Faculty of Education (Graduate)

Programs, Courses and University Regulations

2013-2014

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

1. McGill University reserves the right to mak

McGill University reserves the right to make changes to the information contained in this publication - including correcting errors, altering fees, schedules of admission and credit requirements, and revising or cancelling particular courses or programs - without prior notification.

Not all courses are offered every year and changes can be made after publication. Always check the Minerva Class Schedule link at https://horizon.mcgill.ca/pban1/bwckschd.p_disp_dyn_sched for the most up-to-date information on whether a course is offered.

2.3   General Statement Concerning Higher Degrees

Graduate and Postdoctoral Studies (GPS) oversees all programs leading to graduate diplomas, certificates, and higher degrees, with the exception of some programs in the School of Continuing Studies. It is responsible for admission policies, the supervision of graduate students' work, and for recommending to Senate those who may receive the degrees, diplomas, and certificates.

3   Important Dates 2013–2014

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

4   Graduate Studies at a Glance

4.1   Graduate and Postdoctoral Degrees Offered by Faculty

McGill University offers graduate and postdoctoral programs in the following units (organized by their administering home faculty):

Faculty of Agricultural and Environmental Sciences	Degrees Available
: Agricultural Economics	M.Sc.
: Animal Science	M.Sc., M.Sc.A., Ph.D.
: Bioresource Engineering	M.Sc., M.Sc.A., Ph.D., Graduate Certificate
: Biotechnology	M.Sc.A., Graduate Certificate
: Dietetics and Human Nutrition	M.Sc., M.Sc.A., Ph.D., Graduate Diploma
: Food Science and Agricultural Chemistry	M.Sc., Ph.D.
: Natural Resource Sciences	M.Sc., Ph.D.
: Parasitology	M.Sc., Ph.D.
: Plant Science	M.Sc., M.Sc.A., Ph.D., Graduate Certificate

Faculty of Arts	Degrees Available
: Anthropology	M.A., Ph.D.
: Art History	M.A., Ph.D.
Classics – see *: History and Classical Studies*	N/A
: Communication Studies	M.A., Ph.D.
: East Asian Studies	M.A., Ph.D.
: Economics	M.A., Ph.D.
: English	M.A., Ph.D.
: French Language and Literature	M.A., Ph.D.
: Geography	M.A., Ph.D.
: History and Classical Studies	M.A., Ph.D.
: Institute for the Study of International Development	N/A
: Islamic Studies	M.A., Ph.D.
: Jewish Studies	M.A.
: Languages, Literatures, and Cultures	M.A., Ph.D.

Faculty of Medicine	Degrees Available
: Medicine, Experimental	M.Sc., Ph.D., Graduate Diploma
: Medicine, Family (Option)	N/A
: Microbiology and Immunology	M.Sc., Ph.D.
: Neuroscience (Integrated Program in)	M.Sc., Ph.D.
: Occupational Health	M.Sc.A., Ph.D.
: Otolaryngology – Head and Neck Surgery	M.Sc.
: Pathology	M.Sc., Ph.D.
*: Pharmacology and Ther*apeutic3 0 70 G0 g/F1 8.1 Tf1 0 0 1 319.015 615.52 Tm(M.Sc., Ph.D.)Tj0 03 0 70 G0 : B2 8.1 Tf1 0 0 190 0 703 0 70 G0 Physiolo
: Physiology	M.Sc., Ph.D.
: Psychiatry	M.Sc.
: Surgery, Experimental	M.Sc., Ph.D.

Ingram School of Nursing	Degrees Available
: Nursing	M.Sc.A., Ph.D., Graduate Certificate, Graduate Diploma

School of Physical and Occupational Therapy	Degrees Available
: Physical and Occupational Therapy	M.Sc., M.Sc.A., Ph.D., Graduate Certificate

Faculty of Religious Studies	Degrees Available
: Religious Studies	M.A., S.T.M., Ph.D.

Schulich School of Music	Degrees Available
: Schulich School of Music	M.A., M.Mus., D.Mus., Ph.D., Graduate Diploma
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Degree		Prerequisites
Master of Business Administration with integrated Bachelor of Civil Law / Bachelor of Laws	M.B.A. with B.C.L./LL.B.	See *: M.B.A. Program*.
Master of Business Administration with Doctor of Medicine / Master of Surgery	M.B.A. with M.D.,C.M.	See *: M.B.A. Program*.
Master of Education	M.Ed.	Bachelor's degree with specialization related to the subject chosen for graduate work, plus a Permanent Quebec Teaching Diploma or its equivalent for some of the above degrees. See appropriate department.
Master of Engineering	M.Eng.	Bachelor of Engineering or equivalent, with specialization appropriate for the subject selected for graduate study. See appropriate department.
Master of Laws	LL.M.	An acceptable degree in Law or equivalent qualifications. See *: Law Admission Requirements and Application Procedures*.
Master of Library and Information Studies	M.L.I.S.	At least a bachelor's degree from a recognized university. See *section 11.2.3: Information Studies Admission Requirements and Application Procedures*.
Master of Management	M.M.	See *: Master of Management Programs Admission Requirements and Application Procedures*.
Master of Manufacturing Management	M.M.M.	See *: Master of Management Programs Admission Requirements and Application Procedures*.
Master of Music	M.Mus.	Bachelor of Music or Bachelor of Arts with concentration in the area selected for graduate study. Applicants to the Performance program are required to pass auditions in their speciality. See *: Schulich School of Music*.
Master of Sacred Theology	S.T.M.	B.A. with specialization in religious studies or theology. See *: Religious Studies Admission Requirements and Application Procedures*.
Master of Science	M.Sc.	Bachelor of Science in the subject selected for graduate work. See appropriate unit.
Master of Science, Applied	M.Sc.A.	A bachelor's degree in the subject selected for graduate work. See appropriate unit.
Master of Social Work	M.S.W.	Bachelor's degree in Social Work including courses in statistics and social science research methods. See *: Social Work Admission Requirements and Application Procedures*.
Master of Social Work with Bachelor of Civil Law and Bachelor of Laws	M.S.W. with B.C.L. and LL.B.	See *: Social Work Admission Requirements and Application Procedures*.
Master of Urban Planning	M.U.P.	Bachelor's degree in any one of the following: Anthropology, Architecture, Economics, Civil Engineering, Geography, Law, Management, Political Science, Social Work, Sociology, or Urban Planning, with adequate knowledge of quantitative techniques. See *: Urban Planning Admission Requirements and Application Procedures*.

4.2.1 Master's Degree Programs and Specializations

The following list shows all of the programs and options available for each degree at McGill.

Master of

Master of Arts (M.A.)

Second Language Education | Thesis, Non-Thesis | Gender and Women's Studies (Thesis)

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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.

Religious Studies	Non-Thesis	N/A

Master of Science (M.Sc.)

Agricultural Economics	Thesis	N/A
Animal Science	Thesis	N/A
Atmospheric and Oceanic Science	Thesis	Environment
Biochemistry	Thesis	Bioinformatics, Chemical Biology
Biology	Thesis	Bioinformatics, Environment, Neotropical Environment
Bioresource Engineering	Thesis, Non-Thesis	Environment, Neotropical Environment (Thesis)
		Integrated Water Resource Management (Non-Thesis)
Biostatistics	Thesis, Non-Thesis	N/A
Cell Biology	Thesis	N/A
Chemistry	Thesis	Chemical Biology
Civil Engineering	Thesis	N/A
Communication Sciences and Disorders	Thesis	N/A
Computer Science	Thesis, Non-Thesis	Bioinformatics, Computational Science and Engineering (Thesis)
Dental Science	Thesis, Non-Thesis	Oral and Maxillofacial Surgery (Thesis)
Earth and Planetary Sciences	Thesis	Environment
Entomology	Thesis	Environment, Neotropical Environment
Epidemiology	Thesis	N/A
Experimental Medicine	Thesis	Bioethics, Environment, Family Medicine
Experimental Surgery	Thesis	Surgical Research
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 (Thesis)
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

Degree	Prerequisites

Doctor of Philosophy (Ph.D.)

