



**Faculty of Education (Graduate)**  
**Programs, Courses and University Regulations**  
**2024-2025**



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

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# 1 Graduate and Postdoctoral Studies

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## 1.1 Administrative Officers

### Administrative Officers

Josephine Nalbantoglu; B.Sc., Ph.D.(McG.)

**Associate Provost (Graduate Education) and Dean (Graduate and Postdoctoral Studies)**

Lorraine Chalifour; B.Sc., Ph.D. (Manit.)

**Associate Dean (Graduate and Postdoctoral Studies)**

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**Associate Dean (Graduate and Postdoctoral Studies)**

Russell Steele; B.S., M.S. (Carn. Mell), Ph.D. (Wash.)

**Associate Dean (Graduate and Postdoctoral Studies)**

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**Manit.)**

- Coursework for Graduate Programs, Diplomas, and Certificates



- ii. Upon registration, postdocs will be eligible for a University identity card issued by Enrolment Services.
- iii. Leaves of absence must comply with the Graduate and Postdoctoral Studies Policies for Vacation, Parental/Familial, and Health Leave (see [section 7.3: Vacation Policy for Graduate Students and Postdocs](#) and [University Regulations & Resources](#) > Graduate > Regulations > Categories of Students > : [Leave of Absence Status](#)).

### **3. Appointment, Funding, Letter of Agreement**

- i. Postdoctoral appointments may not exceed the registration eligibility period as defined above.
- ii. In order to be registered, the postdoc must be assured of financial support other than from personal means during their stay at McGill University. This amount must be equivalent to the minimal stipend requirement set by the University in accordance with guidelines issued by federal and provincial research granting agencies or the collective agreement, as applicable. Funding during parental leave is subject to the conditions of the funding agency or the collective agreement, as applicable.
- iii. Postdocs require a [Letter of Agreement for Postdoctoral Education](#) signed by the postdoc, the supervisor, and the department/unit head or delegate.
- iv. Postdocs with full responsibility for teaching a course should be compensated over and above their postdoctoral funding as course lecturers. This applies to all postdocs, except those for whom teaching is part of the award.
- v. The amount of research, teaching, or other tasks that postdocs engage in over and abo

- to clarify expectations regarding intellectual property rights in accordance with the University's policy;
- to provide mentorship for career development; and
- to prepare, sign, and adhere to a Letter of Agreement for Postdoctoral Education.

vi. Some examples of the responsibilities of postdocs are:

- to inform themselves of and adhere to the University's policies and/or regulations for postdocs as outlined at [mcgill.ca/gps/postdocs](http://mcgill.ca/gps/postdocs) and [mcgill.ca/students/srr](http://mcgill.ca/students/srr), and the Graduate and Postdoctoral Studies *University Regulations and Resources*;
- to submit a complete file for registration to Enrolment Services;
- to sign and adhere to their Letter of Agreement for Postdoctoral Education;
- to communicate regularly with their supervisor; and
- to inform their supervisor of their absences.

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

- to register postdocs;
- to provide an appeal mechanism in cases of conflict;
- to provide documented policies and procedures to postdocs;
- to provide postdocs with the necessary information on McGill University student services (Postdoctoral Fellows and Scholars) and HR policies and guidelines (Postdoctoral Researchers).

*Approved by Senate, April 2000; revised May 2014; February 2020.*

### 7.3 Vacation Policy for Postdocs

Please refer to the : [Vacation Policy for Graduate Students and Postdocs](#).

### 7.4 Leave of Absence for Health and Parental/Familial Reasons

A leave of absence may be granted for maternity or parental reasons or for health reasons (see *University Regulations & Resources* > Graduate > : [Leave of Absence Status](#)).

Such a leave must be requested on a term-by-term basis and may be granted for a period of up to 52 weeks. For a maternity or parental leave, the eligibility period of a maximum of 52 consecutive weeks is determined based on when the child is born; if the leave is interrupted for one or two terms, the eligibility period cannot be extended. Students and Postdocs must make a request for such a leave in writing to their department and submit a medical certificate. The department shall forward the request to Enrolment Services. See the procedure in *University Regulations & Resources* > Graduate > : [Leave of Absence Status](#).

Students who have been granted such a leave will have to register for the term(s) in question and their registration will show as "leave of absence" on their record. No tuition fees will be charged for the duration of the authorized leave. Research supervisors are not obligated to remunerate students and Postdocs on leave. A summary table of various leave policies (paid or unpaid) for students and Postdocs paid from the Federal and Quebec Councils through fellowships or research grants is available at [mcgill.ca/gps/funding/getting-paid](http://mcgill.ca/gps/funding/getting-paid) under "Leave Policies and Form."

### 7.5 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.

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

Detailed graduate degree descriptions are available in the following sections:

- [section 11.1.2: Graduate Degrees in Counselling Psychology](#)
- [section 11.1.2: Graduate Degrees in School/Applied Psychology](#)
- [section 11.1.2: Graduate Degrees in Educational Psychology](#)

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

Students can obtain an M.A. degree in:

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

### Master of Education (M.Ed.) Degrees

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

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

### Doctor of Philosophy (Ph.D.) Degrees

Students can obtain a Ph.D. degree in:

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

### Postdoctoral Degrees

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

- Post-Ph.D. Graduate Diploma in School/Applied Child Psychology (\*\*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 admission 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 conseillères d'orientation du Québec* (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:**



## Graduate Degrees in School/Applied Psychology

### *section 11.1.7: Master of Arts (M.A.) School/Applied Child Psychology (Non-Thesis) (60 credits)*

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

Typically, students entering the M.A. program choose to apply to the Ph.D. in School/Applied Child Psychology program which builds upon the foundation gained in the M.A. degree. Upon completion of the M.A. and Ph.D. programs, students are eligible for licensure as Psychologists with the Ordre des psychologues du Québec (OPQ).

