



**Faculty of Education (Graduate)**  
**Programs, Courses and University Regulations**  
**2023-2024**



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

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## 1 **Dean's Welcome**

Welcome to Graduate and Postdoctoral Studies (GPS) at McGill. You are joining a community of world-class researchers and more than 10,000 graduate students in over 400 programs. GPS is here to support you from admissions through to graduation and beyond. McGill's approach to graduate education emphasizes skills development; we cultivate your academic and professional gro

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## 4 Graduate Studies at a Glance

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

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## 5 Program Requirements

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

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

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## 6 Graduate Admissions and Application Procedures

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

- Application for admission;
- Admission requirements;
- Application procedures;
- Competency in English; and
- Other information regarding admissions and application procedures for Graduate and Postdoctoral Studies.

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## 7 Fellowships, Awards, and Assistantships

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

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## 8 Postdoctoral Research

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

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### 8.1 Postdocs

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

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

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

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

### 1. Definition and Status

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

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

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 the responsibilities of the academic unit are:

- to verify the postdoc's eligibility period for registration;
- to provide postdocs with departmental policy and procedures that pertain to them;
- to facilitate the registration and appointment of postdocs;
- to assign departmental personnel the responsibility for postdoctoral affairs in the unit;
- to oversee and sign off on the Letter of Agreement for Postdoctoral Education;
- to ensure that each postdoc has a supervisor, lab and/or office space, access to research operating costs and necessary equipment;
- to include postdocs in departmental career and placement opportunities; and
- to refer postdocs to the appropriate University policies and personnel for the resolution of conflict that may arise between a postdoc and a supervisor.

v. Some examples of the responsibilities of the supervisor are:

- to uphold and transmit to their postdocs the highest professional standards of research and/or scholarship;
- to provide research guidance;
- to meet regularly with their postdocs;
- to provide feedback on research submitted by the postdocs;
- to clarify expectations regarding intellectual property rights in accordance with the University's policy;
- to provide mentorship for career dev

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## 8.5 Postdoctoral Research Trainees

### Eligibility

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

The category of Postdoctoral Research Trainee is for:

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

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

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

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

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

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

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

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

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## 12 Browse Academic Units & Programs

The programs and courses in the following sections have been approved for the 2023–2024 session as listed.

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### 12.1 Educational and Counselling Psychology

#### 12.1.1 Location

Department of Educational and Counselling Psychology  
Education Building, Room 614  
3700 McTavish Street  
Montreal QC H3A 1Y2  
Canada  
Telephone—Program Information: 514-398-4242  
Fax: 514-398-6968  
Email for general inquiries: [ecpinfo.education@mcgill.ca](mailto:ecpinfo.education@mcgill.ca)  
Email for admissions inquiries: [admissions.ecp@mcgill.ca](mailto:admissions.ecp@mcgill.ca)  
Website: [mcgill.ca/edu-ecp](http://mcgill.ca/edu-ecp)

### 12.1.2 About Educational and Counselling Psychology

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

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

In undertaking our professional programs, you benefit from having access to the *McGill Psychoeducational and Counselling Clinic* and the *Departmental Assessment Materials Resource Centre*. To develop their professional skills in assessment, therapy, and supervision, students are equipped with the latest standardized materials and a state-of-the-art venue within which to conduct psychological and cognitive assessments.

Our professional programs also have established connections with world-class public and private organizations, which include health care facilities and school boards where you receive supervised training for internships and practica. Our faculty members are involved in intra- and interdisciplinary collaborative research locally, nationally, and internationally. These networks offer you valuable exposure to, and connection with, different research laboratories, research leaders, and professional organizations. You benefit from international mobility programs and specialized training offered in specific locations. Working closely with faculty members in their research teams, our students enrolled in research-based **M.A.** and **Ph.D.** programs have proven very successful in obtaining major external fellowships from bodies such as *SSHRC*, *FQRSC*, *FRQSeS such as*

## Postdoctoral Degrees

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

- Post-Ph.D. Graduate Diploma in School/Applied Child Psychology (\*\*Admission to this program is currently suspended.\*\*)

## Graduate Student Policies and Responsibilities

In addition to University regulations, students enrolled in degree programs in ECP must adhere to Department specific *Graduate Student Policies and Responsibilities*:

- The *Graduate Supervision Policy* specifies who can act as supervisors for ECP graduate students.
- The *Guidelines for Doctoral Dissertation Preparation and Supervisory Committee Responsibilities* pertains to doctoral dissertation preparation and the roles and responsibilities of the supervisory committee.
- The *Graduate Student Tracking Policy* outlines the mandatory progress reporting that is required of all registered graduate students pursuing a Thesis or Research Program (MA thesis, MA Non-Thesis Project, and PhD programs).
- The *Social Media Policy* helps students to determine how they can best balance the benefits of social media engagement with the potential adverse risks and consequences.

## Advising

For information about these graduate programs please view our website at [mcgill.ca/edu-ecp/prospective](http://mcgill.ca/edu-ecp/prospective).

Please contact us at [admissions.ecp@mcgill.ca](mailto:admissions.ecp@mcgill.ca) for any questions related to the admissions process for any of the above programs.

## Professional Accreditation

The MA in Counselling Psychology–Professional/Internship concentration (non-thesis) qualifies graduates for membership in the *Ordre des conseillers et conseilleres d'orientation du Quebec* (OCCOQ). (\*\*Admission to this program is currently suspended.\*\*). The Ph.D. in School/Applied Child Psychology and the Ph.D. in Counselling Psychology are both accredited by the *Canadian Psychological Association* (CPA) and the *Ordre des psychologues du Québec* (OPQ).

## Important addresses:

### *OCCOQ*

1600 Henri Bourassa Blvd. West, Suite 520

Montreal QC H3M 3E2, Canada

Telephone: 514-737-4717; 1-800-363-2643

Email: [ordre@orientation.qc.ca](mailto:ordre@orientation.qc.ca)

### *CP*



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

in the Department's Psychoeducational and Counselling Clinic while also completing the majority of their work on the research project. The degree alone **does not** fulfil the requirements for membership in the orders that certify either guidance counsellors (OCCOQ) or psychologists (OPQ) in Quebec.