Gender and   Faculty of Arts

Doctor of Philosophy (Ph.D.)		
Physics	N/A	Faculty of Science
Physiology	Bioinformatics	Faculty of Medicine
Plant Science	Bioinformatics, Environment, Neotropical Environment	Faculty of Agricultural and Environmental Sciences
Political Science	Gender and Women's Studies	Faculty of Arts
Psychology	Language Acquisition, Psychosocial Oncology	Faculty of Arts, Faculty of Science
Rehabilitation Science	N/A	School of Physical and Occupational Therapy
Religious Studies	Gender and Women's Studies	Faculty of Religious Studies
Renewable Resources	Environment, Neotropical Environment	Faculty of Agricultural and Environmental Sciences
Russian	N/A	Faculty of Arts
School/Applied Child Psychology	N/A	Faculty of Education
Social Work	N/A	Faculty of Arts
Sociology	Environment, Gender and Women's Studies	Faculty of Arts

Joint Doctor of Philosophy (Ph.D.)		
Nursing	N/A	McGill / Université de Montréal
Management	N/A	McGill / Concordia / H.E.C. / UQAM
Social Work	N/A	McGill / Université de Montréal

Ad Hoc Doctor of Philosophy (Ph.D. (*Ad Hoc*))		
Dentistry	N/A	Faculty of Dentistry
East Asian Studies	N/A	Faculty of Arts
Italian Studies	N/A	Faculty of Arts
Jewish Studies	N/A	Faculty of Arts
Kinesiology and Physical Education	N/A	Faculty of Education
Psychiatry	N/A	Faculty of Medicine
Urban Planning	N/A	Faculty of Engineering

4.4   Postdoctoral Research

See *section 8: Postdoctoral Research* for information about postdoctoral research at McGill University.

4.5   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.

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

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

Graduate Certificates	
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 eCalendar available at *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.M.); M.A. Counselling Psychology – Non-Thesis; M.A. Teaching and Learning – Non-Thesis; M.Sc. in Public Health – Non-Thesis; M.Sc.A. Nursing; M.Sc.A. Occupational Therapy; M.Sc.A. Physical Therapy; and students in part-time programs is determined on a per course basis. Residence requirements are fulfilled when students complete all course requirements in their respective programs.
- For master's programs structured as Course, Project or Non-Thesis options where the program is pursued on a part-time basis, residence requirements are normally fulfilled when students complete all course requirements in their respective programs (minimum 45 credits or a minimum of three full-time terms) and pay the fees accordingly.

These designated periods of residence represent minimum time requirements. There is no guarantee that the work for the degree can be completed in this time. Students must register for such additional terms as are needed to complete the program.

Coursework – Master's Degrees

Program requirements are outlined in the relevant departmental sections of the Graduate and Postdoctoral Studies *Programs, Courses and University Regulations* publication, available at *www.mcgill.ca/study*.

The department concerned will examine the student's previous training and then decide which of the available courses in the area of specialization or related fields are required to bring the candidate to the proper level for the master's degree. Due account will be taken of relevant courses passed at any recognized university.

As a rule, no more than one-third of the McGill program formal coursework (not thesis, project, stage, or internship) can be credited with courses from another university.

Non-thesis degrees normally specify the course program which the candidate must follow.

The candidate is required to pass, with a grade of B- or better, all those courses that have been designated by the department as forming a part of the program, including additional requirements.

Students taking courses at another university must obtain a minimum grade of B- (65%) if the course is to be credited toward their McGill degree. In the cases where only a letter grade is used, a B- is the minimum passing grade and no equivalent percentage will be considered. In the cases where only a percentage grade is used, 65% is the minimum passing grade.

If courses were not used for a degree, they could be **credited** toward a McGill degree, keeping in mind that a maximum of one-third of the coursework (not thesis, project, stage, internship, and practicum) can be credited. If an **exemption** is granted, it must be replaced by another graduate course at McGill toward the degree. No double counting is ever allowed. This regulation also applies to doctoral programs.

Research and Thesis – Master's Degrees

All candidates for a research degree must present a thesis based on their own research. The total number of credits allotted to the thesis in any master's program must not be less than 24. The title of the thesis and names of examiners must be forwarded on a *Nomination of Examiners* form, in accordance with the dates on *www.mcgill.ca/importantdates*, through the Chair of the department concerned at the same time as the thesis is submitted to Graduate and Postdoctoral Studies. A thesis for the master's degree, while not necessarily requiring an exhaustive review of work in the particular field of study, or a great deal of original scholarship, must show familiarity with previous work in the field and must demonstrate the ability to carry out research and to organize results, all of which must be presented in good literate style. The thesis will not normally exceed 100 pages; in some disciplines, shorter texts are preferred. Guidelines and deadlines are available at *www.mcgill.ca/gps/thesis/guidelines*.

Language Requirements – Master's Degrees

Most master's degree programs do not include language requirements, but candidates who intend to proceed to a doctoral degree should take note of any language requirements and are strongly advised to take the examinations in at least one language while working for the master's degree.

5.2   Doctoral Degrees

Residence Requirements – Doctoral

Refers to the numbers 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.

Candidates entering Ph.D. 1 must follow a program of at least three years' residency at the University; this is a minimum requirement, and there is no guarantee that the work of the degree can be completed in this time, but students are expected to complete within the maximum specified period. Only exceptional candidates holding a bachelor's degree will be considered for direct admission to Ph.D. 1 level.

It is required that candidates spend the greater part of each summer working on their theses, and those who do not do so are unlikely to complete a satisfactory thesis in the prescribed minimum time (see *section 8.3: Vacation Policy for Graduate Students and Postdocs*).

A student who has obtained a master's degree at McGill University or at an approved institution, in a relevant subject and is proceeding to a Ph.D. degree will, on the recommendation of the department, be admitted to Ph.D. 2; in this case, the residency requirement for the program is two years.

In the doctoral program, students must be registered on a full-time basis for one more year after completion of the residency (i.e., Ph.D. 4 year) before continuing as Additional Session students until completion of the program.

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 Tj1 0Cs

Thesis – Doctoral

The thesis for the Ph.D. degree must display original scholarship expressed in good literate style and must be a distinct contribution to knowledge. **Formal notice of a thesis title and names of examiners must be submitted to the Thesis section of GPS on the** *Nomination of Examiners* **form in accordance with the dates on** *www.mcgill.ca/importantdates***, at the same time as the thesis is submitted**. The list of examiners must be approved by the Department Chair, the supervisor and the student. The Thesis section of GPS should be notified of any subsequent change of title as early as possible. Guidelines and deadlines are available at *www.mcgill.ca/gps/thesis/guidelines*.

Seven copies of the thesis must be provided by the candidate. Of these, two copies will be retained by the University and five copies returned to the candidate. Some departments may require one or more additional copies. The final corrected copy is submitted electronically.

Special regulations for the Ph.D. degree in particular departments are stated in the entries of those departments.

Thesis Oral Examination – Doctoral

After the thesis has been received and approved, a final oral examination is held on the subject of the thesis and subjects intimately related to it. This is conducted in the presence of a Committee of at least five members presided over by a Pro-Dean nominated by Graduate and Postdoctoral Studies. The Chair of the candidate's department and the Thesis Supervisor are regularly invited to be members of the Committee; at least one member of the Committee is appointed from outside the candidate's department. Guidelines are available at *www.mcgill.ca/gps/thesis/guidelines*.

5.3 Ad Personam Programs (Thesis Option Only)

In very rare circumstances, an applicant who wishes to engage in Master's (thesis option only) or Ph.D. studies of an interdisciplinary nature involving joint supervision by two departments, each of which is authorized by the Government of Quebec to offer its own graduate programs, may be admitted to an *Ad Personam* program. For more information, see *www.mcgill.ca/gradapplicants/apply/prepare#program* and contact the relevant department.

5.4 Coursework for Graduate Programs, Diplomas, and Certificates

Upper-level undergraduate courses (excluding 500 level) may not be considered for degrees, diplomas, and certificates unless they are already listed as required courses in the approved program description. If an upper-level undergraduate course (excluding 500 level) is taken by a graduate student, it must come as a recommendation from the Graduate Program Director in the department. The recommendation must state if the undergraduate course is an additional requirement for the program (must obtain B- or better) or if the course is extra to the program (will be flagged as such on the record and fees will be charged). See document at *www.mcgill.ca/gps/students/registration#coursereg*.

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 taken at other institutions to be part of the requirements of a program of studies must be approved by GPS before registration. Double counting is not permitted.

6 Graduate Admissions and Application Procedures

Website: *www.mcgill.ca/gradapplicants*
Email: *servicepoint@mcgill.ca*

> **Deadline: Admission to graduate studies at McGill is competitive; accordingly, late and/or incomplete applications are considered only as time and space permits. Meeting minimum admission standards does not guarantee admission. Admission decisions are not normally subject to appeal or reconsideration and are subject to change. To be considered for entrance fellowships, where available, applicants must verify the deadlines with individual departments.**

6.1 Application for Admission

Application information and the online application form are available at *www.mcgill.ca/gradapplicants/apply*. Applicants (with some exceptions) are required to provide the names and email addresses of two instructors familiar with their academic work and who are willing to provide letters of reference in support of the application. McGill will request the reference letters on behalf of the applicant. All applicants must themselves upload an unofficial copy of their complete academic record from each university-levvv

diplomas, letters of reference, and test scores, become the property of McGill University and will not be returned to the applicant or issuing institution under any circumstance.

