



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

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Note: Throughout this publication, "you" refers to students newly admitted, readmitted or returning to McGill.

Publication Information

Published by

Enrolment Services

McGill University
3415 McTavish Street
Montreal, Quebec, H3A 0C8
Canada

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1 Dean's Welcome

To Graduate Students and Postdoctoral Fellows:

I am extremely pleased to welcome you to McGill University. Our world-class scholarly community includes over 250 doctoral and master's degree programs, and is recognized for excellence across the full range of academic disciplines and professions. Graduate and Postdoctoral Studies (GPS) collaborates with the Faculties and other administrative and academic units to provide strategic leadership and vision for graduate teaching and research across the University. GPS also oversees the admission and registration of graduate students, disbursing graduate fellowships, supporting postdoctoral fellows, and facilitating the graduation process, including the examination of theses. GPS has partnered with Enrolment Services to offer streamlined services in a one-stop location at [Service Point](#).

McGill is a student-centred research institution that places singular importance upon the quality of graduate education and postdoctoral training. As Associate Provost (Graduate Education), as well as Dean of Graduate and Postdoctoral Studies, I work closely with the faculties, central administration, graduate students, professors, researchers, and postdoctoral fellows to provide a supportive, stimulating, and enriching academic environment for all graduate students and postdoctoral fellows.

McGill is ranked as one of Canada's most intensive research universities and among the world's top 25. We recognize that these successes come not only from our outstanding faculty members, but also from the quality of our graduate students and postdoctoral fellows—a community into which we are very happy to welcome you.

I invite you to join us in advancing this heritage of excellence at McGill.

Martin Kreiswirth, Ph.D.

Associate Provost (Graduate Education)

Dean, Graduate and Postdoctoral Studies

2 Graduate and Postdoctoral Studies

2.1 Administrative Officers

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Note: For inquiries regarding specific graduate programs, please contact the appropriate department.

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 2012–2013

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
: <i>Agricultural Economics</i>	M.Sc.
: <i>Animal Science</i>	M.Sc., M.Sc.A., Ph.D.
: <i>Bioresource Engineering</i>	M.Sc., M.Sc.A., Ph.D., Graduate Certificate
: <i>Biotechnology</i>	M.Sc.A., Graduate Certificate
: <i>Dietetics and Human Nutrition</i>	M.Sc., M.Sc.A., Ph.D., Graduate Diploma
: <i>Food Science and Agricultural Chemistry</i>	M.Sc., Ph.D.
: <i>Natural Resource Sciences</i>	M.Sc., Ph.D.
: <i>Parasitology</i>	M.Sc., Ph.D.
: <i>Plant Science</i>	M.Sc., M.Sc.A., Ph.D., Graduate Certificate
Faculty of Arts	Degrees Available
: <i>Anthropology</i>	M.A., Ph.D.
: <i>Art History</i>	M.A., Ph.D.
Classics – see	N/A

Faculty of Medicine	Degrees Available
: <i>Communication Sciences and Disorders</i>	M.Sc., M.Sc.A., Ph.D.
: <i>Epidemiology and Biostatistics</i>	M.Sc., Ph.D., Graduate Diploma
: <i>Human Genetics</i>	M.Sc., Ph.D.
: <i>Medical Physics</i>	M.Sc.
: <i>Medicine, Experimental</i>	M.Sc., Ph.D., Graduate Diploma
: <i>Medicine, Family (Option)</i>	N/A
: <i>Microbiology and Immunology</i>	M.Sc., Ph.D.
: <i>Neuroscience (Integrated Program in)</i>	M.Sc., Ph.D.
: <i>Occupational Health</i>	M.Sc.A., Ph.D.
: <i>Otolaryngology – Head and Neck Surgery</i>	M.Sc.
: <i>Pathology</i>	M.Sc., Ph.D.
: <i>Pharmacology and Therapeutics</i>	M.Sc., Ph.D.
: <i>Physiology</i>	M.Sc., Ph.D.
: <i>Psychiatry</i>	M.Sc.
: <i>Surgery, Experimental (Division of Sur: Sur: Sur)</i>	M.Sc., Ph.D., Graduate Diploma

Degree		Prerequisites
Master of Arts	M.A.	Bachelor of Arts in the subject selected for graduate work. See appropriate unit.
Master of Architecture	M.Arch.	Professional degree – McGill B.Sc.(Arch.) degree, or equivalent. Post-professional degree – an M.Arch. (professional degree) or equivalent professional degree.
Master of Business Administration	M.B.A.	An undergraduate degree from an approved university. See : M.B.A. Program .
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 . See : Social Work

Program	Thesis/Non-Thesis	Options
Professional	Non-Thesis	Design Studio, Design Studio – Directed Research
Post-professional	Non-Thesis	Architectural History and Theory, Cultural Mediations and Technology, Urban Design and Housing

Master of Arts (M.A.)

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

Program Areas	Thesis/Non-Thesis	Options
AnthnmrRlogy	Thesis, Non-Thesis	Development Studies, Environment, Gender and Women's Studies (Thesis)

Program Areas	Thesis/Non-Thesis	Options
Political Science	Thesis, Non-Thesis	Development Studies, European Studies (Thesis) Development Studies, European Studies, Gender and Women's Studies, Social Statistics (Non-Thesis)
Psychology	Thesis	N/A
Religious Studies	Thesis, Non-Thesis	Bioethics, Gender and Women's Studies (Thesis)
Russian	Thesis	N/A
Second Language Education	Thesis, Non-Thesis	Gender and Women's Studies (Thesis)
Sociology	Thesis, Non-Thesis	Development Studies, Environment, Gender and Women's Studies, Medical Sociology, Neotropical Environment (Thesis) Development Studies, Gender and Women's Studies, Medical Sociology, Social Statistics (Non-Thesis)
Teaching and Learning	Non-Thesis	English or French Second Language, English Language Arts, Mathematics, Science and Technology, Social Sciences

Master of Business Administration and Management Degrees (M.B.A., M.M., M.M.M.)

A program leading to the degree of Master of Business Administration (M.B.A.) is offered in the following concentrations:

Program	Thesis/Non-Thesis	Options
M.B.A.	Non-Thesis	Finance, General Management, Global Strategy and Leadership, Marketing, Technology and Innovation (Non-Thesis)
M.B.A. with B.C.L. and LL.B.	Non-Thesis	Finance, General Management, Global Strategy and Leadership, Marketing, Technology and Innovation (Non-Thesis)
M.D./M.B.A.	Non-Thesis	N/A
M.B.A./Japan	Non-Thesis	Finance, General Management, Global Strategy and Leadership, Marketing, Technology and Innovation (Non-Thesis)
E.M.B.A.	Non-Thesis	N/A
M.M.M.	Non-Thesis	N/A
M.M./IMPM	Non-Thesis	N/A
M.M./IMPMHL	Non-Thesis	N/A

Master of Education (M.Ed.)