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

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

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



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

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

### Graduate Degrees in Educational Psychology

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

The Master of Education (M.Ed.) program is designed to provide students with an appropriate foundation through course work, with opportunities to apply skills and theories through a variety of field placements, and with the possibility of delving further into an area of interest through research or curricular-development activities. The M.Ed. can be completed on a full-time basis in two years or on a part-time basis over three to five years (the part-time option is not applicable to the Project concentrations). Most of our courses are offered in the evening to accommodate students who are working during the day. Although many M.Ed. students have a teaching degree, a significant proportion of our students hold degrees in psychology, sociology, the health sciences, or other related disciplines.

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

- a. **General Educational Psychology:** Focuses on core areas of educational psychology, permitting students with specific experiences and career paths to tailor the program to their particular situations. In addition to a small number of required core courses, students may select courses in learning theories, human development, diversity, and inclusion. Application towards the growth and enhancement of knowledge and practice in a variety of formal and informal educational settings.

See [section 12.1.11: Master of Education \(M.Ed.\) Educational Psychology \(Non-Thesis\): General Educational Psychology \(48 credits\)](#).

- b. **General Educational Psychology (Project)** Focuses on core areas of educational psychology, providing students with the flexibility to design a program that satisfies their professional and academic needs. The program provides a foundation in core areas of educational psychology through courses on learning theories, motivation, human development, and diverse classroom populations, complemented by research skill development. The program provides opportunities to study one area in greater depth or to add diverse course experiences and complete a research project.

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

- c. **Inclusive Education:** With roots in Developmental Science, Philosophy, and Human rights, this concentration prepares students to work with diverse individuals in a variety of settings that emphasize inclusive practice. Focuses on the major theories and practices in the field of inclusive education, including diversity in development, and ecological models of teaching, learning, and assessment. Application in school, community, and other settings to develop inclusive practices.

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

- d. **Inclusive Education (Project):** Focuses on diversity in developmental behaviour and attainment, and eco-systemic and cultural models of teaching, learning, and assessment. Students will be trained in application and practice through behaviour, literacy assessment and intervention, differentiated teaching planning objectives, and the completion of a Research Project. Application in school, community, and other settings to develop inclusive practices.

See [section 12.1.14: Master of Education \(M.Ed.\) Educational Psychology \(Non-Thesis\): Inclusive Education: Project \(48 credits\)](#).

- e. **Learning Sciences:** Focuses on the study of learning as it occurs in real-world situations, and in the ways in which learning may be facilitated in designed environments. Application in instructional design including the use of technology, program/curriculum development, and evaluation.

See [section 12.1.15: Master of Education \(M.Ed.\) Educational Psychology \(Non-Thesis\): Learning Sciences \(48 credits\)](#).

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

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

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

1. are broadly trained in educational psychology;
2. have sufficient research competence to critically evaluate research in educational psychology

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

working on development projects (e.g., program, curriculum, faculty) as well as for educational psychology graduate students who are interested in issues related to medical education and education in other health professions.

The program will produce a graduate who can recognize the role of education in a health professions context, who has sufficient research competence to conduct empirical research in health education settings, and who can apply research results to solve practical problems in this field. The program is offered in collaboration with the [mcgill.ca/ihse/](http://mcgill.ca/ihse/) and affiliated faculty. Graduate supervision is done jointly.

See [section 12.1.16: Master of Arts \(M.A.\) Educational Psychology \(Thesis\): Health Professions Education \(45 credits\)](#).

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

See [section 12.1.17: Master of Arts \(M.A.\) Educational Psychology \(Thesis\): Human Development \(45 credits\)](#).

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

See [section 12.1.18: Master of Arts \(M.A.\) Educational Psychology \(Thesis\): Learning Sciences \(45 credits\)](#).

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

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

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

The program offers **two concentrations**:

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

See [section 12.1.19: Doctor of Philosophy \(Ph.D.\) Educational Psychology: Human Development](#).

- 2. Learning Sciences concentration:** ([mcgill.ca/edu-ecp/programs/learningsci](http://mcgill.ca/edu-ecp/programs/learningsci)) The Ph.D. in Educational Psychology; Learning Sciences focuses on theory and research on understanding and improving learning and teaching in formal and informal educational settings including K–12 and post-secondary institutions, the workplace, professional practice, and virtual learning communities. Practical training in research design, advanced data analytic techniques, and professional development through coursework and dissertation supervision.

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

**Educational and Counselling Psychology Admission Pu25y elophy (Ph.D.) Educational PsycPh.D.(The Lear)Tj1 0 0 1 116.745 579.3**

**English Language Proficiency**

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

**12.1.3.1 Application Dates and Deadlines**

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

Information on application deadlines is available at [mcgill.ca/gradapplicants/how-apply/application-steps/application-deadlines](https://mcgill.ca/gradapplicants/how-apply/application-steps/application-deadlines).

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

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

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

1. Professional/Internship (coursework and internship based) **\*\*Applications to this program are suspended until further notice.\*\***
2. Project (research based)

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

**12.1.3.3 Ph.D. in Counselling Psychology**

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

**12.1.3.4 M.A. in School/Applied Child Psychology**

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

**12.1.3.5 Ph.D. in School/Applied Child Psychology**

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

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

**\*\*Admission to the Post-Ph.D. program is currently suspended.\*\***

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

This program offers five concentrations:

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

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

**12.1.3.8 M.A. in Educational Psychology (Thesis)**

This program offers three concentrations:

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

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



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

**Required Internship (24 credits)**

EDPC 677	(3)	Internship Research Seminar: Quantitative Studies
EDPC 678	(3)	Internship Research Seminar: Qualitative Studies