A **non-refundable** fee of $102.60 paid by credit card in Canadian funds **must** accompany the online application. The fee of $102.60 covers up to two program choices per term. Candidates for Special, Visiting, and Qualifying status must also apply online and pay the application fee. Please note that application fees are subject to change.

It is recommended that applicants submit a list of the course titles in the major subject, since transcripts often give code numbers only. **Transcripts written in a language other than English or French must be accompanied by a translation prepared by a licensed translator.** An explanation of the grading system used by the applicant's university is essential. The applicant should also indicate the major subject area in which further study is desired.

Applications and uploaded supporting documents must be submitted according to individual department specifications and deadlines; see *www.mcgill.ca/gradapplicants/programs*. International students are advised to apply well in advance of the application deadlines as immigration procedures may be lengthy. Admission to graduate studies at McGill is highly competitive; accordingly, late and/or incomplete applications are considered only as time and space permits.

The admission decision is based on the recommendation of the graduate department, verification by the Graduate Admissions Unit in Enrolment Services, as well as final approval from Graduate and Postdoctoral Studies. In some cases, the Graduate Admissions Committee may also contribute to the final admission decision. Official letters of admission are sent to applicants electronically by Enrolment Services.

GRE: Graduate Records Examination (see *section 6.4: Admission Tests*)

Interview: a conversation between the applicant and a McGill representative, using a structured, standardized approach to allow for comparison and analysis of responses from all applicants interviewed; in person, via telephone, *Skype*, etc.

Personal Statement:

N.B. an institutional version of the TOEFL is not acceptable.

2. IELTS (International English Language Testing System): a band score of 6.5 or greater.
3. MELAB (Michigan English Language Assessment Battery): a grade of 85% or higher.
4. University of Cambridge ESOL Certificate in Advanced English (CAE): a grade of "B" (Good) or higher.
5. University of Cambridge ESOL Certificate of Proficiency in English (CPE): a grade of "C" (Pass) or higher.
6. Edexcel London Test of English – Level 5 – with an overall grade of at least "Pass."
7. McGill Certificate of Proficiency in English or McGill Certificate of Proficiency – English for Professional Communication: Certificate of Proficiency awarded.

In each case, applicants must ensure that official test results are sent to McGill directly by the testing service. Applications cannot be considered if test results are not available. These scores are general minima; some departments may set higher requirements.

Revised – July 2008

6.6   Admission to a Qualifying Program

Some applicants whose academic degrees and Standing entitle them to serious consideration for admission to graduate studies, but who are considered inadequately prepared in the subject selected may be admitted to a Qualifying program for a master's. The undergraduate-level courses to be taken in a Qualifying program will be prescribed by the department concerned.

Qualifying students are registered in graduate studies, **but not as candidates for a degree**. Only one Qualifying year (i.e., two full-time terms) is permitted.

In all cases, after the completion of a Qualifying year or term, an applicant interested in commencing a degree program must apply for admission by the application deadlines. Successful completion of the work in the Qualifying program (B- in all courses) does not automatically entitle the student to proceed toward a degree. Qualifying year students must apply for admission to the program for which they seek qualification.

In cases where a department recommends a change of registration from Qualifying program (Fall) to Master's Degree First Year (Winter), **students must apply to the degree program by the Winter departmental application deadlines**. A Qualifying year applicant admitted to a Winter term as a first term of studies must apply for admission for a Fall term as his/her second term of studies.

Students who are ineligible for a Qualifying program may apply to the appropriate undergraduate faculty for admission as regular or Special Students, and seek admission to graduate studies at a later date. The normal admission requirements must be met and the usual procedures followed.

6.7   Admission to a Second Degree Program

A candidate with a given higher degree may apply for admission to a second degree program at the same level but **in a different subject**. The normal admission requirements must be met and all the usual procedures followed.

6.8   Admission to Two Degree Programs

Students may, with special permission granted by the Graduate Admissions Committee (composed of the Dean and Associate Deans of Graduate and Postdoctoral Studies) and in consultation with the Graduate Admissions Unit of Enrolment Services, be admitted to two degree programs or to two departments or faculties. Students are **never** permitted to pursue two **full-time** degree programs concurrently.

6.9   Admission to an Ad Personam Joint Program

Ad Personam joint graduate programs are restricted to Master's thesis option and Ph.D. programs. Approval for the joint program must be obtained from Graduate and Postdoctoral Studies. The request shall be signed by the Chairs of both departments involved and shall explicitly list the conditions imposed. The student shall undertak

8   Postdoctoral Research

Students must inform themselves of University rules and regulations and keep abreast of an

i. Postdocs have the same pertinent rights as the ones granted to McGill students in the *Handbook on Student Rights and Responsibilities* ("Green Book"), available at *www.mcgill.ca/secretariat/policies/students*.

ii. Postdocs have full graduate student borrowing privileges in McGill libraries through their identity card.

iii. As a rule, Postdocs who are Canadian citizens or who have Permanent Resident status may take courses for credit. Admission to such courses should be sought by submitting application documents directly to the appropriate program by the Postdoc. They must be admitted by the department offering the courses as Special Students. These Postdocs may only be enrolled as part-time students in non-degree granting programs. They will be charged fees for these courses.

iv. Postdocs may be listed in the McGill directory. The Computing Centre will grant Postdocs email privileges on the same basis as graduate students upon presentation of a valid identity card.

v. The Department of Athletics will grant Postdocs access to sports facilities upon presentation of their identity card. A fee will be charged on an annual or term basis.

vi. Postdocs are mandatory members of the Post-Graduate Students' Society (PGSS) and an annual association fee is automatically charged. PGSS fees are mandatory. Postdocs are permitted membership in the Faculty Club; an annual fee will be charged for this membership.

vii. Postdocs are encouraged to participate in Professional Development Workshops provided by Graduate and Postdoctoral Studies and Teaching and Learning services. These sessions are usually free of charge.

viii. Postdocs have access to the services provided by the Ombudsperson.

ix. Postdocs may enrol as part-time students in the second language written and spoken English/French courses offered by the School of Continuing Studies/French Language Centre. Postdocs will be charged tuition for these courses. International Postdocs may be required to obtain a CAQ and a Study Permit.

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*.

ii. Each academic unit hosting Postdocs should clearly identify Postdocs' needs and the means by which they will be met by the unit.

iii. Each academic unit should assess the availability of research supervision facilities, office space, and research funding before recruiting Postdocs.

iv. Some examples of responsibilities of the department are:

– to verify the Postdoc's eligibility period for registration;

– to provide Postdocs with departmental policy and procedures that pertain to them;

– to oversee the registration and appointment of Postdocs;

– to assign departmental personnel (e.g., Postdoc coordinator and Graduate Program Director) the responsibility for Postdocs;

– to oversee and sign off on the Letter of Agreement for Postdoctoral Education;

– to ensure that each Postdoc has a supervisor, lab and/or office space, access to research operating costs and necessary equipment;

– to include Postdocs in departmental career and placement opportunities;

– to refer Postdocs to the appropriate University policies and personnel for the resolution of conflict that may arise between a Postdoc and a supervisor.

v. Some examples of responsibilities of the supervisor are:

– to uphold and transmit to their Postdocs the highest professional standards of research and/or scholarship;

– to provide research guidance;

– to meet regularly with their Postdocs;

– to provide feedback on research submitted by the Postdocs;

– to clarify expectations regarding intellectual property rights in accordance with the University's policy;

– to provide mentorship for career development;

– to prepare, sign, and adhere to a Letter of Agreement for Postdoctoral Education.

vi. Some examples of responsibilities of Postdocs are:

– to inform themselves of and adhere to the University's policies and/or regulations for Postdocs for leaves, for research, and for student conduct as outlined in the *Handbook on Student Rights and Responsibilities* and the Graduate and Postdoctoral Studies *University Regulations and Resources*;

– to submit a complete file for registration to Enrolment Services;

– to sign and adhere to their Letter of Agreement for Postdoctoral Education;

– to communicate regularly with their supervisor;

– to inform their supervisor of their absences.

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

– to register Postdocs;

– to provide an appeal mechanism in cases of conflict;

– to provide documented policies and procedures to Postdocs;

– to provide Postdocs with the necessary information on McGill University student services.

