McGill's Policy for the Accommodation of Religious Holy Days; see [www.mcgill.ca/importantdates/holy-days](http://www.mcgill.ca/importantdates/holy-days). Students must notify the OST, cooperating teacher, and field supervisor before the Internship begins if possible, or at least two weeks before the planned absence. The missed days must be made up, usually at the end of the Internship.

Absences related to McGill Intercollegiate Sport events are evaluated by the director of the OST on a case-by-case basis. Student teachers must submit a signed copy of the *Intercollegiate Sport Event Accommodation form* to the OST at least two weeks in advance of each conflict.

Absences for any other reason, including but not limited to: marriage, family parties, vacation, University extracurricular activities, employment, or conflicting courses, are not permitted during the Internship under any circumstances. Students should consult an academic adviser if they need to rearrange their course schedule.

#### **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 with their request. Anyone unable to obtain the required security clearance will not be permitted to undertake their Internships and consequently would have to withdraw from the program as this is a mandatory requirement of the program. Additional information can be found on the OST website.

#### **Work Permit for International Students**

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

Possible outcomes are:

- Reassignment during the same term, subject to availability of placements.
- "W" – Withdrawal (normally without refund).
- Failing grade – At the discretion of the director of Student Teaching, the student may be (a) permitted to register for the Internship again during the next regularly scheduled term, or (b) may be required to withdraw from the program.

If a student cannot continue the Internship due to illness, see *Withdrawal from Internship*.

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

### **11.3.18.5.7 Code of Professional Conduct: Code of Ethics for Student Teachers**

#### **Preamble – A Student-Centred Perspective**

- **Mandate**

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

- **Goals and Rationale**

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

1. The Code addresses the interdependent duties, rights, and responsibilities of student teachers, faculty members, and educational partners.
2. By addressing common issues and needs, the Code seeks to articulate and make explicit ethical principles that transcend disciplinary boundaries. These principles reflect the fundamental values that are expressed in the duties, rights, and responsibilities of all involved in Teacher Education.
3. The Code requires a reasonable flexibility in the implementation of common principles. It is designed to help those involved in Teacher Education, as a matter of sound ethical reasoning, to understand and respect the contexts in which they work and accommodate the needs of others.

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EDTL 609	(3)	Diverse Learners
EDTL 635	(3)	Applied Methods in Second Language Education
EDTL 636	(3)	Adv. Applied Methods in Second Language Education

**Complementary Courses (6 credits)**

3 credits selected from:

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

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)	tude de la langue fran aise pour enseignants

**11.3.18.7 Master of Arts (M.A.) in Teaching and Learning — English Language Arts Option (60 credits)**

This M.A. in Teaching and Learning is a 60-credit, post-graduate degree leading to teacher certification. It comprises 45 credits of courses, coupled with 15 credits (minimum of 630 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the Minist re de l' ducation, du Loisir et du Sport (MELS). The program, which targets those with formal and/or non-formal teaching experience, begins with mandatory courses in the Summer term. Specific course sequence and progression lead students to complete the program in either four or seven consecutive terms. Alternatively, the maximum time for completion of all program requirements is five years. Throughout the MATL, emphasis will be on the attainment of the Qu bec Education Program (QEP) professional competencies, and evidence of mastery of these will

**Electives (6 credits)**

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

**11.3.18.8 Master of Arts (M.A.) in Teaching and Learning — Mathematics Option (60 credits)**

This M.A. in Teaching and Learning is a 60-credit, post-graduate de



EDTL 520	(3)	Perspectives on Knowledge in Mathematics and Science
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners
EDTL 625	(3)	Applied Methods in Teaching Science in Secondary School Advanced Applied Methods in T



Elective courses required in the student's Ph.D. plan of study will be determined in consultation with the Doctoral Advisory Committee depending on the student's background and research interests.

Student's admitted to Ph.D. 2 will normally take up to four elective courses under the advice of their Doctoral Advisory Committee.

Students admitted to Ph.D. 1 without an M.A. may be advised by their Doctoral Advisory Committee to take more than four elective courses depending on their background. If admitted to the program without at least 6 credits of M.A.-level research methods and/or Statistics courses, candidates may be expected to take such courses during their first year of study as advised.

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

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDEM 692	(3)	Qualitative Research Methods
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 664	(3)	Second Language Research Methods

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

EDPE 575	(3)	Educational Measurement
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis

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

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

#### Thesis

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

#### Required Courses

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

#### Complementary Courses

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

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

EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
PSYC 650	(3)	Advanced Statistics 1
PSYC 651	(3)	Advanced Statistics 2

6 credits selected from the following list, at least one course must be outside the Department of Inte