EDPC 628	(3)	Research Project 4
EDPC 629	(3)	Research Project 5
EDPC 630	(3)	Research Project 6
EDPC 662	(3)	Career Psychology
EDPC 683	(3)	Practicum in Psychological Testing: Personality Assessment
EDPC 684	(3)	Practicum in Psychological Testing: Cognitive Assessment
EDPE 622	(3)	Multiculturalism and Gender
EDPE 627	(3)	Ethical and Professional Practice of Psychology
EDPE 676	(3)	Intermediate Statistics

**Complementary Courses (3 credits)**

3 credits from the following:

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

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

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

**Thesis**

A thesis for the doctoral degree must constitute original scholarship and must be a distinct contribution to knowledge. It must show familiarity with previous 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 (30 credits)**

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

**Required Internship (24 credits)**

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

6 credits from the following:

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

**Elective Courses (6 credits)**

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

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

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

#### Required Courses (60 credits)

EDPE 620	(3)	Developmental Psychopathology
EDPE 622	(3)	Multiculturalism and Gender
EDPE 627	(3)	Ethical and Professional Practice of Psychology
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDSP 600D1	(1.5)	School Psychology Seminar
EDSP 600D2	(1.5)	School Psychology Seminar
EDSP 609	(3)	Introduction to Cognitive Assessment
EDSP 610	(3)	Introduction to Psycho-educational Assessment
EDSP 611	(3)	History, Theory and Best Practices in School Psychology
EDSP 619	(3)	Child and Adolescent Therapy
EDSP 650D1	(1.5)	Professional Practice in School Setting
EDSP 650D2	(1.5)	Professional Practice in School Setting
EDSP 682D1	(3)	Psycho-Educational Assessment & Intervention Practicum
EDSP 682D2	(3)	Psycho-Educational Assessment & Intervention Practicum
EDSP 68942 T1o1 1u61 70.539nal	(3)	Research Project 1





EDPE 625	(3)	Practicum 1: School Psychology
EDPE 626	(3)	Practicum 2: School Psychology
EDPE 710	(3)	Consultation in School Psychology

**Complement36**

EDPC 503	(3)	Intersectional Relationships and Sexualities
EDPC 504	(3)	Communication and Critical Conflict Resolution
EDPC 505	(3)	Crisis Intervention Processes
EDPC 507	(3)	Advocacy, Outreach and Leadership
EDPC 540	(3)	Social Responsibility and Relationships in Digital Age
EDPC 542	(3)	Leadership and Support Roles of the Teacher
EDPC 562	(3)	Career as a Lifelong Process
EDPE 515	(3)	Gender Identity Development
EDPE 555	(3)	Socio-Cultural Foundations of Learning Sciences
EDPE 595	(3)	Seminar in Special Topics 1
EDPE 596	(3)	Seminar in Special Topics 2
EDPE 616	(3)	Cognitive Development
EDPE 620	(3)	Developmental Psychopathology
EDPE 623	(3)	Social-Emotional Development
EDPE 636	(3)	Motivation and Instruction
EDPE 640	(3)	Emerging Technologies for Educational Change
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 699D1	(6)	Special Activity
EDPE 699D2	(6)	Special Activity
EDPI 526	(3)	Supporting Students' Strengths and Talents
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2
EDPI 543	(3)	Family, School and Community
EDPI 645	(3)	Assessment For Effective Intervention
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 656D1	(3)	Community-Based Field Work
EDPI 656D2	(3)	Community-Based Field Work
EDPI 665	(3)	Teaching of Reading
EDPI 667	(3)	Promoting Social and Emotional Well-Being

### Elective Courses (3 credits)

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

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

The M.Ed. in Educational Psychology: Non-Thesis - General Educational Psychology-Project focuses on core areas of educational psychology, including learning theories, human development, diversity, and inclusion. Application towards the growth and enhancement of knowledge and practice in a variety of formal and informal educational settings. Provides an opportunity to focus on an issue in the field of educational psychology by completing a research project.

### Required Courses (33 credits)

EDPE 502	(3)	Theories of Human Development
EDPE 535	(3)	Instructional Design



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

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



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

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

**Required Courses (24 credits)**

EDPE 535	(3)	Instructional Design
EDPE 555	(3)	Socio-Cultural Foundations of Learning Sciences
EDPE 575	(3)	Statistics for Practitioners
EDPE 602	(3)	Uses of Research Findings in Education
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 636	(3)	Motivation and Instruction
EDPE 640	(3)	Emerging Technologies for Educational Change
EDPE 670	(3)	Educational Assessment and Evaluation

**Complementary Courses (21 credits)**

21 credits from the following:

EDPC 502	(3)	Group Processes and Diversity
EDPC 504	(3)	Communication and Critical Conflict Resolution
EDPC 507	(3)	Advocacy, Outreach and Leadership
EDPC 540	(3)	Social Responsibility and Relationships in Digital Age
EDPC 542	(3)	Leadership and Support Roles of the Teacher
EDPC 562	(3)	Career as a Lifelong Process
EDPE 502	(3)	Theories of Human Development
EDPE 656	(3)	Applied Theory/Methods in the Learning Sciences
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 668	(3)	Advanced Seminar in Learning Sciences
EDPE 699D1	(6)	Special Activity
EDPE 699D2	(6)	Special Activity
EDPI 526	(3)	Supporting Students' Strengths and Talents
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2
EDPI 654	(3)	Instruction/Curriculum Adaptation

**Elective Courses (3 credits)**

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

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

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

**Thesis Courses (18 credits)**

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

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

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

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



**Required Courses (15 credits)**

EDPE 502	(3)	Theories of Human Development
EDPE 605	(3)	Research Methods
EDPE 632D1	(0)	Research Seminar
EDPE 632D2	(0)	Research Seminar
EDPE 672	(3)	Human Development Seminar 1
EDPE 673	(3)	Human Development Seminar 2
EDPE 676	(3)	Intermediate Statistics

**Complementary Courses (6 credits)**

3 credits from the following:

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

3 credits from the following:

EDPE 515	(3)	Gender Identity Development
EDPE 616	(3)	Cognitive Development
EDPE 623	(3)	Social-Emotional Development
EDPI 642	(3)	Inclusion: Past, Present and Future