Approved by Senate, April 2000

8.3 Vacation Policy for Graduate Students and Postdocs

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

Council of FGSR April 23, 1999

8.4 Leave of Absence for Health and Parental/Familial Reasons

A leave of absence may be granted for maternity or parental reasons or for health reasons (see *Programs, Courses and University Regulations > University Regulations and Resources > Graduate > : Leave of Absence Status*).

Such a leave must be requested on a term-by-term basis and may be granted for a period of up to 52 weeks. Students and Postdocs must make a request for such a leave in writing to their department and submit a medical certificate. The department shall forward the request to Enrolment Services. See procedure under *Programs, Courses and University Regulations > University Regulations and Resources > Graduate > : Leave of Absence Status*. Students who have been granted such a leave will have to register for the term(s) in question and their registration will show as "leave of absence" on their record. No tuition fees will be charged for the duration of the authorized leave. Research supervisors are not obligated to remunerate students and Postdocs on leave. GPS hasor Health and

- the individual must be engaged in full-time research;

- the individual must provide copies of official transcripts/diploma;

- the individual must have the approval of a McGill professor to supervise the research and of the Unit;

- the individual must have adequate proficiency in English, but is not required to provide official proof of English competency to Enrolment Services;

- the individual must comply with regulations and procedures governing research ethics and safety and obtain the necessary training;

- the individual will be provided access to McGill libraries, email, and required training in research ethics and safety. Any other University services must be purchased (e.g., access to athletic facilities);

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

9 Graduate Studies Guidelines and Policies

Refer to *Programs, Courses and University Regulations > University Regulations and Resources > Graduate > : Guidelines and Policies* for information on the following:

- Guidelines and Regulations for Academic Units on Graduate Student Advising and Supervision

- Policy on Graduate Student Research Progress Tracking

- Ph.D. Comprehensives Policy

- Graduate Studies Reread Policy

- Failure Policy

- Guideline on Hours of Work

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

Refer to *Programs, Courses and University Regulations > University Regulations and Resources > Graduate > : Research Policy and Guidelines, Patents, Postdocs, Associates, Trainees* for information on the following:

- Policy on Research Ethics

- Regulations on Research Policy

- Policy on Research Integrity

- Guidelines for Research Involving Human Subjects

- Guidelines for Research with Animal Subjects

- Policy on Intellectual Property

- Regulations Governing Conflicts of Interest

- Safety in Field Work

- Office of Sponsored Research

- Postdocs

- Research Associates

11 Academic Programs

The programs and courses in the following sections have been approved for the 2013–2014 session as listed, but the Faculty/School reserves the right to introduce changes as may be deemed necessary or desirable.

11.1 Educational and Counselling Psychology

11.1.1 Location

Department of Educational and Counselling Psychology
Education Building, Room 614
3700 McTavish Street
Montreal, QC H3A 1Y2
Canada

Telephone – Program Information: 514-398-4242
Fax: 514-398-6968
Email: *ecpinfo.education@mcgill.ca*
Website: *www.mcgill.ca/edu-ecp*

11.1.2 About Educational and Counselling Psychology

The Department of Educational and Counselling Psychology (ECP) programs and research examine the interplay between complex human systems (cognitive, social, emotional, behavioural, and biological) to maximize: (a) learning, (b) wellness (mental and physical), and (c) human development in multiple settings and throughout the lifespan. More specifically, they examine issues pertaining to cognitive processes and developmental neuroscience, assessment and intervention, and the design and evaluation of learning environments and instructional practices, with both typical and atypical populations in mind. While ECP's primary disciplinary bases are psychology and education, it contributes to and is enriched by extended interdisciplinary collaborations with, among others, medicine and other health professions, neurosciences, computer science, science, social work and policy, and law.

Students in our programs benefit from having access to the McGill Psychoeducational and Counselling Clinic (*www.mcgill.ca/edu-ecp/about/clinic*) and the Departmental Assessment Materials Resource Centre (*www.mcgill.ca/edu-ecp/students/amrc*). To develop their professional skills in assessment, therapy, and supervision, students are equipped with the latest standardized materials and a state-of-the-art venue within which to conduct psychological and cognitive assessments. Our professional programs also have established connections with world-class public and private organizations, which include health care facilities and school boards where students receive supervised training for internships and practica. Our faculty members are involved in intra- and interdisciplinary collaborative research locally, nationally, and internationally. These networks offer students valuable exposure to, and connection with, different research laboratories, research leaders, and professional organizations. Students benefit from international mobility programs and specialized training offered in specific locations. Working closely with faculty members in their research teams, our students enrolled in research-based M.A. and Ph.D. programs have proven very successful in obtaining major external fellowships from bodies such as SSHRC, FQRSC, FRSQ, and CIHR.

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

Detailed graduate degree descriptions are available in the following sections:

- *section 11.1.2: Graduate Degrees in Counselling Psychology*
- *section 11.1.2: Graduate Degrees in School/Applied Psychology*
- *section 11.1.2: Graduate Degrees in Educational Psychology*

Master of Arts (M.A.) Degrees

Students can obtain an M.A. degree in:

1. Counselling Psychology (Non-Thesis) with major concentrations in:

   - Professional/Internship (coursework and internship based)
   - Project (coursework and research based)

2. Educational Psychology with a Major in:

   - School/Applied Child Psychology

3. Educational Psychology with concentrations in:

   - Health Professions Education
   - Human Development
   - Learning Sciences

Master of Education (M.Ed.) Degrees

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

- Family Life Education (*admissions to this concentration are currently suspended*)
-

The aim of the M.A. (Non-Thesis) in Counselling Psychology (Professional/Internship) is to produce graduates who:

1. are trained in the major applied areas of counselling;
2. will be qualified to work in a variety of settings where educational, vocational, personal, and developmental counselling is offered; and
3. have had an extensive supervised internship in either a clinical or educational setting.

To do so, the training program emphasizes career and vocational theory and development, individual and group counselling skills, the integration of multicultural, gender, and other diversity theories into practice, and diagnosis and assessment procedures.

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

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

For further information, consult the website at *www.mcgill.ca/edu-ecp/programs/counsellingpsych*.

The M.A. (Non-Thesis) in Counselling Psychology (Project) is designed to produce graduates with introductory academic preparation for research or clinical careers in counselling psychology. Training is provided in the research domain through coursew

program is accredited by the American Psychological Association (APA) and the *Ordre des psychologues du Québec* (OPQ). (Please note that APA accreditation will cease for all Canadian institutions in 2015.) Graduates are eligible for licensure in Quebec.

For further information, consult the website at *www.mcgill.ca/edu-ecp/programs/schoolpsych*.

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

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

Students are not required to demonstrate kno

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

The academic staff who teach and supervise within the program understand both research and applied contexts such as the school system. Courses are offered in the evening to accommodate full-time professionals and can be completed on either a full-time or part-time basis.

Many of our graduates work in the school system as resource teachers, special education, or educational consultants. Others work in or create special tutorial programs or family/child programs for students with difficulties, or in specialized settings (e.g., hospital programs), and others have moved on into our doctoral program in Human Development.

For further information, consult the website at *www.mcgill.ca/edu-ecp/programs/mededpsych*.

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

The aim of the M.A. (Thesis) in Educational Psychology is to produce graduates who:

1. are broadly trained in educational psychology;
2. have sufficient research competence to critically evaluate research in educational psychology, and to design, conduct, and report empirical research; and
3. have experience in applying research methods and findings to the solution of practical problems in varied educational settings.

Candidates are required to select and follow the set of courses in one of three concentrations of study or the Major in School/Applied Child Psychology, select a topic for research, and present the results of such research in a thesis.

The program offers three concentrations and one major:

1. **The Health Professions Education concentration** (*www.mcgill.ca/edu-ecp/programs/health*)... researchers, developers, and practitioners who can advance the scientific understanding and practice of teaching and learning as they happen in the health professions and throughout the lifespan. The program is for health professionals who are interested in conducting educational research and working on development projects (e.g., program, curriculum, faculty) as well as for educational psychology graduate students who are interested in issues related to medical education and education in other health professions.

   The program will produce a graduate who can recognize the role of education in a health professions context, who has sufficient research competence to conduct empirical research in health education settings, and who can apply research results to solve practical problems in this field. Student admission and supervision is done jointly with the **Centre for Medical Education**; see website: *www.mcgill.ca/centreformeded*.

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

2. **The Human Development concentration** (*www.mcgill.ca/edu-ecp/programs/humandev*) is intended to prepare students from education and psychology backgrounds to work in school, institutional, and university settings. The degree prepares candidates to support the educational and psychological well-being of individuals, to use research to critically inform practice, and to be able to conceptualize and conduct applied and theoretical research related to different trajectories of human

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

See *section 11.1.19: 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 2013–2014.