Program	Thesis/Non-Thesis	Options
Educational Psychology	Non-Thesis	N/A

Master of Engineering (M.Eng.)

Program	Thesis/Non-Thesis	Options
Aerospace Engineering	Non-Thesis	N/A
Biomedical Engineering	Thesis, Non-Thesis	Bioinformatics (Thesis)
Chemical Engineering	Non-Thesis	Environmental Engineering (Non-Thesis)
Civil Engineering	Thesis, Non-Thesis	Environmental Engineering (Non-Thesis)
Electrical Engineering	Thesis, Non-Thesis	Computational Science and Engineering (Thesis)
Mechanical Engineering	Thesis, Non-Thesis	Computational Science and Engineering (Thesis)
Mining and Materials Engineering	Thesis, Non-Thesis	Environmental Engineering (Non-Thesis)

Master of Laws (LL.M.)

Program Areas	Thesis/Non-Thesis	Options
Food Science and Agricultural Chemistry	Thesis, Non-Thesis	Food Safety (Non-Thesis)
	Non-Thesis	N/A

Program	Thesis/Non-Thesis	Options
Occupational Therapy	Non-Thesis	N/A
	Non-Thesis	N/A

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

Program	Options	Offered by Faculty/School
Animal Science	Bioinformatics	Faculty of Agricultural and Environmental Sciences
Anthropology	Neotropical Environment	Faculty of Arts
Architecture	N/A	Faculty of Engineering
Art History	Gender and Women's Studies	Faculty of Arts
Atmospheric and Oceanic Sciences	N/A	Faculty of Science
Biochemistry	Bioinformatics, Chemical Biology	Faculty of Medicine
Biology	Bioinformatics, Developmental Biology, Environment, Neotropical Environment	Faculty of Science
Biomedical Engineering	Bioinformatics	Faculty of Medicine
Bioresource Engineering	Environment, Neotropical Environment	Faculty of Agricultural and Environmental Sciences
Biostatistics	N/A	Faculty of Medicine
Cell Biology	N/A	Faculty of Medicine
Chemical Engineering	N/A	Faculty of Engineering
Chemistry	Chemical Biology	Faculty of Science
Civil Engineering	N/A	Faculty of Engineering
Classics	N/A	Faculty of Arts
Communication Sciences and Disorders	Language Acquisition	Faculty of Medicine
Communication Studies	Gender and Women's Studies	Faculty of Arts
Computer Science	Bioinformatics	Faculty of Science
Counselling Psychology	N/A	Faculty of Education
Earth and Planetary Sciences	Environment	Faculty of Science
Economics	N/A	Faculty of Arts
Educational Psychology	N/A	Faculty of Education
Educational Studies	Gender and Women's Studies, Language Acquisition	Faculty of Education
Electrical Engineering	N/A	Faculty of Engineering
English	N/A	Faculty of Arts
Entomology	Environment, Neotropical Environment	Faculty of Agricultural and Environmental Sciences
Epidemiology	N/A	Faculty of Medicine
Experimental Medicine	Environment	Faculty of Medicine
Experimental Surgery (Surgical Research)	N/A	Faculty of Medicine
Food Science and Agricultural Chemistry	N/A	Faculty of Agricultural and Environmental Sciences
French Language and Literature	Gender and Women's Studies	Faculty of Arts
Geography	Environment, Gender and Women's Studies, Neotropical Environment	Faculty of Arts, Faculty of Science
German	N/A	Faculty of Arts
Hispanic Studies	N/A	Faculty of Arts
History	N/A	Faculty of Arts
Human Genetics	Bioinformatics	Faculty of Medicine
Human Nutrition	N/A	Faculty of Agricultural and Environmental Sciences
Information Studies	N/A	Faculty of Education

Program	Options	Offered by Faculty/School
Islamic Studies	Gender and Women's Studies	Faculty of Arts
Linguistics	Language Acquisition	Faculty of Arts
Management	N/A	Desautels Faculty of Management
Mathematics and Statistics	Bioinformatics	Faculty of Arts, Faculty of Science
Mechanical Engineering	N/A	Faculty of Engineering
Microbiology	N/A	Faculty of Agricultural and Environmental Sciences
Microbiology and Immunology	Bioinformatics, Environment	Faculty of Medicine
Mining and Materials Engineering	N/A	Faculty of Engineering
	(Composition, Music Education, Musicology, Music	Schulich School of Music

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

4.5 Postdoctoral Research

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

Gra52 598.f Engineering

- 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 –



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

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

Comprehensive Examinations – Doctoral

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

Language Requirements – Doctoral

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

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 coursew

6.3 Admission Tests

Graduate Record Examination (GRE)

The Graduate Record Examination (GRE) (Educational Testing Service, Princeton, NJ 08540) consists of a relatively advanced test in the candidates' specialty, and a general test of their attainments in several basic fields of knowledge for which no special preparation is required or recommended. It is offered at many centres, including Montreal, several times a year; the entire examination takes about eight hours, and there is a registration fee. Refer to www.ets.org/gre for further information. Only some departments require applicants to write the GRE examination, but all applicants who have written either the general aptitude or the advanced test are advised to submit the scores along with their other admission material.

This credential is of special importance in the case of applicants whose education has been interrupted, or has not led directly toward graduate study in the subject selected. In such cases the department has the right to insist on a report from the Graduate Record Examination or some similar test. High Standing in this examination will not by itself guarantee admission. The Miller Analogies Test may be used similarly. Some departments of the Faculty of Education also require the taking of various tests.

Graduate Management Admissions Test (GMAT)

Applicants to graduate programs in Management must submit scores from the Graduate Management Admissions Test (GMAT). The test is a standardized assessment offered by the Graduate Management Admission Council to help business schools assess candidates for admission. For further information, see www.mba.com/the-gmat.

6.4 Competency in English

Applicants to graduate studies must demonstrate an adequate level of proficiency in English **prior to admission**, regardless of citizenship status or country of origin.

Normally, applicants meeting any one of the following conditions are NOT required to submit proof of proficiency in English:

1. Mother tongue (language first learned and still used on a daily basis) is English.
2. Has obtained (or is about to obtain) an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction.
3. Has obtained (or is about to obtain) an undergraduate or graduate degree from a recognized institution in Canada or the United States of America (anglophone or francophone).
4. Has lived and attended university, or been employed, for at least four consecutive years, in a country where English is the acknowledged primary language.