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

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

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

**Thesis Courses (24 credits)**

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

**Required Courses (15 credits)**

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

**Complementary Courses (6 credits)**

EDPE 555	(3)	Socio-Cultural Foundations of Learning Sciences
EDPE 636	(3)	Motivation and Instruction
EDPE 640	(3)	Emerging Technologies for Educational Change
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 687	(3)	Qualitative Methods in Educational Psychology

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

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

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

#### Required Courses (9 credits)

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

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

#### Complementary Courses (15 credits)

6 credits from the following:

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

9 credits from the following:

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

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

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

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



- Education and Society
- Educational Leadership
- Second Language Education

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

- Social Sciences
- English Language Arts
-

*section 12.2.11: 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 credits of approved course work focusing on gender and women's studies, and issues in feminist research and methods. The M.A. non-thesis project option consists mainly of course work and includes tw



faculty members. Graduates find work as researchers, teachers, consultants, curriculum developers, and administrators in a wide range of settings—including universities, school boards, government agencies, and international NGOs.

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

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

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

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

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

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

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

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

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

This Ph.D. concentration emphasizes research in mathematics and science education, including a specific focus on teacher education in the area of math and science. Graduates will gain sufficient research experience to conduct empirical research in math and science education and sufficient teacher education experience to assume roles as teacher educators in university or other settings. The program includes targeted opportunities for candidates to develop skills, knowledge, and practices specific to teaching and learning mathematics and science, mathematics and science teacher preparation, and research in both of these areas. The LAP is a 1.183 423.72 Tmreeu,74 (ati)Tj1 0 pinacas for the Ph.D. in concentration in mathematics and science education, at iati

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

intensive McGill Campus component during the summer months. The online component of the certificate will facilitate full-time working schedules and provide greater flexibility in different international time zones. Lectures will be pre-recorded so students may view them to suit their own schedules. Students will have the capacity to communicate, discuss, and ask questions to one another and with the course lecturer through the online communication platform.

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

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

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

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

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

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

### **12.2.3.1 Admission Requirements**

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

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







**Assistant Director of First Nations and Inuit Education**

James Howden

**Director of Ph.D. Program and MA Thesis Programs**

Paul Zanazanian

**Director of MA Non-Thesis Programs and BA (Education)**

Joseph Levitan

**Director of Internships and Student Affairs**

Yasmine Zein

**Emeritus Professors**

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

**Professors**

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

**Associate Professors**

Anila Asghar; Susan Ballinger; Eric Caplan; Mindy Carter; Christian Ehret; Allison Gonsalves; Philip Howard; Limin Jao; Steven Jordan; Marta Kobiela; Bronwen Low; Kevin McDonough; Caroline Riches; Mela Sarkar; Annie Savard; Lisa Starr; Teresa Strong-Wilson; Bofot;aul Zanazanian

EDEM 699 (12) Thesis 3

### Required Courses (9 credits)

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

### Complementary Courses (3 credits)

3 credits chosen from the following, must be either:

WMST 602 (3) Feminist Research Symposium

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

### Elective Courses (9 credits)

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

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

### Thesis Courses (24 credits)

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

### Required Courses (12 credits)

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

### Complementary Courses (6 credits)

3 credits of graduate-level courses from the following:

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

3 credits of courses, from the following:

EDEC 606 (3) Self-Study, Autoethnography, and Autobiographical Research  
EDEC 630 (3) Ethnographic Approaches to Research  
EDEC 635 (3) Research Writing  
EDEM 609 (3) Critical Perspectives in Educational Theory and Research  
EDEM 644 (3) Curriculum Development and Implementation

EDEM 692	(3)	Qualitative Research Methods
EDER 608	(3)	Educational Implications of Social Theory
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 676	(3)	Intermediate Statistics
EDPE 687	(3)	Qualitative Methods in Educational Psychology
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 508	(3)	Critical Influences on Educational Praxis

**Elective Course (3 credits)**

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

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

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

**Research Project (12 credits)**

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

**Required Courses (6 credits)**

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

**Complementary Courses (15 credits)**

EDEA 555	(3)	Applied Theatre
EDEA 655	(3)	Arts-Based Educational Research
EDEC 602	(3)	Foundations in Curriculum
EDEC 606	(3)	Self-Study, Autoethnography, and Autobiographical Research
EDEC 612	(3)	Digital Media and Learning
EDEC 617	(3)	Special Topics in Educational Studies
EDEC 620	(3)	Meanings of Literacy
EDEC 627	(3)	Critical Discourse Studies in Education
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDEC 635	(3)	Research Writing
EDEC 650	(3)	Critical Race Studies and Education
EDEM 655	(3)	Indigenous Research Methodologies
EDEM 679	(3)	Special Topics 3 in Educational Leadership
EDEM 688	(3)	Critical and Participatory Research Methods
EDER 600	(3)	Globalization, Education and Change
EDER 606	(3)	Philosophy of Moral Education
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 609	(3)	Education and Philosophical Thought

EDER 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 617	(3)	Aesthetics and Education
EDER 622	(3)	Studies in Comparative Education
EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Ethics and Religious Education
EDER 643	(3)	Women, Education and Development
EDER 649	(3)	Education: Multicultural Societies

### Elective Courses (12 credits)

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

### 12.2.9 Master of Arts (M.A.) Education and Society (Non-Thesis): Course Work (45 credits)

The M.A. in Education and Society; Non-Thesis-Course Work program consists exclusively of course work. This option is less research-oriented than the thesis and non-thesis project options and is suitable for practitioners interested in professional development with a theoretical orientation.