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:** (*www.mcgill.ca/edu-ecp/programs/humandev*) The Human Development concentration builds upon the M.A. program and is intended to prepare students to work in school, institutional, and university settings. The degree prepares candidates to support the educational and psychological well-being of individuals, to use research to critically inform practice, and to be able to conceptualize and conduct applied and theoretical research related to different trajectories of human development and varied educational settings. The program follows a mentorship model that encourages 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 11.1.20: Doctor of Philosophy (Ph.D.); Educational Psychology — Human Development*.

2. **Learning Sciences concentration:** (*www.mcgill.ca/edu-ecp/programs/learningsci*) The Learning Sciences concentration builds upon the M.A. program and continues its aim of developing competent and inquiring professionals who have the skills to understand and improve learning and teaching by way of conceptualizing and conducting applied and theoretical research in 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 11.1.21: Doctor of Philosophy (Ph.D.); Educational Psychology — Learning Sciences*.

11.1.3   Educational and Counselling Psychology Admission Requirements and Application Procedures

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

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

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 e-package), with a minimum GPA of 3.2 out of 4.0 in their final two years of full-time study (minimum 48 credits).

11.1.3.1.2 Application Procedures

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

See *section 6.3: Application Procedures* for detailed application procedures.

11.1.3.1.2.1 Additional Requirements

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

- Curriculum Vitae
- Three reference letters
- Personal Statement
- Interview – for applicants to the Professional/Internship concentration
- M.A. in Counselling Psychology Pre-Admission Academic Checklist

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Counselling Psychology: Project and Professional/Internship concentrations, can be found online in the following section of the Departmental website: *www.mcgill.ca/edu-ecp/programs/counsellingpsych/ma*.

11.1.3.2 Ph.D. in Counselling Psychology
11.1.3.2.1 Admission Requirements

To be eligible applicants must hold:

A master's degree equivalent to the *section 11.1.6: Master of Arts (M.A.); Counselling Psychology (Non-Thesis) — Project (60 credits)* along with 42 credits of core courses in specific domains (see list in the Pre-Admission Academic Checklist in our application e-package).

11.1.3.2.2 Application Procedures

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

See *section 6.3: Application Procedures* for detailed application procedures.

11.1.3.2.2.1 Additional Requirements

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

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

Information on application procedures, deadlines, supporting documents, and contact information for the Ph.D. in Counselling Psychology can be found online in the following section of the Departmental website: *www.mcgill.ca/edu-ecp/programs/counsellingpsych/phd*

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 11.1.19: Master of Arts (M.A.); Educational Psychology (Thesis) — School/Applied Child Psychology (78 credits)* along with 42 credits of core courses in specific domains (see list in the Pre-Admission Academic Checklist in our application e-package), with a minimum CGPA of 3.0 out of 4.0.

All doctoral students must have a research supervisor upon entry to the program. Interested candidates should consult the Departmental website for a list of faculty members and their research interests. A supervisor must be selected from among professors in the School/Applied Child Psychology program.

11.1.3.3.2 Application Procedures

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

See *section 6.3: Application Procedures* for detailed application procedures.

11.1.3.3.2.1 Additional Requirements

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

- Curriculum Vitae
- Three reference letters
- Personal Statement

- Research Proposal
- Written Work
- Ph.D. Pre-Admission Academic Checklist
- GRE – General and Psychology subject tests
- Program Application Form
- A letter from the applicant's prospective supervisor agreeing to act as their Ph.D. supervisor

Information on application procedures, deadlines, supporting documents, and contact information for the Ph.D. in School/Applied Child Psychology, can be found online in the following section of the Departmental website: *www.mcgill.ca/edu-ecp/programs/schoolpsych/phd*.

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

An earned doctorate in Educational Psychology, another area of Psychology, or a closely related discipline (to be recognized by the Program Committee).

11.1.3.4.2 Application Procedures

McGill'

2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies.

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

Human Development Concentration

1. An undergraduate degree in education, psychology, or another field relevant to the proposed studies in Educational Psychology.
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies.

School/Applied Child Psychology Major

1. An undergraduate degree in education, psychology, or another field relevant to the proposed studies in Educational Psychology, consisting of 42 credits of core courses in specific domains (see list in the Pre-Admission Academic Checklist in our application e-package).
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies.

11.1.3.6.2 Application Procedures

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

See *section 6.3: Application Procedures* for detailed application procedures.

Learning Sciences Concentration

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Educational Psychology: Learning Sciences concentration can be found online in the following section of the Departmental website: *www.mcgill.ca/edu-ecp/programs/learningsci/ma*.

Health Professions Education Concentration

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Educational Psychology: Health Professions concentration can be found online in the following section of the Departmental website: *www.mcgill.ca/edu-ecp/programs/healthprofessions/ma*.

Human Development Concentration

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Educational Psychology: Human Development concentration can be found online in the following section of the Departmental website: *www.mcgill.ca/edu-ecp/programs/humandev/ma*.

School/Applied Child Psychology Major

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Educational Psychology: School/Applied Child Psychology Major can be found online in the following section of the Departmental website: *www.mcgill.ca/edu-ecp/programs/schoolpsych/ma*.

11.1.3.6.2.1 Additional Requirements

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

Learning Sciences Concentration

- Curriculum Vitae
- Three reference letters
- Personal Statement

Health Professions Education Concentration

- Curriculum Vitae
- Three reference letters
- Personal Statement

Human Development Concentration

- Curriculum Vitae
- Three reference letters
- Personal Statement, including the names of two potential thesis supervisors
- Program Application Form

School/Applied Child Psychology Major

- Curriculum Vitae
- Three reference letters
- Personal Statement
- Program Application Form
- GRE – General and Psychology subject scores
- Pre-Admission Academic Checklist

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

Note: Admission to this program is currently suspended.

11.1.3.7.1 Admission Requirements

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

For application information please refer to instructions listed under M.A. (Thesis) Educational Psychology Major 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*.

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 Departmental website for a faculty list: *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

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

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

11.1.3.8.2 Application Procedures

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

See *section 6.3: Application Procedures* 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 following section of the Departmental website: *www.mcgill.ca/edu-ecp/programs/humandev/phd*.

Information on application procedures, deadlines, supporting documents, and contact information for the **Ph.D. in Educational Psychology: Learning Sciences** concentration can be found online in the following section of the Departmental website: *www.mcgill.ca/edu-ecp/programs/learningsci/phd*.

11.1.3.8.2.1 Additional Requirements

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

Human Development Concentration

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

Learning Sciences Concentration

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

11.1.3.9 Application Deadlines

Counselling Psychology (M.A. or Ph.D.)		
Canadian	**International**	**Special/Exchange/Visiting**
Fall: Dec. 15	Fall: Dec. 15	Fall: Dec. 15
Winter: N/A	Winter: N/A	Winter: N/A

Associate Professors

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

Michael L. Hoover; B.S.(Tulane), M.A., M.Phil., Ph.D.(Col.)

Krista Muis; B.A.(Wat.), M.A.(Vic., BC), Ph.D.(S. Fraser)

Robert Savage; B.A.(Oxf.), M.Sc.(Camb

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

For more information, see http://www.mcgill.ca/study/2013-2014/faculties/education/graduate/gps_edu_educational_and_counselling_psychology.

Required Internship (24 credits)

(395 Tm(hology Internship Research Seminari)Qj 1.00al24 Studies)

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

For more information, see http://www.mcgill.ca/study/2013-2014/faculties/education/graduate/gps_edu_educational_and_counselling_psychology.

Thesis

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

Required 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 626	(3)	Practicum 2: School Psychology
EDPE 710	(3)	Consultation in School Psychology

Complementary Courses - Field Placements

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

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

Internship

One year full time or two years half-time

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

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

Professional Accreditation

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

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

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

Note: Admission to this program is currently suspended

For more information, see http://www.mcgill.ca/study/2013-2014/faculties/education/graduate/gps_edu_educational_and_counselling_psychology.