Applicants who do not meet any of the above-listed conditions must demonstrate proficiency in English using **one** of the following options:

1. TOEFL (Test of English as a Foreign Language): minimum acceptable scores are:

Competency in English

iBT (Internet-based test)

PBT (paper-based test)

CBT (computer-based test)*

86 overall (no less than 20 in each of the four component scores)

550

* The CBT is no longer being offered and CBT results are no longer considered valid, or being reported by ETS.

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 Adv

6.10 Deferral of Admission

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

7 Fellowships, Awards, and Assistantships

Graduate and Postdoctoral Studies
(Fellowships and Awards Section)
James Administration Building, Room 400
845 Sherbrooke Street W

- 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

under *Programs, Courses and University Regulations* > *University Regulations and Resources* >

- 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 2012–2013 session as listed, but the Faculty 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, with both typical and atypical populations in mind, they examine issues pertaining to assessment and intervention, cognitive processes and developmental neuroscience, and the design and evaluation of learning environments and instructional practices. While ECP's primary disciplinary bases are psychology and education, it contributes to and is enriched by extended interdisciplinary collaborations with, among others, medicine and other health professions, neurosciences, computer science, science, social work and policy, and law.

Students in our programs benefit from having access to the McGill Psychoeducational and Counselling Clinic (www.mcgill.ca/edu-ecp/clinic) and the Departmental Assessment Materials Resource Centre (www.mcgill.ca/edu-ecp/assessment-materials-resource-centre). To develop their professional skills in assessment, therapy, and supervision, students are equipped with the latest standardized materials and a state-of-the-art venue within which to conduct psychological and cognitive assessments. Our professional programs also have established connections with world-class public and private organizations,

Email: counsellingpsych.education@mcgill.ca or schoolpsych.education@mcgill.ca

Professional Accreditation

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



Note: The APA will no longer accredit programs outside of the United States of America effective September 1, 2015. The implication of this decision for students is that those who graduate from our programs after this date cannot attest to having graduated from an APA-accredited program. For further information regarding APA accreditation, see: www.apa.org/support/education/accreditation/international.aspx#answer.

Important addresses:

APA – Committee on Accreditation, 750 First Street NE, W

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

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

Graduate Degrees in School/Applied Psychology

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

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

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

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

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

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

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

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

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

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

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

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

The program offers two concentrations:

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

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

See [section 11.1.18: Doctor of Philosophy \(Ph.D.\); Educational Psychology — Human Development](#).

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

See [section 11.1.19: Doctor of Philosophy \(Ph.D.\); Educational Psychology — Learning Sciences](#).

11.1.3 Educational and Counselling Psychology Admission Requirements and Application Procedures**11.1.3.1 M.A. in Counselling Psychology (Non-Thesis)**

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

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

11.1.3.1.1 Admission Requirements**Concentration: Professional/Internship**

To be eligible, applicants must hold either:

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

Concentration: Project

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

11.1.3.1.2 Application Procedures

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/prospective/graduate/counselling/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 \(45 credits\)](#) along with 42 credits of core courses in specific domains (see list in the Pre-Admission Academic Checklist in our application package).

11.1.3.2.2 Application Procedures

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/prospective/graduate/counselling/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 “

11.1.3.5.2 Application Procedures

Information on application procedures, deadlines, supporting documents, and contact information for the M.Ed. Streams in Educational Psychology can be found online in the following section of the Departmental website: www.mcgill.ca/edu-ecp/prospective/graduate/mededpsych/med.

11.1.3.6 M.A. in Educational Psychology (Thesis)

This program offers four streams:

1. Learning Sciences
2. Health Professions Education
3. Human Development
4. School/Applied Child Psychology

11.1.3.6.1 Admission Requirements

Learning Sciences Stream

1. An undergraduate degree in education, psychology, or another field relevant to the proposed studies in Educational Psychology. It is recommended that some prior study of a relevant branch of psychology form part of the undergraduate training.
2. Minimum CGPA of 3.0 out of 4.0 or higher in undergraduate studies.

Health Professions Stream

1. An undergraduate degree in education, psychology, or another field relevant to the proposed studies in Educational Psychology. It is recommended that some prior study of a relevant branch of psychology form part of the undergraduate training.
2. Minimum CGPA of 3.0 out of 4.0 or higher in under

For further information about the application process, please consult our departmental website: www.mcgill.ca/edu-ecp.

11.1.3.8 Ph.D. in Educational Psychology

11.1.3.8.1 Admission Requirements

All doctoral students must hav

Program Directors

Marilyn Fitzpatrick - *Counselling Psychology*

Victoria Talwar - *Human Development*

Bruce M. Shore - *M.Ed. Streams in Educational Psychology*

Michael L. Hoover - *Learning Sciences*

Michael L. Hoover - *Health Professions Education*

Jeffrey Derevensky - *School/Applied Child Psychology*

Emeritus Professors

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

Robert J. Bracewell; B.Sc., M.A.(McM.), Ph.D.(Tor.)

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

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

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

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

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

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

Howard A. Stutt; B.A.(Qu.), B.Ed., M.Ed.(Montr.), F.C.C.T.

Professors

Roger Azevedo; B.A., M.A.(C'dia), Ph.D.(McG.) (*Canada Research Chair, Tier 1*)

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

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

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

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

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

Cynthia B. Weston; B.A.(G'town), M.L.S.(SUNY), D.Ed.(Wash.) (*Director, Teaching and Learning Services*)

Associate Professors

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

Martin Drapeau; B.A.(Montr.), B.A.Ps.(UQTR), M.P.(Laval), Ph.D.(Montr.) (*FRSQ Chercheur Boursier, Junior 2*)

Assistant Professors

Tara Flanagan; B.A.(Winn.), M.A., Ph.D.(McG.)

Nathan Hall; B.A., M.A., Ph.D.(Manit.)

Annett Körner; M.A., Ph.D.(Leipzig)

Jessica Ruglis; B.S.(Albany), M.A.T.(Union Coll.), M.P.H.(Hunter), Ph.D.(CUNY)

Nathan Smith; M.Sc., Ph.D.(VCU)

Faculty Lecturer

Jack de Stefano; B.A.(Loyola), M.Ed., Ed.D.(McG.)