#### Required Courses (9 credits)

EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDER 600	(3)	Globalization, Education and Change
EDER 609	(3)	Education and Philosophical Thought

#### Complementary Courses (21 credits)

21 credits from the following:

EDEC 602	(3)	Foundations in Curriculum
EDEC 606	(3)	Self-Study, Autoethnography, and Autobiographical Research
EDEC 612	(3)	Digital Media and Learning
EDEC 617	(3)	Special Topics in Educational Studies
EDEC 620	(3)	Meanings of Literacy
EDEC 627	(3)	Critical Discourse Studies in Education
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDEC 635	(3)	Research Writing
EDEC 650	(3)	Critical Race Studies and Education
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 655	(3)	Indigenous Research Methodologies
EDEM 660	(3)	Community Relations in Education
EDEM 676	(3)	Organizing Non-Formal Learning
EDEM 690	(3)	Research Methods: Theory and Practice
EDER 606	(3)	Philosophy of Moral Education
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 617	(3)	Aesthetics and Education

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

**Elective Courses (15 credits)**

15 credits at the 500 level or higher. An elective course can be an



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

3 credits chosen from the following, must be either:

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

### Elective Courses (9 credits)

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

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

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

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

### Required Internship (15 credits)

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

### Required Courses (6 credits)

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

### Complementary Courses (24 credits)

24 credits at the 500, 600, or 700 level, selected in consultation with the 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 523	(3)	Teaching Judaism: Bible
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<br>Supporting Students' Strengths and T |

EDEM 690	(3)	Research Methods: Theory and Practice
EDER 600	(3)	Globalization, Education and Change
EDER 606	(3)	Philosophy of Moral Education
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 609	(3)	Education and Philosophical Thought
EDER 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 617	(3)	Aesthetics and Education
EDER 622	(3)	Studies in Comparative Education
EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Ethics and Religious Education

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

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

#### Thesis Courses (24 credits)

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

#### Required Courses (12 credits)

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

#### Complementary Courses (6 credits)

3 credits selected from the following courses:

EDEC 606	(3)	Self-Study, Autoethnography, and Autobiographical Research
EDEC 630	(3)	Ethnographic Approaches to Research
EDEM 690	(3)	Research Methods: Theory and Practice
EDEM 692	(3)	Qualitative Research Methods

3 credits selected from the following, must be either:

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

#### Elective Course (3 credits)

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

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

This M.A. program focuses on Educational Leadership, with an emphasis on the evidence-based skills, capacities, and dispositions needed for effective, collaborative, and quality leadership.

#### Required Courses (9 credits)

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

#### Complementary Courses (27 credits)

18-21 credits selected from the following courses:

EDEM 606	(3)	Educational Leadership Issues
EDEM 628	(3)	Education Resource Management
EDEM 630	(3)	Workplace Learning
EDEM 635	(3)	Fiscal Accountability in Education

EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation
EDEM 660	(3)	Community Relations in Education
EDEM 664	(3)	Education and the Law
EDEM 671	(3)	Role of the Leader
EDEM 674	(3)	Organizational Theory and Education
EDEM 675	(3)	Special Topics 1 in Educational Leadership
EDEM 677	(3)	Special Topics 2 in Educational Leadership
EDEM 681	(3)	Practicum - Administrative Studies
EDEM 690	(3)	Research Methods: Theory and Practice
EDEM 693	(3)	School Improvement Approaches
EDEM 695	(3)	Policy Studies in Education

6-9 credits selected from the following courses:

EDEA 555	(3)	Applied Theatre
EDEA 655	(3)	Arts-Based Educational Research
EDEC 575	(3)	Special Topics in Education
EDEC 602	(3)	Foundations in Curriculum
EDEC 604	(3)	Literacy and Learning Across Curriculum
EDEC 606	(3)	Self-Study, Autoethnography, and Autobiographical Research
EDEC 612	(3)	Digital Media and Learning
EDEC 620	(3)	Meanings of Literacy
EDEC 625	(3)	MA Seminar in Practice-Based Teacher Education 1
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDEC 635	(3)	Research Writing
EDEC 648	(3)	Historical Knowledge and Social Change
EDEC 650	(3)	Critical Race Studies and Education
EDEM 679	(3)	Special Topics 3 in Educational Leadership
EDEM 688	(3)	Critical and Participatory Research Methods
EDER 536	(3)	Critical and Ethical Dimensions of Sexualities Education
EDER 600	(3)	Globalization, Education and Change
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 617	(3)	Aesthetics and Education
EDER 622	(3)	Studies in Comparative Education
EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Ethics and Religious Education
EDER 639	(3)	Education and Development
EDER 643	(3)	Women, Education and Development

EDER 649 (3) Education: Multicultural Societies

### Elective Courses (9 credits)

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

## 12.2.17 Master of Arts (M.A.) Educational Leadership (Non-Thesis): Project (45 credits)

This M.A. program focuses on Educational Leadership, with an emphasis on the evidence-based skills, capacities, and dispositions needed for effective, collaborative, and quality leadership. The program includes two 6-credit action-oriented projects focused on leadership.

### Research Project (12 credits)

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

### Required Courses (12 credits)

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

### Complementary Courses (15 credits)

9 credits selected from the following courses:

EDEM 606 (3) Educational Leadership Issues  
EDEM 628 (3) Education Resource Management  
EDEM 630 (3) Workplace Learning  
EDEM 635 (3) Fiscal Accountability in Education  
EDEM 637 (3) Managing Educational Change  
EDEM 644 (3) Curriculum Development and Implementation  
EDEM 646 (3) Planning and Evaluation  
EDEM 660 (3) Community Relations in Education  
EDEM 664 (3) Education and the Law  
EDEM 671 (3) Role of the Leader  
EDEM 674 (3) Organizational Theory and Education  
EDEM 675 (3) Special Topics 1 in Educational Leadership  
EDEM 677 (3) Special Topics 2 in Educational Leadership  
EDEM 681 (3) Practicum - Administrative Studies  
EDEM 693 (3) School Improvement Approaches  
EDEM 695 (3) Policy Studies in Education

6 credits selected from the following courses:

EDEC 575 (3) Special Topics in Education  
EDEC 602 (3) Foundations in Curriculum  
EDEC 604 (3) Literacy and Learning Across Curriculum  
EDEC 606 (3) Self-Study, Autoethnography, and Autobiographical Research