Required Courses (9 credits)

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

Complementary Courses (27 credits)

27 credits from the following:

EDPC 501	(3)	Helping Relationships
EDPC 502	(3)	Group Processes and Individuals
EDPC 503	(3)	Human Sexuality: Professionals
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 tak

EDPH 689	(3)	Teaching and Learning in Higher Education
EDPI 526	(3)	Talented and Gifted Students
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2
EDPI 543	(3)	Family, School and Community
EDPI 645	(3)	Assessment For Effective Intervention
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 656D1	(3)	Clinic Practicum in Special Education
EDPI 656D2	(3)	Clinic Practicum in Special Education
EDPI 665	(3)	Teaching of Reading
EDPI 667	(3)	Promoting Social and Emotional Well-Being

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) — General Educational Psychology: Project (48 credits)

The M.Ed. in Educational Psychology (Non-Thesis) - General Educational Psychology: Project provides students the flexibility to design a program that satisfies their professional and academic needs. The program provides a foundation in core areas of educational psychology (inclusive education, learning sciences) through courses on learning theories, motivation, human development and diverse classroom populations, complemented by research skill development. The role of schools and communities is also examined. Graduates will have the skills to understand and contribute to the growth and enhancement of knowledge and practice in educational psychology and develop tools for implementing new teaching models in the classroom. The program also provides opportunities to study one area in greater depth or to add diverse course experiences, and complete a Research Project.

For more information, see http://www.mcgill.ca/study/2013-2014/faculties/education/graduate/gps_edu_educational_and_counselling_psychology.

Required Courses (36 credits)

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

Complementary Courses (12 credits)

EDPC 501	(3)	Helping Relationships
EDPC 504	(3)	Practicum: Interviewing Skills
EDPC 505	(3)	Crisis Intervention Processes
EDPC 542	(3)	Counselling Role of the Teacher
EDPE 515	(3)	Gender Identity Development

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

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

The aim of the M.Ed. in Educational Psychology (Non-Thesis) - Inclusive Education is to educate students on the major theories and practices of inclusive education.

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

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

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

For more information, see http://www.mcgill.ca/study/2013-2014/faculties/education/graduate/gps_edu_educational_and_counselling_psychology.

Required Courses (24 credits)

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

Complementary Courses (12 credits)

12 credits from the following:

EDPE 502	(3)	Theories of Human Development
EDPE 656	(3)	Applied Theory/Methods in the Learning Sciences
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 668	(3)	Advanced Seminar in Learning Sciences
EDPE 699D1	(6)	Special Activity
EDPE 699D2	(6)	Special Activity
EDPH 689	(3)	Teaching and Learning in Higher Education
EDPI 526	(3)	Talented and Gifted Students
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2
EDPI 654	(3)	Instruction/Curriculum Adaptation

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.

11.1.16 Master of Arts (M.A.); Educational Psychology (Thesis) — Health Professions Education (48 credits)

For more information, see http://www.mcgill.ca/study/2013-2014/faculties/education/graduate/gps_edu_educational_and_counselling_psychology.

Thesis Courses (24 credits)

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

Prerequisite Course (or equivalent) (3 credits)

EDPE 575	(3)	Educational Measurement

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

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

11.1.17   Master of Arts (M.A.); Educational Psychology (Thesis) — Human Development (45 credits)

For more information, see http://www.mcgill.ca/study/2013-2014/faculties/education/graduate/gps_edu_educational_and_counselling_psychology.

Thesis Courses (24 credits)

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

Required Courses (18 credits)

EDPE 502	(3)	Theories of Human Development
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

3 credits from the following:

EDPE 515	(3)	Gender Identity Development
EDPE 616	(3)	Cognitive Development
EDPE 620	(3)	Developmental Psychopathology
EDPE 623	(3)	Social-Emotional Development
EDPI 642	(3)	Inclusion: Past, Present & Future
EDPI 665	(3)	Teaching of Reading

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

11.1.18   Master of Arts (M.A.); Educational Psychology (Thesis) — Learning Sciences (45 credits)

For more information, see http://www.mcgill.ca/study/2013-2014/faculties/education/graduate/gps_edu_educational_and_counselling_psychology.

Thesis Courses (24 credits)

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

Required Courses (12 credits)

EDPE 605	(3)	Research Methods

EDPE 666	(3)	Foundations of Learning Science
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis

Complementary Courses (9 credits)

EDPE 555	(3)	Introduction to Learning Sciences
EDPE 636	(3)	Motivation and Instruction
EDPE 637	(3)	Issues in Health Professions Education
EDPE 656	(3)	Applied Theory/Methods in the Learning Sciences
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 668	(3)	Advanced Seminar in Learning Sciences
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.

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

For more information, see http://www.mcgill.ca/study/2013-2014/faculties/education/graduate/gps_edu_educational_and_counselling_psychology.

Thesis Courses (24 credits)

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

Prerequisite Course (or equivalent) (3 credits)

| EDPE 575 | (3) | 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 |

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

For more information, see http://www.mcgill.ca/study/2013-2014/faculties/education/graduate/gps_edu_educational_and_counselling_psychology.

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 Human Development
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)	Inclusion: Past, Present & Future
EDPI 665	(3)	Teaching of Reading
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 |

11.1.21   Doctor of Philosophy (Ph.D.); Educational Psychology — Learning Sciences

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

For more information, see http://www.mcgill.ca/study/2013-2014/faculties/education/graduate/gps_edu_educational_and_counselling_psychology.

Required Courses (27 credits)

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

Complementary Courses (6 credits)

3 credits from the following:

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

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 in 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 of

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 may 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 approved institution in Information Studies (or equivalent) in e

M.L.I.S., Graduate Certificate, and Graduate Diploma		
Winter: N/A	Winter: N/A	Winter: Contact Student Affairs Coordinator
Summer: N/A	Summer: N/A	Summer: Contact Student Affairs Coordinator

Ph.D.		
Canadian	**International**	**Special/Exchange/Visiting**
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

11.2.4 Information Studies Faculty

Director

France Bouthillier

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

Charles-Antoine Julien; B.Eng., M.Sc.(Montr.), Ph.D.(McG.)

Elaine Ménard; 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.)

Nathalie Blanchard; B.A., B.F.A.(C'dia), M.L.I.S.(McG.)

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

Rhiannon Gainor; B.A.(Brigham Young), M.L.I.S/M.A.(Alta.)

David Weigl; B.Sc., M.Sc.(Edin.)

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

GLIS 639	(3)	Introduction to Museology
GLIS 655	(3)	Language and Information
GLIS 661	(3)	Knowledge Management
GLIS 665	(3)	Competitive Intelligence

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

0-12 credits chosen from the following complementary courses:

GLIS 609	(3)	Metadata & Access
GLIS 616	(3)	Information Retrieval
GLIS 624	(3)	Marketing Information Services
GLIS 631	(3)	Systems Thinking
GLIS 633	(3)	Multimedia Systems
GLIS 634	(3)	Web System Design and Management
GLIS 639	(3)	Introduction to Museology
GLIS 643	(3)	Electronic Records Systems
GLIS 645	(3)	Archival Principles & Practice
GLIS 655	(3)	Language and Information
GLIS 657	(3)	Database Design & Development
GLIS 660	(3)	Records Management
GLIS 661	(3)	Knowledge Management
GLIS 665	(3)	Competitive Intelligence

Elective Courses (12 credits)

0-12 credits approved by the student's adviser, selected from the complementary courses of streams not chosen as the student's primary focus or from other 500-, 600-, or 700-level courses; up to 6 credits may be from other Quebec universities.

11.2.6 Doctor of Philosophy (Ph.D.); Information Studies

The Ph.D. program provides an opportunity to study interdisciplinary research topics within the field of library and information studies at the doctoral level. Students develop scholarly and innovative expertise in one of the four research areas within information studies: a) information-seeking behaviour; b) human-computer interaction; c) information resources in context; d) knowledge management and representation, as well as an awareness of the inter-relatedness of these areas. Students begin with a set of common core courses and proceed to specialization through advanced coursework and dissertation topics focused on areas of expertise that are supported by the research interests of current faculty members.

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 (12 credits)

Note: GLIS 701 is normally taken in the second year.

GLIS 701	(0)	Comprehensive Examination
GLIS 702	(3)	Seminar in Information Studies
GLIS 703	(3)	Research Paradigms in Information Studies
GLIS 704	(3)	Research Design in Information Studies
GLIS 705	(3)	Readings in Information Studies

Students may also be required to take additional courses to prepare them for their research.

11.2.7 Graduate Certificate in Library and Information Studies (15 credits)

Complementary Courses

9-15 credits, three to five GLIS courses chosen in consultation with the student's adviser with the exception of the following courses:

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:

: straduate Cer9-6.94 861 1 125.711 38ycon.0837rmation Studieto re

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
	(3)	Selected Topics

- Science and Technology
- Mathematics
- English or French Second Language

  Note: The French Second Language program is not being offered in 2013-2014.