Associate Members

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

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

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

Elective Courses (3 credits)

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

The research presented must meet current standards of the discipline; as well, the thesis must clearly demonstrate how the research advances knowledge in the fi

EDPE 723 (6) School Psychology: Community

Internship (24 credits)

EDPE 725 (12) Internship 1 - School Psychology

EDPE 726 (12) Internship 2 - School Psychology

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

Required Courses and Clinic-based Practica (30 credits)

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

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

Complementary Courses - Field Placements

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

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

Internship

One year full time or two years half-time

EDPE 725 (12) Internship 1 - School Psychology

EDPE 726 (12) Internship 2 - School Psychology

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

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

EDPC 507	(3)	Practicum: Group Leadership Skills
EDPC 508	(3)	Seminar in Special Topics
EDPC 510	(3)	Family Life Education and Marriage
EDPC 540	(3)	Foundation of Family Life Education
EDPE 535	(3)	Instructional Design
EDPE 550	(3)	Consciousness and Virtual Reality
EDPE 555	(3)	Introduction to Learning Sciences
EDPE 560	(3)	Human Development
EDPE 561	(3)	Artificial Intelligence in Education
EDPE 564	(3)	Family Communication
EDPE 595	(3)	Seminar in Special Topics
EDPE 605	(3)	Research Methods
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 636	(3)	Motivation and Instruction
EDPE 640	(3)	Research in Computer Applications
EDPE 648	(3)	Instructional Psychology Seminar
EDPE 655	(3)	Learning Science Research Seminar
EDPE 661	(3)	Discourse Processes
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 697	(6)	Special Activity 1
EDPE 698	(6)	Special Activity 2
EDPI 526	(3)	Talented and Gifted Students
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1: Exceptional Students
EDPI 540	(3)	Field Work 2: Exceptional Students
EDPI 642	(3)	Education of Learners/Special Needs 1
EDPI 643	(3)	Education of Learners/Special Needs 2
EDPI 645	(3)	Diagnosis and Assessment in Special Education
EDPI 654	(3)	Instruction/Curriculum Adaptation

Complementary Courses (27 credits)

27 credits from the following:

EDPE 595	(3)	Seminar in Special Topics
EDPE 605	(3)	Research Methods
EDPE 697	(6)	Special Activity 1
EDPE 698	(6)	Special Activity 2
EDPI 526	(3)	Talented and Gifted Students
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1: Exceptional Students
EDPI 540	(3)	Field Work 2: Exceptional Students
EDPI 642	(3)	Education of Learners/Special Needs 1
EDPI 643	(3)	Education of Learners/Special Needs 2
EDPI 645	(3)	Diagnosis and Assessment in Special Education
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 665	(3)	Research and Theory in Learning Disabilities

Elective Courses (12 credits)

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

11.1.13 Master of Education (M.Ed.); Educational Psychology (Non-Thesis) — Learning Sciences (48 credits)**Required Courses (9 credits)**

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

Complementary Courses (27 credits)

27 credits from the following:

EDPE 535	(3)	Instructional Design
EDPE 550	(3)	Consciousness and Virtual Reality
EDPE 555	(3)	Introduction to Learning Sciences
EDPE 561	(3)	Artificial Intelligence in Education
EDPE 605	(3)	Research Methods
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 636	(3)	Motivation and Instruction
EDPE 640	(3)	Research in Computer Applications
EDPE 648	(3)	Instructional Psychology Seminar
EDPE 655	(3)	Learning Science Research Seminar
EDPE 661	(3)	Discourse Processes
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 697	(6)	Special Activity 1

EDPE 698

(6)

Special Activity 2

Elective Courses (12 credits)

500-, 600-, or 700-le

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.

11.1.15 Master of Arts (M.A.); Educational Psychology (Thesis) — Human Development (48 credits)

Thesis Courses (24 credits)

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

Prerequisite Course (or equivalent) (3 credits)

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

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

Complementary Courses

6 credits from the following:

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

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

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

Thesis Courses (24 credits)

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

Prerequisite Course (or equivalent) (3 credits)

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

EDPE 605	(3)	Research Methods
EDPE 655	(3)	Learning Science Research Seminar
EDPE 666	(3)	Foundations of Learning Science
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis

Complementary Courses (12 credits)

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

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

11.1.17 Master of Arts (M.A.); Educational Psychology (Thesis) — School/Applied Child Psychology (78 credits)**Thesis Courses (24 credits)**

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

Prerequisite Course (or equivalent) (3 credits)

EDPE 575	(3)	Educational Measurement
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Required Courses (51 credits)

EDPC 609	(3)	Psychological Testing 1
EDPC 610	(3)	Psychological Testing 2
EDPC 682D1	(3)	Practicum: Psychological Testing
EDPC 682D2	(3)	Practicum: Psychological Testing

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

Complementary Courses (3 credits)

3 credits from:

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

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

Required Courses (27 credits)

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

EDPE 502	(3)	Theories of Development and Disabilities
EDPE 605	(3)	Research Methods
EDPE 672	(3)	Human Development Seminar 1
EDPE 673	(3)	Human Development Seminar 2
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
EDPE 683	(3)	Human Development Seminar 3
EDPE 686	(3)	Human Development Seminar 4
EDPE 708	(0)	Comprehensive Examination
		Teaching and Learning in Higher Education

EDPI 643	(3)	Education of Learners/Special Needs 2
EDPI 756	(3)	Internship/Special Needs Education

3 credits from from the following:

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

11.1.19 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.

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
EDPE 668	(3)	Advanced Seminar in Learning Sciences

3 credits from the following:

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

11.2 Information Studies

11.2.1 Location

School of Information Studies

3661 Peel Street
 Montreal, QC H3A 1X1
 Canada

Telephone: 514-398-4204
 Fax: 514-398-7193
 Email: sis@mcgill.ca
 Website: www.mcgill.ca/sis

11.2.2 About Information Studies

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

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

For complete information on the School of Information Studies, please see our website at www.mcgill.ca/sis.

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

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

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

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

The Ph.D. in Information Studies provides an opportunity for exceptional candidates to study interdisciplinary research topics at the doctoral level. The program offers a thorough grounding in both current theory and methods of research to ensure that students develop knowledge and critical awareness of relevant theories, principles, and methods in Information Studies and acquire the expertise to conduct and promote scholarly research in the context of Information Studies. The program begins with a set of common courses and proceeds to specialization through dissertation topics focused on areas of expertise that are supported by the research interests of current faculty members. Students develop scholarly and innovative expertise in one of four research areas within information studies: information-seeking behaviour, human-computer interaction, information resources in context, and knowledge management and representation. The program prepares graduates for a wide range of settings in research, teaching, and senior administrative positions, in Quebec, Canada, and internationally, contributes to the development of knowledge and to teaching/learning in Information Studies, and builds national and international visibility of Information Studies from a research perspective.

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

The Graduate Certificate 15-credit program is designed to assist library and information professionals currently holding an ALA-accredited (or equivalent) master's degree to update their qualifications for advanced responsibility. The program may be completed in one or two academic terms, or on a part-time basis to a maximum of five years.

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

The Graduate Diploma 30-credit program provides professional librarians and information specialists currently holding an ALA-accredited (or equivalent) master's degree with formal opportunities to update, specialize, and redirect their careers for advanced responsibility. For those considering admission into the doctoral program, it will provide an opportunity to further develop their research interests. The program may be completed in one calendar year, or on a part-time basis to a maximum of five years.