EDEM 606	(3)	Educational Leadership Issues
EDEM 628	(3)	Education Resource Management
EDEM 630	(3)	Workplace Learning
EDEM 635	(3)	Fiscal Accountability in Education
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation
EDEM 660	(3)	Community Relations in Education
EDEM 664	(3)	Education and the Law
EDEM 671	(3)	Role of the Leader
EDEM 674	(3)	Organizational Theory and Education
EDEM 675	(3)	Special Topics 1 in Educational Leadership
EDEM 677	(3)	Special Topics 2 in Educational Leadership
EDEM 681	(3)	Practicum - Administrative Studies
EDEM 693	(3)	School Improvement Approaches
EDEM 695	(3)	Policy Studies in Education

3 credits selected from the following courses:

EDEC 575	(3)	Special Topics in Education
EDEC 602	(3)	Foundations in Curriculum
EDEC 604	(3)	Literacy and Learning Across Curriculum
EDEC 606	(3)	Self-Study, Autoethnography, and Autobiographical Research
EDEC 612	(3)	Digital Media and Learning
EDEC 620	(3)	Meanings of Literacy
EDEC 625	(3)	MA Seminar in Practice-Based Teacher Education 1
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDEC 635	(3)	Research Writing
EDEC 648	(3)	Historical Knowledge and Social Change
EDER 600	(3)	Globalization, Education and Change
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 617	(3)	Aesthetics and Education
EDER 622	(3)	Studies in Comparative Education
EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Ethics and Religious Education
EDER 636	(3)	Critical and Ethical Dimensions of Sexualities Education
EDER 639	(3)	Education and Development
EDER 643	(3)	Women, Education and Development
EDER 649	(3)	Education: Multicultural Societies

3 credits selected from the following, must be either:

Critical and Ethical Dimensions of Se



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

**Thesis Courses (24 credits)**

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

**Required Courses (15 credits)**

Research Methods: Resear7.122 Tm4ec2e

**Complementary Courses (24 credits)**

12-18 credits chosen from the following courses:

EDEC 630	(3)	Ethnographic Approaches to Research
EDEM 690	(3)	Research Methods: Theory and Practice
EDSL 601	(3)	Methods and Curriculum in Second Language Teaching 1
EDSL 602	(3)	Methods and Curriculum in Second Language Teaching 2
EDSL 617	(3)	Special Topics in Second Language Education
EDSL 620	(3)	Social Justice Issues in Second Language Education
EDSL 624	(3)	Educational Sociolinguistics
EDSL 628	(3)	Plurilingualism&Translanguaging in Education and Research
EDSL 631	(3)	Second Language Curriculum
EDSL 632	(3)	Second Language Literacy Development
EDSL 640	(3)	Language Awareness: Theory and Practice
EDSL 651	(3)	Content-Based L2 Learning

**Complementary Courses**

6-12 credits from the following:

EDEA 555	(3)	Applied Theatre
EDEA 655	(3)	Arts-Based Educational Research
EDEC 604	(3)	Literacy and Learning Across Curriculum
EDEC 606	(3)	Self-Study, Autoethnography, and Autobiographical Research
EDEC 612	(3)	Digital Media and Learning
EDEC 620	(3)	Meanings of Literacy
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDEC 635	(3)	Research Writing
EDEC 648	(3)	Historical Knowledge and Social Change
EDEC 650	(3)	Critical Race Studies and Education
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation
EDEM 655	(3)	Indigenous Research Methodologies
EDEM 660	(3)	Community Relations in Education
EDEM 679	(3)	Special Topics 3 in Educational Leadership
EDEM 688	(3)	Critical and Participatory Research Methods
EDER 600	(3)	Globalization, Education and Change
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 609	(3)	Education and Philosophical Thought
EDER 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 622	(3)	Studies in Comparative Education
EDER 639	(3)	Education and Development





- Co-operating Teacher(s)
- McGill Field Supervisor
- McGill ISA Placement Coordinator

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

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

#### **Judicial Record Verification**

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

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

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

#### **12.2.22.6 Grading and Credit**



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

### 12.2.23.1 Time Commitment

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

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

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

**Required Courses (54 credits)**

EDEC 612	(3)	Digital Media and Learning
EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDIN 610	(7)	Internship 1
EDIN 620	(8)	Internship 2
EDPS 600	(3)	Introductory Professional Seminar
EDPS 610	(2)	Professional Seminar 1
EDPS 620	(1)	Professional Seminar 2
EDSL 500	(3)	Foundations and Issues in Second Language Education
EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners
EDTL 635	(3)	Applied Methods in Second Language Education
EDTL 636	(3)	Adv. Applied Methods in Second Language Education
EDTL 640	(3)	Teacher Inquiry and Action Research

**Complementary Courses (6 credits)**

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

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

3 credits selected from:

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

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

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

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

**Required Courses (54 credits)**

EDEC 612	(3)	Digital Media and Learning
EDEC 620	(3)	Meanings of Literacy



EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDIN 610	(7)	Internship 1
EDIN 620	(8)	Internship 2
EDPS 600	(3)	Introductory Professional Seminar
EDPS 610	(2)	Professional Seminar 1
EDPS 620	(1)	Professional Seminar 2
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 607	(3)	Language and Policy in Quebec Education
EDTL 609	(3)	Diverse Learners
EDTL 629	(3)	Applied Methods in Teaching Secondary Eng. Language Arts
EDTL 630	(3)	Advanced Applied Methods in Teaching Sec English Lang Arts
EDTL 640	(3)	Teacher Inquiry and Action Research

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

3 credits selected from:

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

3 credits selected from:

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

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

The M.A. in Teaching and Learning Program is a 60-credit, post-graduate degree leading to teacher certification. It is comprised of 45 credits of coursework coupled with 15 credits (minimum of 735 hours) of internship.