EDEM 692	(3)	Qualitative Research Methods
EDSL 620	(3)	Critical Issues in Second Language Education
EDSL 623	(3)	Second Language Learning
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Classroom-Centred Second Language Research
EDSL 629	(3)	Second Language Assessment
EDSL 632	(3)	Second Language Literacy Development
EDSL 664	(3)	Second Language Research Methods
LING 555	(3)	Language Acquisition 2
LING 590	(3)	Language Acquisition and Breakdown
LING 651	(3)	Topics in Acquisition of Phonology
LING 655	(3)	Theory of L2 Acquisition
PSYC 561	(3)	Methods: Developmental Psycholinguistics
PSYC 734	(3)	Developmental Psychology and Language
PSYC 736	(3)	Developmental Psychology and Language
SCSD 619	(3)	Phonological Development
SCSD 632	(3)	Phonological Disorders: Children
SCSD 633	(3)	Language Development
SCSD 637	(3)	Developmental Language Disorders 1
SCSD 643	(3)	Developmental Language Disorders 2
SCSD 652	(3)	Advanced Research Seminar 1
SCSD 653	(3)	Advanced Research Seminar 2

### 11.3.21 Doctor of Philosophy (Ph.D.); Educational Studies — Gender and Women's Studies

#### Thesis

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous work in the field and must demonstrate ability to plan and carry out research, organize results, and defend the approach and conclusions in a scholarly manner.

EDEC 706	(3)	Textual Approaches to Research
EDEC 707	(3)	Interpretive Inquiry
EDEM 692	(3)	Qualitative Research Methods
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 664	(3)	Second Language Research Methods

One course, at the 500 level or higher on gender/women's issues, to be chosen from the approved list (available from the McGill Institute for Gender, Sexuality, and Feminist Studies) in consultation with the Doctoral





**Graduate Program Director**

Dr. Ren A. Turcotte

**Professors**

Ross E. Andersen; B.Ed., M.A.(McG.), Ph.D.(Temple) (*Canada Research Chair*)

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

Hélène Perrault; B.Sc.(C'ordia), M.Sc., Ph.D.(Montr.)

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

**Associate Professors**

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

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

Enrique Garcia; B.P.E., I.N.E.F.(Madrid), M.Sc.(Laval), Ph.D.(Alta.)

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

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

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

Catherine Sabiston; B.Sc.K.(Dal.), M.H.K.(Windsor), Ph.D.(Br. Col.)

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

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

**Assistant Professors**

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

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

**Adjunct Professors**

Bernard Aguilaniu; M.D., Ph.D.(Grenoble)

Robert Boushel; B.A.(P.E.)(Acad.), M.A.(S. Flor.), D.Sc.(Boston)

Christian Duval; B.Sc.(UQTR), M.Sc.(UQAM), Ph.D.(McG.)

François Peronnet; M.Sc., Ph.D.(Montr.) (*Emeritus Professor*)

Ruddy Richard; M.D.(Universit Louis Pasteur Strasbourg), Ph.D.(Universit Paris Descartes)

**Associate Members**

Jean Bourbeau; M.D.(Laval)

Robert Thomas Jagoe; B.A.(Camb.), M.B., B.Chir., M.R.C.P.(UK), C.C.S.T. (Resp. and General (Internal Med)), Ph.D.(Newcastle, UK), F.R.C.P.

**11.4.5 Master of Arts (M.A.); Kinesiology and Physical Education (Thesis) (45 credits)**

**Thesis Courses (24 credits)**

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

**Required Courses (6 credits)**

EDKP 605	(3)	Research Methods 1
EDKP 617	(0)	Seminar in Kinesiology and Physical Education 1
EDKP 618	(0)	Seminar in Kinesiology and Physical Education 2
EDKP 619	(0)	Seminar in Kinesiology and Physical Education 3
EDKP 620	(0)	Seminar in Kinesiology and Physical Education 4
EDPE 676	(3)	Intermediate Statistics

**Complementary Courses (15 credits)**

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

EDKP 504	(3)	Health & Lifestyle Education
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
EDKP 648	(3)	Physical Activity Psychology





EDKP 504	(3)	Health & Lifestyle Education
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
EDKP 648	(3)	Physical Activity Psychology
EDKP 650	(3)	Research in Physical Education Pedagogy
EDKP 654	(3)	Sport Psychology
EDKP 655	(3)	Inclusive Physical Activity
EDKP 664	(3)	Motor Learning
EDKP 665	(3)	Motor Behaviour and Disability
EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	Experimental Problems

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

#### **Elective Courses (12 credits)**

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

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

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

#### **Research Project (15 credits)**

EDKP 608	(15)	Special Project
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#### **Required Courses**

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

#### **Complementary Courses (18 credits)**

6 credits, two courses from the following:

Note: Students may take either EDSL 630 or EDEM 692.

EDEM 692	(3)	Qualitative Research Methods
EDKP 605	(3)	Research Methods 1
EDPE 575	(3)	Educational Measurement
EDSL 630	(3)	Qualitative/Ethnographic Methods

12 credits chosen from the following:

EDKP 542	(3)	Environmental Exercise Physiology
EDKP 566	(3)	Advanced Biomechanics Theory
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
EDKP 630	(3)	Human Walking Mechanics

EDKP 635	(3)	Modeling Human Movement
EDKP 640	(3)	Advanced Ergonomics
EDKP 652	(3)	Cardio-Respiratory Exercise Physiology
EDKP 662	(3)	Nerve/Muscle Exercise Response
EDKP 664	(3)	Motor Learning
EDKP 665	(3)	Motor Behaviour and Disability
EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	Experimental Problems

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

**Elective Courses (12 credits)**

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