11.2.3 Information Studies Admission Requirements and Application Procedures

11.2.3.1 Admission Requirements

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

1. Applicants must have a bachelor's degree from a recognized university. Academic Standing of at least B, or second class – upper division, or a CGPA of 3.0 out of 4.0 is required. Courses in library and/or information studies taken before or as part of an undergraduate degree, or such courses taken in a school with a program not accredited by the American Library Association, cannot be accepted as credit toward the McGill M.L.I.S.
2. Applicants to graduate studies whose mother tongue is not English, and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must submit documented proof of competency in oral and written English prior to admission. Such proof normally comprises the Test of English as a Foreign Language (TOEFL) with a minimum score of 600 (paper-based test), 100 (iBT Internet-based TOEFL) with a written score of at least 25 and a reading, speaking, and listening score not less than 20, or the International English Language Testing System (IELTS) with a minimum overall band score of 7.5. Applicants whose mother tongue is not English may be asked to demonstrate English-language competency beyond the submission of the TOEFL or IELTS scores.
3. Competency in the use of computers is expected. Applicants should have a thorough knowledge of the Windows operating system, particularly file management and word processing, and presentation software such as PowerPoint.
4. Previous library work experience, while not essential, will be given consideration in assessing an application, but this experience cannot replace academic criteria.

Ph.D. in Information Studies

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

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

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

An applicant who holds only a bachelor's degree from McGill University or an approved institution in Information Studies (or equivalent) in exceptional circumstances may be admitted to Ph.D. 1.

A CGPA of at least 3.0 out of 4.0 at both the undergraduate and graduate levels is required.

2. Applicants to graduate studies whose mother tongue is not English, and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must submit documented proof of competency in oral and written English prior to admission. Such proof normally comprises the Test of English as a Foreign Language (TOEFL) with a minimum score of 600 (paper-based test), 100 (iBT Internet-based TOEFL) with a written score of at least 25 and a reading, speaking, and listening score not less than 20, or the International English Language Testing System (IELTS) with a minimum overall band score of 7.5. Applicants whose mother tongue is not English may be asked to demonstrate English-language competency beyond the submission of the TOEFL or IELTS scores.

Graduate Certificate in Library and Information Studies

1. Applicants should have a master's degree in Library and Information Studies from a program accredited by the American Library Association (or equivalent). Candidates will normally have at least three years' professional experience following completion of the M.L.I.S.
2. Applicants to graduate studies whose mother tongue is not English, and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must submit documented proof of competency in oral and written English prior to admission. Such proof normally comprises the Test of English as a Foreign Language (TOEFL) with a minimum score of 600 (paper-based test), 100 (iBT Internet-based TOEFL) with a written score of at least 25 and a reading, speaking, and listening score not less than 20, or the International English Language Testing System (IELTS) with a minimum overall band score of 7.5. Applicants whose mother tongue is not English may be asked to demonstrate English-language competency beyond the submission of the TOEFL or IELTS scores.

Graduate Diploma in Library and Information Studies

1. Applicants should have a master's degree in Library and Information Studies from a program accredited by the American Library Association (or equivalent). Admission of students with overseas degrees will be guided by the M.L.I.S. equivalency standards of the A.L.A. Applicants will normally have at least three years' professional experience following completion of the M.L.I.S.
2. Applicants to graduate studies whose mother tongue is not English, and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must submit documented proof of competency in oral and written English prior to admission. Such proof normally comprises the Test of English as a Foreign Language (TOEFL) with a minimum score of 600 (paper-based test), 100 (iBT Internet-based TOEFL) with a written score of at least 25 and a reading, speaking, and listening score not less than 20, or the International English Language Testing System (IELTS) with a minimum overall band score of 7.5. Applicants whose mother tongue is not English may be asked to demonstrate English-language competency beyond the submission of the TOEFL or IELTS scores.

11.2.3.2 Application Procedures

Applicants to all programs must submit, or arrange for the submission of, the following documents, directly to the School. Additional requirements for each program are listed below.

1. A completed application form, available at www.mcgill.ca/gradapplicants/apply
2. Two sets of official transcripts of the applicant's uni

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

Application forms for entrance into the first year of the M.L.I.S. program should be submitted before the Dates for Guaranteed Consideration as enrolment is limited.

Applicants may be interviewed by a member of the Admissions Committee or a delegate.

Ph.D. in Information Studies

Applicants must also provide a short (3–4 page) summary of the proposed research topic, identifying the applicant's main research questions, the research trends that have led to the isolation of the questions, and ways in which the research could be conducted.

Applicants are encouraged to review the Staff Directory and Research sections of the School's website to assist in identifying possible dissertation supervisors and to become familiar with the School's research areas before applying to the program. Questions can be addressed to the Ph.D. Program Director, Professor Kimiz Dalkir.

Graduate Certificate in Library and Information Studies

Applicants must also provide a statement of areas of professional interest.

Graduate Diploma in Library and Information Studies

Applicants must also provide a statement of areas of academic/research interest.

11.2.3.3 Dates for Guaranteed Consideration

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

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

Professors

J. Andrew Large; B.Sc.(Lond.), Ph.D.(Glas.), Dip.Lib.(Lond.) (*CN-Pratt-Grinstad Professor of Information Studies*)

Peter F. McNally; B.A.(W

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.)

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

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

Yusuke Fitzgibbons; M.L.I.S.(Dal.)

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

Aleece Germano; B.A.(N. Hamp.)

Shannon Hodge; B.A.(Bishop's), M.L.I.S.(McG.)

Michele Jenkins; B.A.(Calif.-Santa Cruz); M.L.I.S.(McG.)

Rajiv Johal; B.Com., B.A., M.L.I.S.(McG.), Reference and Subject Librarian, Concordia University Libraries

Nouf Khashman; B.A.(Al-Balqa' Univ.), M.L.I.S.(McG.)

Isabelle Lamoureux; B.A.(C'dia), M.L.I.S.(McG.)

Alexander Lent; B.A.(Mass.) M.S.(Simmons)

Amandine Pras; M.Sc.(Cons. Paris)

Trudi Wright; B.A.(Brock), M.A.(Guelph), M.L.I.S.(McG.)

Natasha Zwarich; B.A., M.A.(UQAM)

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

The M.L.I.S offers three streams of study: Archival Studies, Knowledge Management, and Librarianship.

In consultation with the coordinator of each stream and the Student Affairs Coordinator, before registering for courses, students will select a stream based on their interests.

During their first two terms, students should aim to complete the required core and complementary courses needed for their selected stream.

Required Courses (12 credits)

GLIS 601	(3)	Information and Society
GLIS 611	(3)	Research Principles and Analysis
GLIS 617	(3)	Information System Design

GLIS 620 (3) Information Agency Management

Complementary Courses (36 credits)

24-36 credits from one of the following streams: Archival Studies, Knowledge Management, or Librarianship.