EDPS 620	(1)	Professional Seminar 2
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 607	(3)	Language and Policy in Quebec Education
EDTL 609	(3)	Diverse Learners
EDTL 627	(3)	Applied Methods in Teaching Mathematics in Secondary School
EDTL 628	(3)	Advanced Methods in Teaching Mathematics in Sec. School
EDTL 640	(3)	Teacher Inquiry and Action Research

### Complementary Courses (9 credits)

3 credits selected from:

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

3 credits selected from:

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

3 credits selected from:

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

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

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

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

### Required Courses (48 credits)

EDEC 612	(3)	Digital Media and Learning
EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDIN 610	(7)	Internship 1
EDIN 620	(8)	Internship 2
EDPS 600	(3)	Introductory Professional Seminar
EDPS 610	(2)	Professional Seminar 1
EDPS 620	(1)	Professional Seminar 2

EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 607	(3)	Language and Policy in Quebec Education
EDTL 609	(3)	Diverse Learners
EDTL 633	(3)	Applied Methods in Teaching Social Science in Sec. School
EDTL 640	(3)	Teacher Inquiry and Action Research

**Complementary Courses (12 credits)**

3 credits selected from (in accordance with second specialization in Geography or Ethics & Religious Culture):

EDTL 612	(3)	Adv Applied Meth in Teach'g Ethics&ReligCulture in Sec Sch
EDTL 634	(3)	Adv Applied Meth in Teaching Social Sciences in Sec. School

3 credits selected from:

EDEC 648	(3)	Historical Knowledge and Social Change
EDER 626	(3)	Theory and Praxis of Ethics and Religious Education

3 credits selected from:

EDER 600	(3)	Globalization, Education and Change
EDTL 608	(3)	Critical Influences on Educational Praxis

3 credits selected from:

Education and Philosophical

EDPS 600	(3)	Introductory Professional Seminar
EDPS 610	(2)	Professional Seminar 1
EDPS 620	(1)	Professional Seminar 2
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 525	(3)	Teaching Science and Technology
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 607	(3)	Language and Policy in Quebec Education
EDTL 609	(3)	Diverse Learners
EDTL 625	(3)	Applied Methods in Teaching Science in Secondary School
EDTL 626	(3)	Advanced Applied Methods in Teaching Science in Sec. School
EDTL 640	(3)	Teacher Inquiry and Action Research

**Complementary Courses (6 credits)**

3 credits selected from:

EDEC 646	(3)	Sociocultural and Epistemic Understandings of Science
EDTL 520	(3)	Perspectives on Knowledge in Mathematics and Science

3 credits selected from:

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

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

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

**Thesis**

A thesis for the doctoral 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 (8 credits)**

EDEC 700	(2)	Proseminar in Education 1
EDEC 701	(0)	Ph.D. Comprehensive Examination
EDEC 702	(2)	Proseminar in Education 2
EDEC 703	(4)	Ph.D. Colloquium

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

**Complementary Courses (3 credits)**

One of the following courses:

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

### **Elective Courses**

3-12 credits

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

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

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

One course, at the 500 level or higher on gender/w



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

### Complementary Courses

3-9 credits

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

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

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

EDPE 682	(3)	Univariate/Multivariate Analysis
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0-3 credits of qualitative methods or advanced research design from the following: Students who have taken an equivalent course in qualitative methods or advanced research design, or are currently taking an equivalent course as part of their Ph.D. program requirements, will be deemed to have satisfied these credits.

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

### Elective Courses

0-9 credits

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

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

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

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

[https://www.mcgill.ca/study/university\\_regulations\\_and\\_resources/graduate/gi\\_regulations\\_id\\_and\\_personal\\_information#booknode-61130](https://www.mcgill.ca/study/university_regulations_and_resources/graduate/gi_regulations_id_and_personal_information#booknode-61130)

Course selection to be approved by Graduate Certificate Program Director.

### Complementary Courses

15 credits from:

Research Writing3)



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

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

This 15-credit program explores more deeply leadership theory and educational issues and applications in a practicum. Candidates for the Graduate Certificate in Educational Leadership 2 should normally have completed the first certificate. In combination, the two certificates allow school administrators to acquire the 30 graduate credits in the field of educational leadership required by the Quebec Ministry of Education.

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

[https://www.mcgill.ca/study/university\\_regulations\\_and\\_resources/graduate/gi\\_regulations\\_id\\_and\\_personal\\_information#booknode-61130](https://www.mcgill.ca/study/university_regulations_and_resources/graduate/gi_regulations_id_and_personal_information#booknode-61130)

Course selection to be approved by Graduate Certificate Program Director.

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

#### Complementary Courses

15 credits from:

EDEM 606	(3)	Educational Leadership Issues
EDEM 660	(3)	Community Relations in Education
EDEM 664	(3)	Education and the Law
EDEM 671	(3)	Role of the Leader
EDEM 673	(3)	Leadership Theory in Education
EDEM 675	(3)	Special Topics 1 in Educational Leadership
EDEM 681	(3)	Practicum - Administrative Studies
EDEM 693	(3)	School Improvement Approaches

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**Cours obligatoires (12 crédits)**

EDSL 501	(0)	Attestation de maîtrise langue française
EDSL 570	(2)	L'acquisition des langues secondes en contexte immersif
EDSL 572	(2)	Planifier l'intégration de la langue et du contenu
EDSL 574	(2)	Didactique de la langue française
EDSL 576	(2)	Soutenir la production et la compréhension en immersion
EDSL 582	(2)	L'évaluation en immersion française
EDSL 584	(2)	L'inclusion en classe d'immersion française

**Cours complémentaires (3 crédits)**

2 crédits parmi les suivants:

EDSL 578	(2)	Les débuts de la littérature au primaire
EDSL 580	(2)	La littérature chez les plus grands

1 crédit parmi les suivants:

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

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**12.3 Kinesiology and Physical Education****12.3.1 Location**

Department of Kinesiology and Physical Education  
Sir Arthur Currie Memorial Gymnasium  
475 Pine Avenue West

- muscle physiology and biophysics.

***Biomechanics and Neuroscience :***

- ergonomics evaluation of fatigue and musculoskeletal disorders;
- walking and running locomotion gait research;
- sport equipment design and evaluation (e.g., helmets, footwear);
- mobility in healthy and aging people, and in people with disabilities;
- epigenetic modifications associated with brain and spinal cord postnatal development.