The Department also offers a Ph.D. in Educational Studies. The four research areas currently available are:

- Curriculum and Literacy Studies
- Cultural and International Studies in Education
- Studies in Educational Leadership
- Studies in Second Language Education

Master of Arts in Education and Society

The M.A. in Education and Society consists of a 45-credit thesis or non-thesis program. The two streams—Culture and Values in Education and Teaching, Learning, and Curriculum—reflect distinct but overlapping areas of educational inquiry. Study in Culture and Values in Education may focus on critical theory, philosophy, art and aesthetics, race/class/gender issues in education, or international and comparative education. The Teaching, Learning, and

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

section 11.3.1... ...adership (Non-Thesis) — Coursework (45 credits)

The M.A. non-thesis op... ...research-oriented and suitable for practitioners interested in professional development with a theoretical orientation.

... ...ess research-oriented

Art192ion, as Educational 21adership (Non-Thesi192ion, asct — Gender and W ... ...dies (45 credits)

... ...gree requirements in a participati... ...minist research and methods. In the ... ...er and/or women's studies.

... ...n. It provides an overview of the state of the art in sec... ...language ... ...d qualitative approaches. The program covers a wide range of current ... ...olinguistics, curricular/methods and program planning areas (for example, ...nguage policy and planning, and critical applied linguistics. Graduates may ... ...nt at ministry, school board, or other sites of active research on second languages. ... ...nd-language teaching practitioners, program administrators, or evaluators.

11.3.3 Integrated Studies in Education Admission Requirements and Application Procedures

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

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

11.3.3.3 Application Deadlines

Integrated Studies in Education		
Canadian	**International**	**Special/Exchange/Visiting**
Fall: Jan. 15	Fall: Jan. 15	Fall: Jan. 15
	Winter: N/AThesiSumm/AThesiSumm/AThesiSumm/AThesiSumm/AThesiSumm/A	

Professors

Barry Levy; B.A., M.A., B.R.E.(Yeshiva), Ph.D.(NYU)

Roy Lyster; B.A.(Regina), M.A.(Paris VII), B.Ed., M.Ed., Ph.D.(Tor.)

Mary H. Maguire; B.A., B.Ed., M.A.(Montr.), M.Ed., Cert. Reading(McG.), Ph.D.(Ariz.)

Claudia A. Mitchell; B.A.(Bran.), M.A.(Mt. St. Vin.), Ph.D.(Alta.) (*James McGill Professor*)

Anthony Paré; B.Ed, M.A., Ph.D.(McG.)

Ralf St. Clair; Ph.D.(Br. Col.), M.A.(Heriot-Watt)

Lise Winer; B.A.(Pitt.), M.A.(Minn.), Cert.Ped.(C'dia), Ph.D.(West Indies)

Associate Professors

Helen Amoriggi; B.Sc., M.A.(Rhode Is.), Ed.D.(Boston)

Fiona Benson; B.A.(Ott.), M. Ed., Ph.D.(McG.)

Jon G. Bradley; B.A., M.A.(Sir G. Wms.)

Eric Caplan; B.A.(Tor.), M.A.(Hebrew), Ph.D.(McG.)

Steven Jordan; B.A.(Kent), M.Sc.(Lond.), Ph.D.(McG.)

Bronwen Low: B.A.(Qu.), M.A.(Br. Col.), Ph.D.(York)

Kevin McDonough; B.A., B.Ed., M.Ed.(Alta.), Ph.D.(Ill.)

Ronald Morris; B.Ed., M.A., Ph.D.(McG.)

Caroline Riches; B.A., M.Sc.(Alta), Ph.D.(McG.)

Mela Sarkar; B.A., Dip.Ed.(McG.), M.A., Ph.D.(C'dia)

Gale A. Seiler; B.Sc.(Fairleigh Dickinson), M.S.(Montana), Ph.D.(Penn.)

Shaheen Shariff; B.G.S., M.A.Educ., Ph.D.(S. Fraser)

Doreen Starke-Meyerring; B.Ed.(Potsdam), M.A.(N. Dakota), Ph.D.(Minn.)

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.(lnst. 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.)

Marta Kobiela; B.Sc., M.Sc.(Texas A & M), Ph.D.(Vanderbilt)

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 take a maximum of 6 credits from outside the Department.

11.3.6   Master of Arts (M.A.); Education and Society (Thesis) — Gender and Women's Studies (45 credits)

Thesis Courses (24 credits)

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

Required Courses (9 credits)

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 690	(3)	Research Methods: Philosophy and Practice
WMST 601	(3)	Feminist Theories and Methods

Complementary Courses (6 credits)

6 credits selected as follows:

3 credits from the Culture and Values in Education Stream OR the Teaching, Learning, and Curriculum Stream.

3 credits selected either by taking WMST 602 or a course at the 500 level or higher on gender/women's issues.

Culture and Values in Education Stream

3 credits to be selected from the following:

EDER 607	(3)	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

3 credits chosen from the following, must be either:

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

or one 3-credit course, at the 500, 600, or 700 level, chosen in consultation with the Thesis Supervisor or Graduate Program Director. Students may take a maximum of 3 credits from outside the Department.

Elective Courses (6 credits)

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

11.3.7   Master of Arts (M.A.); Education and Society (Thesis) — Mathematics and Science Education (45 credits)

Thesis Courses (24 credits)

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

Required Courses (15 credits)

EDEC 624	(3)	Researching, Teaching, Learning and Teacher Education
EDEC 625	(3)	MA Seminar in Math and Science Education 1
EDEC 626	(3)	MA Seminar in Math and Science Education 2
EDEM 609	(3)	Introduction to Educational Theory and Research
EDPE 676	(3)	Intermediate Statistics

Complementary Courses (6 credits)

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

| EDEC 606 | (3) | Seminar in Curriculum Inquiry |

EDEM 644	(3)	Curriculum Development and Implementation

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

EDPE 635	(3)	Theories of Learning and Instruction
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms

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

Research Project (6 credits)

EDER 633	(6)	Project

Required Courses (6 credits)

EDEM 609	(3)	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 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 and Learning 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 (30 credits)

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

Students may take a maximum of 9 credits from outside the Department.

11.3.9 Master of Arts (M.A.); Education and Society (Non-Thesis) — Gender and Women's Studies (45 credits)

Research Project (6 credits)

EDER 633	(6)	Project

Required Courses (9 credits)

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 690	(3)	Research Methods: Philosophy and Practice
WMST 601	(3)	Feminist Theories and Methods

Complementary Courses (6 credits)

6 credits selected as follows:

3 credits from the Culture and Values in Education Stream OR the Teaching, Learning, and Curriculum Stream.

3 credits selected either by taking WMST 602 or a course at the 500 level or higher on gender/women's issues.

Culture and Values in Education Stream

3 credits to be selected from the following:

EDER 607	(3)	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:

F

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.

11.3.14   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
EDEM 610	(3)	Leadership in Action
EDEM 673	(3)	Leadership Theory in Education
EDEM 690	(3)	Research Methods: Philosophy and Practice

Complementary Courses (15 credits)

12 credits selected from the following courses:

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

3 credits selected from the following courses:

EDEC 602	(3)	Foundations of Curriculum

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

Elective Course

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

11.3.16 Master of Arts (M.A.); Second Language Education (Thesis) (45 credits)

The M.A. in Second Language Education consists of a 45-credit thesis or non-thesis program. It provides an overview of the state of the art in second language acquisition, assessment and evaluation, and research methods, including quantitative and qualitative approaches. The program covers a wide range of current topics in applied linguistics and offers opportunities to specialize in educational sociolinguistics, curricular/methods and program planning areas (for example, content-based second language teaching or "immersion"), language testing, language policy and planning, and critical applied linguistics. Graduates may

Required Courses (12 credits)

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDPE 575	(3)	Educational Measurement
EDSL 623	(3)	Second Language Learning
WMST 601	(3)	Feminist Theories and Methods

Complementary Courses (9 credits)

6 credits selected from the following courses:

EDEM 609	(3)	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

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

11.3.18   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 contexts as second language teaching practitioners, program administrators, or evaluators.

Required Courses (12 credits)

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 690	(3)	Research Methods: Philosophy and Practice
EDPE 575	(3)	Educational Measurement
EDSL 623	(3)	Second Language Learning

Complementary Courses (15 credits)

15 credits chosen from the following courses:

EDSL 617	(3)	Special Topic in Second Language Education
EDSL 620	(3)	Critical Issues in Second Language Education
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Classroom-Centred Second Language Research
EDSL 629	(3)	Second Language Assessment

EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 632	(3)	Second Language Literacy Development
EDSL 651	(3)	Content-Based L2 Learning

Elective 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).

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

The *Office of Student Teaching (OST)* is responsible for arranging the placement and evaluation of all student teachers in supervised Internships.