Archival Studies Stream

12 credits, the following four required courses:

GLIS 641 (3) Archival Arrangement & Description
 GLIS 642 (3) Preservation Management
 GLIS 645 (3) Archival Principles & Practice
 GLIS 660 (3) Records Management

12-24 credits chosen from the following complementary courses:

GLIS 609 (3) Metadata & Access
 GLIS 613 (3) Library and Archival History
 GLIS 634 (3) Web System Design and Management
 GLIS 643 (3) Electronic Records Systems
 GLIS 646 (12) Research Project
 GLIS 647 (6) Independent Study
 GLIS 657 (3) Database Design & Development
 GLIS 689 (3) Selected Topics
 GLIS 699 (3) Practicum

0-12 credits chosen from the following complementary courses:

GLIS 607 (3) Organization of Information
 GLIS 616 (3) Information Retrieval
 GLIS 619 (3) Information Services & Users
 GLIS 631 (3) Systems Thinking
 GLIS 632 (3) Library Systems
 GLIS 633 (3) Multimedia Systems
 GLIS 638 (3) Business Information
 GLIS 639 (3) Introduction to Museology
 GLIS 655 (3) Language and Information
 GLIS 661 (3) Knowledge Management
 GLIS 665 (3) Competitive Intelligence

Knowledge Management Stream

12 credits, the following four required courses:

GLIS 661 (3) Knowledge Management
 GLIS 662 (3) Intellectual Capital
 GLIS 663 (3) Knowledge Taxonomies

(3) Communities of Practice

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:

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

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

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

Research P285.49 Tm(30nformation Studie49 394.9253.30(Research P)Tj1 0 0 1 258.043 679.4253.30(Resea1)Tj1 0 0 1 165.864 481.6253.30(

Curriculum stream emphasizes current perspectives on pedagogy and curriculum, teacher education, in-and-out-of-school learning, practitioner research, and classroom practice. Through both of these streams, the program brings to bear diverse applied theoretical perspectives, including philosophy, sociology, cultural studies, policy studies, gender studies, critical pedagogy, and multi-literacies. Graduates of the program go onto doctoral programs or work in education and non-profit settings. Many in-service teachers take this program for professional development.

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

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

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

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

section 11.3.7: Master of Arts (M.A.); Education and Society (Non-Thesis) (45 credits)

The M.A. non-thesis option consists mostly of coursework, but includes a project worth 6 credits. This option is less research-oriented than the thesis option and suitable for practitioners interested in professional development with a theoretical orientation.

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

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

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

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

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

Master of Arts in Educational Leadership

The M.A. in Educational Leadership consists of a 45-credit thesis or non-thesis program. This program is designed to prepare leaders in the field of education, and in other centres of formal or informal learning, who are committed to personal and institutional improvement. The program fosters the ongoing development of reflective practitioners who have a sense of educational action, the capacity to anticipate needs, the ability to exercise professional judgment within the realities of policy frameworks, and the ability to both lead and support institutional and organizational change at all levels. A central theme of the program is the impact of policy on educational practice at local, national, and international levels.

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

section 11.3.10: Master of Arts (M.A.); Educational Leadership (Thesis) (45 credits)

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

section 11.3.11: Master of Arts (M.A.); Educational Leadership (Thesis) — Gender and Women's Studies (45 credits)

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

section 11.3.12: Master of Arts (M.A.); Educational Leadership (Non-Thesis) — Coursework (45 credits)

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

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

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

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

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

Master of Arts in Second Language Education

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

From a range of pedagogical, linguistic, cognitive, political, and sociocultural perspectives, this program combines theoretical and applied studies of ho

2. Applicants to the Certificate and M.A. programs must submit:

- A current curriculum vitae
- A letter of intent specifying academic and professional experience and interests (specifically, research interests for the Thesis option or project interests for the Non-Thesis Project option)

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

- A current curriculum vitae
- A letter of intent identifying the applicant's proposed research topic, potential supervisor, and expected professional direction. Please note that it is the Ph.D. applicant's responsibility to secure a supervisor as part of the admission process.
- A four- to five-page summary of the proposed research topic identifying the applicant's main research questions, the research trends that have led to the questions, ways in which the research could be conducted, and relevant references

3. Applicants must submit two letters of recommendation, at least one of which must be from a university-level instructor; the other may be from an

11.3.3.3 Dates for Guaranteed Consideration

Integrated Studies in Education

Canadian

International

Special/Exchange/Visiting

F

Fall: Jan. 15

Emeritus Professors

John Wolforth; B.Sc.(Sheff.), M.A., Ph.D.(Br. Col.)

Professors

Lynn Butler-Kisber, B.Ed., M.Ed.(McG.), Ed.D.(Harv.)

David Dillon; B.A.(St. Columban's), M.S.(SW Texas St.), Ph.D.(Texas-Austin)

Ratna Ghosh; C.M., B.A.(Calc.), M.A., Ph.D.(Calg.), F.R.S.C. (*William C. Macdonald Professor of Education*) (*James McGill Professor*)

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.(Inst. Allende, Guanajuato), Ph.D.(C'dia)

Elizabeth Wood; B.F.A.(York), B.F.A.(C'dia), Dip.Ed., M.A., Ph.D.(McG.)

Assistant Professors

Anila Asghar; M.S.(Punjab), M.A.(Col.), M.Ed., Ed.D.(Harv.)

Spencer Boudreau; B.A.(Don Bosco), B.A., M.A.(Sher.), Ph.D.(C'dia)

Abdul Aziz Choudry; Grad.Dip., Ph.D.(C'dia)

Kara Jackson; B.A.(Bates), M.A., Ph.D.(Penn.)

Annie Savard; B.Ed., M.A., Ph.D.(Laval)

Sylvia Sklar; Dip.Ed.(McG.), B.A.(C'dia), M.Ed.(McG.)

Associate Members

Adrienne Hurley, Lynn McAlpine

Faculty Lecturers

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

Adjunct Professors

Colin Lankshear, Robert Saggors, Ruth Sandwell, Ann Smith

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

Thesis Courses (24 credits)

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

Required Courses (6 credits)

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

Complementary Courses (3 credits)

3 credits selected from one of the following streams below:

Culture and Values in Education Stream

3 credits to be selected from the following:

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

Teaching, Learning, and Curriculum Stream

3 credits to be selected from the following:

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

Elective Courses (12 credits)

12 credits at the 500, 600, or 700 level, chosen in consultation with the Thesis Supervisor or Graduate Program Director. The student may 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
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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 (Non-Thesis) (45 credits)**Research Project (6 credits)**

EDER 633	(6)	Project
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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:

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 Courses (24 credits)

24 credits at the 500, 600, or 700 level, chosen in consultation with the Project Supervisor or the Graduate Program Director. Students may take a maximum of 12 credits outside the Department.