**Master's of Arts Program**

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

***Exercise and Health Psychology :***

- psychosocial determinants of health behaviour, body-related emotions, and physical self;
- motivation in youth sport and physical activity;
- school and community-based physical activity promotion;
- promoting emotional well-being and quality of life through physical activity and sport.

***Sports Psychology :***

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

***Adapted Physical Activity :***

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

***Sport, Physical, and Health Education Research in Society:***

- physical and health education pedagogy, curriculum, and instruction;
- narrative conceptions of knowledge and physical education teacher education;
- sociology and cultural studies of sport, recreation, and leisure;
- historical perspectives of sport and Canadian society;
- indigenous sport and settler-colonialism.

**Doctor of Philosophy Program**

The Ph.D. in kinesiology sciences provides opportunities for in-depth research in areas such as:

- **Biomechanics and Neuroscience**, which aims to understand human structure and function interactions between biology (muscles, bones, joints), mechanics (forces, acceleration, motion) and/or the nervous system (brain, nerves, genetics).
- **Exercise Physiology**, which tests the effects of exercise and physical activity on functional, health, and performance outcomes in healthy, clinical, and athletic populations.
- **Physical and Health Education**, which studies physical and health education programming, physical education teacher experiences, curriculum studies, and teacher education.
- **Sport Sociology & Cultural Studies**, which corresponds to the sociocultural study of sport, recreation, and leisure across a variety of contexts.
- **Adapted Physical Activity**, which investigates, in real world settings, the physical activity and sport participation of people living with one or multiple disabilities, including developmental, emotional, intellectual, and/or physical disabilities.
- **Sport, Exercise, and Health Psychology**, which aims to understand how psychological and social factors influence behavioural outcomes (e.g., sport performance, exercise motivation), and psychosocial development, health, and well-being.

***section 12.3.5: Master of Arts (M.A.) Kinesiology and Physical Education (Thesis) (45 credits) and section 12.3.6: Master of Science (M.Sc.) Kinesiology and Physical Education (Thesis) (45 credits)***

The thesis programs in Kinesiology and Physical Education are designed to help students develop research skills and expertise in their selected areas of research. All students must have a physical science background to study in the M.Sc. program and a social-psychological background to study in the M.A. program. Students are supervised by a faculty researcher in their respective laboratory or clinical locations.

These research programs often lead to career advancement in academic, scholastic, industrial, clinical, and/or social health care settings.

***section 12.3.7: Doctor of Philosophy (Ph.D.) Kinesiology Sciences***

The objective of the Ph.D. in Kinesiology Sciences is to provide opportunities for in-depth research experience in (an) area(s) of Departmental expertise within the breadth of kinesiology research. Students with a Master's degree in kinesiology or related discipline or equivalent background will qualify to apply. Students are supervised by a faculty researcher in their respective laboratory or clinical location(s). Students will complete a number of courses, including a capstone course intended to survey contemporary issues in kinesiology research. Students will become experts in their research field while obtaining knowledge on the multidisciplinary nature of Kinesiology Sciences.

### 12.3.3 Kinesiology and Physical Education Admission Requirements and Application Procedures

#### 12.3.3.1 Admission Requirements

##### Master's level

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 or a GPA of 3.2 out of 4.0 in the last two years of full-time studies.

##### Doctoral level

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

#### 12.3.3.2 Application Procedures

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

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

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

#### 12.3.3.3 Application Dates and Deadlines

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

Information on application deadlines is available at [mcgill.ca/gradapplicants/how-apply/application-steps/application-deadlines](https://mcgill.ca/gradapplicants/how-apply/application-steps/application-deadlines).

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

### 12.3.4 Kinesiology and Physical Education Faculty

#### Chair

Julie Côté

#### Undergraduate Program Director

Celena Scheede-Bergdahl

#### Graduate Program Director

Lindsay Duncan

#### Emeritus Professors

Theodore Milner; Greg Reid

**Professors**

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

**Associate Professors**

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

**Assistant Professors**

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

**Senior Faculty Lecturer**

Celena Scheede-Bergdahl

**Faculty Lecturer**

Jessica Mocella

**Associate Members**

Susan Bartlett; José Morais; Shawn Robbins

**Adjunct Professors**

Philippe Dixon; Kazi Jamil

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

The M.A. in Kinesiology and Physical Education (Thesis) focuses on research in the social and pedagogical sciences related to kinesiology, physical activity, and physical education. Related areas of research include, but not limited to, physical and health education, sport sociology and cultural studies; adapted physical activity; and sport and exercise psychology.

**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 (9 credits)**

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

**Complementary Courses (12 credits)**

3 credits from:

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

9 credits from:

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

EDKP 548	(3)	Applied Exercise Psychology
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
EDKP 625	(3)	Sport, Physical Activity and Social Theory
EDKP 631	(3)	Qualitative Methods
EDKP 654	(3)	Sport Psychology
EDKP 664	(3)	Motor Learning and Behaviour
EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	Advanced Experimental Problems
EDPE 676	(3)	Intermediate Statistics

Students may also take courses (500, 600, or 700 level) outside of the department chosen in consultation with the supervisor or student adviser, up to a maximum of 6 credits.

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

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

#### Thesis Courses (24 credits)

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

#### Required Courses (12 credits)

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

#### Complementary Courses (9 credits)

Students must take a minimum of 3 credits of coursework in a classroom setting in the area of concentration selected in consultation with the Graduate Student Adviser.

EDKP 542	(3)	Environmental Exercise Physiology
EDKP 548	(3)	Applied Exercise Psychology
EDKP 566	(3)	Advanced Biomechanics Theory
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
EDKP 630	(3)	Human Walking Mechanics
EDKP 631	(3)	Qualitative Methods
EDKP 652	(3)	Advanced Cardiopulmonary Exercise Physiology
EDKP 662	(3)	Musculoskeletal Responses to Exercise
EDKP 664	(3)	Motor Learning and Behaviour

EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	Advanced Experimental Problems

Students may also take courses (500, 600, or 700 level) from outside of the department chosen in consultation with the supervisor or student adviser, up to a maximum of 6 credits.

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