11.3.19.1 Internships

Internships:

- are required courses (with the subject code EDIN) for all students in the M.A. in Teaching and Learning programs;
- are the sole responsibility of the Faculty of Education and are organized by the Office of Student Teaching;
- require that newly admitted and returning students follow registration procedures or risk not being placed in a host school or having their contract approved for Internship;
- 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 11.3.19.3: 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 Univ

- Consult *www.mcgill.ca/ost* MATL guidelines for detailed information and to determine if a contract meets the specific Internship requirements.
- Generally, contracts must be for a minimum of 70% of a 100% teaching workload, and a minimum of 60% (Internship 1) or 80% (Internship 2) of these

in order to receive a grade. Summative evaluations from the cooperating teacher or school administrator and field supervisor are combined with the professional seminar grade to calculate the final grade.

In accordance with GPS failure policy (*: Failure Policy*), where a student is experiencing serious pedagogical or professional difficulties in an Internship, the director of the OST will review the case and will make a grade decision:

- If the student has demonstrated some potential to successfully reach the required standard, the director may grant special permission for a student to repeat an Internship during the next term in which the course is offered. This special permission will be granted once only in a student's program. A subsequent Failure (F, J, KF, WF) in any Internship places a student in Unsatisfactory Standing, requiring withdrawal from the Teacher Education Program.
- Grade of F without permission to repeat the Internship, placing a student in Unsatisfactory Standing and requiring withdrawal from the Teacher Education Program.

A student may appeal a failing grade or termination of an Internship by making a formal application to the Executive Director, Student Affairs.

Withdrawal from Internship

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

Termination of Internship

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

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

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

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

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

Preamble – A Student-Centred Perspective

- **Mandate**

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

- **Goals and Rationale**

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

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

4. The Code seeks to encourage continued reflection and thoughtful response to ethical issues. It does not seek definitive answers to all ethical questions or situations. Rather, it seeks to outline the guiding principles to ethical conduct and to identify major issues that are essential to the development and implementation of this Code.

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

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

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

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

Academic Freedom and Responsibilities

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

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

Ethics and Law

"Teaching is governed by a legal and re

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

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

11.3.20.1 Time Commitment

The M.A. in T

EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners
EDTL 629	(3)	Applied Methods in Teaching Secondary Eng. Language Arts
EDTL 630	(3)	Advanced Applied Methods in Teaching Sec English Lang Arts

Complementary Courses (9 credits)

3 credits selected from:

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

Electives (6 credits)

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

11.3.23 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 degree leading to teacher certification. It comprises 45 credits of courses, coupled with 15 credits (minimum of 630 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the Quebec Ministère de l'Éducation, 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 Québec Education Program (QEP) professional competencies, and evidence of mastery of these will be demonstrated in order for students to successfully complete the program. Upon completion, students are recommended to the MELS for certification.

Required Courses (54 credits)

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(1)	Introductory Professional Seminar
EDPS 605	(1)	Culminating Professional Seminar
EDSL 500	(3)	Foundations and Issues in Second Language Education
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
EDTL 508	(3)	Critical Influences on Educational Praxis
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 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 627	(3)	Applied Methods in Teaching Mathematics in Secondary School
EDTL 628	(3)	Advanced Methods in Teaching Mathematics in Sec. School

Complementary Courses (309.84 Tm((3))Tj1 0 0 1 70.52 709.84ilmiTj1 0 0 1 h7-fibost-05ted from:

non-formal teaching e

Note: EDEC 701 is normally tak

EDEC 704	(2)	Ph.D. Colloquium 2
WMST 601	(3)	Feminist Theories and Methods
WMST 602	(3)	Feminist Research Symposium

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

Complementary Courses (6 credits)

One of the following courses:

EDEC 705	(3)	Advanced Research Designs
EDEC 706	(3)	Textual Approaches to Research
EDEC 707	(3)	Interpretive Inquiry
EDEM 692	(3)	Qualitative Research Methods
EDSL 630	(3)	Qualitative/Ethnographic Methods
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 Advisory Committee depending on the student's background and research interests. In some cases, additional courses may be required or recommended by the Doctoral Advisory Committee.

Doctor of Philosoph

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

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

Thesis

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

Required Courses (17 credits)

EDEC 624	(3)	Researching, Teaching, Learning and Teacher Education
EDEC 700	(2)	Proseminar in Education 1
EDEC 701	(0)	Ph.D. Comprehensive Examination
EDEC 702	(2)	Proseminar in Education 2
EDEC 703	(2)	Ph.D. Colloquium 1
EDEC 704	(2)	Ph.D. Colloquium 2
EDEC 708	(3)	PhD Seminar in Math and Science Education 1
EDEC 709	(3)	PhD Seminar in Math and Science Education 2

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

Complementary Courses

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

EDPE 682	(3)	Univariate/Multivariate Analysis

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

EDEC 705	(3)	Advanced Research Designs
EDEC 706	(3)	Textual Approaches to Research
EDEC 707	(3)	Interpretive Inquiry
EDEM 692	(3)	Qualitative Research Methods
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 664	(3)	Second Language Research Methods

Elective Courses

0-9 credits

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

11.3.30   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.

Complementary Courses

15 credits from:

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

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

11.3.31   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

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 660	(3)	Community Relations in Education
EDEM 664	(3)	Education and the Law
EDEM 671	(3)	The Principalship
EDEM 673	(3)	Leadership Theory in Education
EDEM 675	(3)	Special Topics 1
EDEM 681	(3)	Practicum - Administrative Studies
EDEM 693	(3)	School Improvement Approaches
EDEM 695	(3)	Policy Studies in Education

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

11.3.32   Graduate Certificate; Teaching English as a Second Language (15 credits)

This 15-credit certificate is designed as professional development for in-service teachers and candidates with a background in education, language studies, linguistics, or a related field, or as preparation for application to our M.A. in Second Language Education. The five courses that comprise the certificate provide a solid background and offer in-depth study in the field of second-language education from a range of perspectives and with a focus on research and applications to teaching. Please note that this certificate does not lead to teacher certification.

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

Required Courses (15 credits)

Online Courses

EDSL 500	(3)	Foundations and Issues in Second Language Education
EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
		Grammar in T

11.4.2 About Kinesiology and Physical Education

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

Master's Programs

In *Exercise Physiology* , research is being conducted on obesity treatment, public health surveillance, and health disparities; biology and physiology of aging skeletal muscle; adaptive plasticity of skeletal muscle in health, disease, and aging; the role of mitochondria in skeletal muscle health, disease, and aging; interventions to protect and/or restore mass and function of aging muscle; biology and physiology of the aging heart; clinical and integrative exercise and cardio-respiratory physiology; COPD research; and muscle physiology and biophysics.

Other research in *Biomechanics* includes specialization in ergonomics, motor control, fatigue, and musculoskeletal disorders; locomotion and gait research; applied ice hockey research; and neurophysiology and rehabilitation.

In *Exercise and Health Psychology* , research is presently underway examining the psychosocial determinants of health behaviour, body-related emotions, and physical self; motivation in youth sport and physical activity; school and community-based physical activity promotion; and physical education and health development.

In *Sports Psychology* , research questions examine determinants of coaching e

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

11.4.4 Kinesiology and Physical Education Faculty

Chair

Dr. René A. Turcotte (

EDKP 694	(6)	Thesis Research 4

Required Courses (6 credits)

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

Complementary Courses (15 credits)

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

EDKP 504	(3)	Health & Lifestyle Education
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
EDKP 648	(3)	Physical Activity Psychology
EDKP 650	(3)	Research in Physical Education Pedagogy
EDKP 654	(3)	Sport Psychology
EDKP 655	(3)	Inclusive Physical Activity
EDKP 664	(3)	Motor Learning
EDKP 665	(3)	Motor Behaviour and Disability
EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	Experimental Problems
EDKP 695	(3)	Thesis Research 5
EDKP 696	(3)	Thesis Research 6

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

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

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

Thesis Courses (24 credits)

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

Required Courses (6 credits)

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

| EDKP 620 | (0) | Seminar in Kinesiology and Physical Education 4 |
| EDPE 676 | (3) | Intermediate Statistics |

Complementary Courses (15 credits)

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

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

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

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

This program is not offered for 2013-2014.

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

Research Project (15 credits)

| EDKP 608 | (15) | Special Project |

Required Courses

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

Complementary Courses (18 credits)

6 credits, two courses from the following:

Note: Students take either EDSL 630 or EDEM 692.

EDEM 692	(3)	Qualitative Research Methods
EDKP 605	(3)	Research Methods 1
EDPE 575	(3)	Educational Measurement

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).