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

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

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

Required Internship (15 credits)

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

Required Courses (6 credits)

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

Complementary Courses (24 credits)

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

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

9 credits chosen from the following courses:

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

6 credits selected from the following courses:

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

Language Requirement

WMST 602 (3) Feminist Research Symposium

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

Elective Course (3 credits)

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

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

Required Courses (12 credits)

EDEM 609 (3) Introduction to Educational Theory and Research

EDEM 610 (3) Leadership in Action

Leadership

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

3 credits selected from the following courses:

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

Elective Courses (6 credits)

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

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

Research Project (12 credits)

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

Required Courses (15 credits)

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

Complementary Courses (15 credits)

9 credits selected from the following:

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

3 credits selected from the following courses:

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

3 credits selected from the following, must be either:

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

Elective Course

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

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

The M.A. in Second Language Education consists of a 45-credit thesis or non-thesis program. It provides an overview of the state of the art in second language acquisition, assessment and evaluation, and research methods, including quantitative and qualitative approaches. The program covers a wide range of current topics in applied linguistics and offers opportunities to specialize in educational sociolinguistics, curricular/methods and program planning areas (for example, content-based second language teaching or “immersion”), language testing, language policy and planning, and critical applied linguistics. Graduates may go on to doctoral work in applied linguistics. They may also seek employment at ministry, school board, or other sites of active research on second languages. Many graduates also continue active careers in school contexts as second language teaching practitioners, program administrators or evaluatadm5Jj1 0 0 1 505.2c5Tj1 0

9 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

Elective Course (3 credits)

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) — Gender and Women's Studies (45 credits)

Thesis Courses (24 credits)

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

Required Courses (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:

Feminist Research Symposac

11.3.18.2 English Language Requirement

The *Quebec Ministère de l'Éducation, du Loisir et du Sport* (MELS) requires that all students in teacher education programs demonstrate their proficiency in the language of instruction. To fulfil this obligation, M.A in Teaching and Learning students are required to write the English Examination for Teacher Certification (EETC) before the end of their first semester in the program. Students must pass the examination prior to Internship 1.

The examination is coordinated by an independent body, the Centre for the English Exam for Teacher Certification. Information is available on the CEETC website: www.ceetc.ca. McGill assists with the administration and scheduling of the examination. To write this examination, students must first register on Minerva for a section of EDTL 515 in the Summer term, then register with the Centre at www.ceetc.ca and pay a \$70 fee before writing the test.

Students who do not pass both sections of the examination the first time are expected to meet with their academic adviser to plan a course of action for English language proficiency improvement. Students are required to take the EETC again, and must successfully complete the section that was not passed. A fee is charged each time the examination is written. Students who have not completed both sections of the examination on their fourth attempt are required to withdraw from the program, and must consult with an adviser about readmission procedures.

11.3.18.3 Capstone Research Project (CRP)

The CRP is a research project whereby MATL students, as they experience their courses and Internships, identify an area of professional interest either in the broad landscape of teaching and learning or directly related to their subject specialty, and develop, throughout their program, a project around that interest. The final project is a requirement of the Culminating Professional Seminar course (final summer of program). Guidelines are posted on the Office of Student Teaching website (www.mcgill.ca/ost).

11.3.18.4 Portfolio

All students in the M.A. Teaching and Learning program are required to prepare a professional portfolio by the time of their graduation. The portfolio is a component of the professional seminars that are integrated with each Internship. The finished professional portfolio is a requirement of the Culminating Professional Seminar course (final summer of program). Guidelines are posted on the Office of Student Teaching website (www.mcgill.ca/ost).

11.3.18.5 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.

11.3.18.5.1 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 11.3.18.5.3: Placement Options](#));
- are not remunerated for students placed in the classroom of a cooperating teacher;
- could require that students travel some distance to their host school and students should therefore budget time and money for this purpose;
- require that students be placed at host schools for specific periods of time (refer to the OST website or Minerva for exact dates);
- have a concurrent seminar component (see Minerva for date and time);
- may begin before the first day of lectures or end after the last day of lectures;
- may continue during the University-scheduled Study Break in the Winter term;
- may continue through June into the Summer term (refer to the OST website for exact dates).

11.3.18.5.2 Registration

Students:

- must be registered for Internship 1 (EDIN 601) on Minerva by the end of May of the preceding academic term (see www.mcgill.ca/importantdates);
- must register for Internship 2 (EDIN 602) on Minerva by the end of September of the preceding academic term (see www.mcgill.ca/importantdates);
- must be in Satisfactory Standing and have satisfied all prerequisite and corequisite course requirements;
- should consult an academic adviser for assistance if required;
- who are registered for Internship will receive instructions for accessing the online Student Teaching Placement Form at their official [@mail.mcgill.ca](mailto:mail.mcgill.ca) email address. Forms must be submitted by the date indicated in the email.

Minerva does not necessarily prevent students from registering for courses that they should not take. It is the student's responsibility to be aware of prerequisites, corequisites, restrictions, and Faculty regulations that apply to the courses in which they register.

11.3.18.5.3 Placement Options

Contract

MATL students who have secured an employment contract for the duration of the Internship can choose to use these hours to fulfil the Internship requirements in their own classroom.

- 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 hours must be in your teachable subject in order to be eligible. Students will still complete the full number of required hours as stated in Internship guidelines (available on OST website).
- A copy of the contract or a detailed letter from the HR department or administrator confirming the conditions of employment must be submitted to the OST.
- Modification of contracts, or a request to move from a cooperating teacher's classroom to a contract must be approved in advance by the OST.

Cooperating Teacher

MATL students who do not have employment that meets these criteria will be placed in the classroom of a cooperating teacher, and will follow the teacher's full-time schedule. In accordance with University–School Board agreements, students are not permitted to contact teachers or schools to confirm their own arrangements; however, the student can submit suggestions to the OST on the online placement form.

11.3.18.5.4 Internship Guidelines (Syllabus)

Detailed guidelines and evaluation forms for each Internship are posted on the OST website. Students are responsible for familiarizing themselves with the objectives, evaluation criteria, and forms for each level of Internship, and must submit all completed evaluation forms to the OST on the first business day following the end of the Internship in order to receive a grade.

11.3.18.5.5 Student Responsibilities

Students are responsible for familiarizing themselves with the policies and rules governing all aspects of Internship, including pedagogical and professional behaviour, available at www.mcgill.ca/ost.

Students should not engage in any type of employment during Internship (with the exception of a contract used to fulfil the Internship requirements), nor register for any course that might interfere with the successful outcome of an Internship.

Attendance and Absences

In case of conflict with school or board HR policies for MATL students who have an employment contract, please contact the OST.

Punctual attendance is required at the assigned school for the entire Internship. Unexcused absences from intensive courses and professional seminars may result in exclusion from the course, course failure, and/or removal from any associated Internship.

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

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

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

Absences related to McGill Intercollegiate Sport events are evaluated by the director of the OST on a case-by-case basis. Student teachers must submit a signed copy of the Intercollegiate Sport Event Accommodation form (see www.mcgill.ca/athletics/varsitysports/athletesadmin) to the OST at least two weeks in advance of each conflict.

Absences for any other reason, including but not limited to: marriage, f

with the application students should contact International Student Services, www.mcgill.ca/internationalstudents. Students must submit a copy of their valid permit to the OST before the Internship starts.

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

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

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

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

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

Academic Freedom and Responsibilities

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

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

Ethics and Law

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

Guiding Ethical Principles

Ethical student teachers should respect the following guiding ethical principles:

1. Respect for Human Dignity

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Putting Principles into Practice: Venues for Communication

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

11.3.18.6 Master of Arts (M.A.) in Teaching and Learning — English or French Second Language (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 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. Alternately, 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
EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
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 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners
EDTL 635	(3)	Applied Methods in Second Language Education
EDTL 636	(3)	Adv. Applied Methods in Second Language Education

Complementary Courses (6 credits)

3 credits selected from:

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

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

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

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

This M.A. in Teaching and Learning is a 60-credit, post-graduate degree leading to teacher certification. It comprises 45 credits of courses, coupled with 15 credits (minimum of 630 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a teachable subject area identified by the 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 (51 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 601	(3)	Cross-curricular Teaching Methods
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.

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

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

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 (3 credits)

3 credits selected from:

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

Electives (3 credits)

In consultation with the MATL Program Adviser, students select 3 credits from 500- or 600-level courses related to the mathematics or education subject area. Students may elect to take EDSL 505 to add to their knowledge in Teaching in Second Language Contexts.

11.3.18.9 Master of Arts (M.A.) in Teaching and Learning — Social Sciences 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 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 (51 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 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners
EDTL 633	(3)	Applied Methods in Teaching Social Science in Sec. School
EDTL 634	(3)	Adv Applied Meth in Teaching Social Sciences in Sec. School

Complementary Courses (3 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 Education or to their Social Sciences subject area (History & Citizenship AND Geography OR Ethics & Religious Culture). Students who choose to complete the Teaching in Second Language Contexts option must take EDSL 505 and either EDSL 512 or EDSL 515.

11.3.18.10 Master of Arts (M.A.) in Teaching and Learning — Science and Technology 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 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
		Perspectives on Knowledge in M01.94p6TgTj1 hing e

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, org

SCSD 632	(3)	Phonological Disorders: Children
SCSD 633	(3)	Language Development
SCSD 637	(3)	Developmental Language Disorders 1
SCSD 643	(3)	Developmental Language Disorders 2
SCSD 652	(3)	Advanced Research Seminar 1
SCSD 653	(3)	Advanced Research Seminar 2

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

Thesis

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

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
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.

11.3.22 Graduate Certificate in Educational Leadership 1 (15 credits)

This 15-credit program addresses the needs of e

section 11.4.7: Master of Arts (M.A.); Kinesiology and Physical Education (Non-Thesis) (45 credits) and section 11.4.8: Master of Science (M.Sc.); Kinesiology and Physical Education (Non-Thesis) (45 credits)

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

11.4.3 Kinesiology and Physical Education Admission Requirements and Application Procedures

11.4.3.1 Admission Requirements

1. An undergraduate degree in Physical and Health Education, Exercise Science, Kinesiology, or its equivalent is required.
2. A minimum academic standing equivalent to a CGPA of 3.0 out of 4.0.

11.4.3.2 Application Procedures

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

Applications will be considered upon receipt of:

1. Application form
2. Official transcripts from previous undergraduate/graduate programs of study
3. Two letters of reference
4. \$100 application fee
5. TOEFL score (where applicable)

11.4.3.3 Dates for Guaranteed Consideration

Canadian	International	Special/Exchange/Visiting
Fall: Feb. 15	Fall: Feb. 15	Fall: June 30
Winter: Sept. 1	Winter: Sept. 1	Winter: Sept. 1
Summer: N/A	Summer: N/A	Summer: N/A

All documentation is to be submitted directly to the Graduate Program Director in the Department of Kinesiology and Physical Education.

11.4.4 Kinesiology and Physical Education Faculty

Chair

Dr. Theodore E. Milner

Graduate Program Director

Dr. René A. Turcotte

Professors

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

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

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

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

Associate Professors

Gordon Bloom; B.Ed.(W. Ont.), M.A.(Y)

Associate Professors

Russell T. Hepple; B.Sc.(Sask.), M.Sc., Ph.D.(Tor.)
David J. Pearsall; B.A., B.P.H.E., M.Sc., Ph.D.(Qu.)
Dilson Rassier; B.P.E., M.Sc.(Brazil), Ph.D.(Calg.)
Catherine Sabiston; B.Sc.K.(Dal.), M.H.K.(Windsor), Ph.D.(Br. Col.)
Tanja Taivassalo; B.Sc., Ph.D.(McG.)
René A. Turcotte; H.B.P.H.E.(Laur.), M.Sc., Ph.D.(Alta.)

Assistant Professors

William Harvey; B.Ed, M.A., Ph.D.(McG.)
Dennis Jensen; B.P.E.(Brock), M.Sc., Ph.D.(Qu.)

Adjunct Professors

Bernard Aguilaniu; M.D., Ph.D.(Grenoble)
Robert Boushel; B.A.(P.E.)(Acad.), M.A.(S. Flor.), D.Sc.(Boston)
Christian Duval; B.Sc.(UQTR), M.Sc.(UQAM), Ph.D.(McG.)
François Peronnet; M.Sc., Ph.D.(Montr.) (*Emeritus Professor*)
Ruddy Richard; M.D.(Université Louis Pasteur Strasbourg), Ph.D.(Université Paris Descartes)

Associate Members

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

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

Thesis Courses (24 credits)

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

Required Courses (6 credits)

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

Complementary Courses (15 credits)

Students must take a minimum of 9 credits of coursework in a classroom setting in the area of concentration selected in consultation with the GraduateSeminar int29 17

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 Cour

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)

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

Research Project (15 credits)

EDKP 608	(15)	Special Project
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Required Courses

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

Complementary Courses (18 credits)

6 credits, two courses from the following:

Note: Students take either EDSL 630 or EDEM 692.

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

12 credits selected from the following:

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

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

Elective Courses (12 credits)

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