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

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

The Ph.D. in School/Applied Child Psychology is the second degree in a sequential pair of programs, the first of which is the M.A. (non-thesis) Research Project in School/Applied Child Psychology or former M.A. in Educational Psychology, School/Applied Child Psychology (thesis) concentration (closed for admission as of Fall 2014).

Most students in the doctoral program completed their M.A. in the Department of Educational and Counselling Psychology, although students can apply for direct entry into the Ph.D. program with a master's degree obtained at another institution.

At both the M.A. and Ph.D. levels, students take a combination of theoretical, practical, and research-based courses throughout the course of their degree. Students will complete a research project at the M.A. level and a thesis at the Ph.D. level of study.

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

The program develops clinical skills through intensive assessment courses, a Clinic Practicum, Field Placement, and a full-year Internship. Typically, our graduates go on to practice school psychology across a range of environments including private practice, academia, hospitals, and school boards. The Ph.D. program is accredited by the Canadian Psychological Association (CPA) and the *Ordre des psychologues du Québec* (OPQ). Graduates are eligible for licensure in Quebec.

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

### *section 11.1.9: Graduate Diploma (Gr. Dip.) School/Applied Child Psychology (Post-Ph.D.)*

\*\*Admission to this program is currently suspended.\*\*

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 11.1.10: 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.

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

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 11.1.11: 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 11.1.12: 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 11.1.13: 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 11.1.14: 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, and to design, conduct, and report empirical research; and
3. have experience in applying research methods and findings to the solution of practical problems in varied educational settings.

Candidates are required to select and follow the set of courses in one of three concentrations of study, select a topic for research, and present the results of such research in a thesis.

The program offers **three concentrations**:

1. **The Health Professions Education concentration** ([mcgill.ca/edu-ecp/programs/healthprofessions](http://mcgill.ca/edu-ecp/programs/healthprofessions)) is dedicated to the preparation of qualified

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

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 11.1.18: 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 11.1.19: Doctor of Philosophy \(Ph.D.\) Educational Psychology: Learning Sciences](#).

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

Please refer to the [department's website](#) for admission requirements and application procedures for the following programs:

- [M.A. in Counselling Psychology \(Non-Thesis\)](#)
- [Ph.D. in Counselling Psychology](#)
- [M.A. in School/Applied Child Psychology \(Non-Thesis\)](#)
- [Ph.D. in School/Applied Child Psychology](#)
- [Post-Ph.D. Graduate Diploma in School/Applied Child Psychology](#)
- [M.Ed. in Educational Psychology](#)
- [M.A. in Educational Psychology, Human Development](#)
- [M.A. in Educational Psychology, Learning Sciences](#)
- [M.A. in Educational Psychology, Health Professions Education](#)
- [Ph.D. in Educational Psychology, Human Development](#)
- [Ph.D. in Educational Psychology, Learning Sciences](#)

#### English Language Proficiency

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

### 11.1.3.3 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](#).

### 11.1.3.4 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](#).

### 11.1.3.5 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](#).

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

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

### 11.1.3.7 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](#).

### 11.1.3.8 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](#).

### 11.1.3.9 Ph.D. in Educational Psychology

#### 11.1.3.9.1 Admission Requirements

The two concentrations offered are:

1. Human Development
2. Learning Sciences

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

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

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

\*\* This program is currently closed to admissions \*\*.

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 679D1	(3)	Internship: General 1
EDPC 679D2	(3)	Internship: General 1
EDPC 683	(3)	Practicum in Psychological Testing: Personality Assessment
EDPC 684	(3)	Practicum in Psychological Testing: Cognitive Assessment
EDPC 685D1	(3)	Internship: Vocational and Rehabilitation Counselling
EDPC 685D2	(3)	Internship: Vocational and Rehabilitation Counselling

**Required Courses (33 credits)**

EDPC 606	(3)	Theories of Intervention 1
EDPC 607	(3)	Theories of Counselling 2
EDPC 608	(3)	Group Counselling: Theory
EDPC 609	(3)	Psychological Testing 1
EDPC 615	(3)	Assessment and Diagnosis 1
EDPC 618	(3)	Professional Ethics and the Law
EDPC 624	(3)	Group Counselling: Practice
EDPC 662	(3)	Career Psychology
EDPC 665D1	(3)	Practicum
EDPC 665D2	(3)	Practicum
EDPE 622	(3)	Multiculturalism and Gender

**Elective Courses (3 credits)**

The following courses may be offered periodically and taken to complete or exceed the academic requirements. Electives may also be chosen from other

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

**11.1.6 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.

**11.1.7 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 691	(3)	Research Project 1
EDSP 692	(3)	Research Project 2
EDSP 693	(3)	Research Project 3
EDSP 694	(3)	Research Project 4
EDSP 695	(3)	Research Project 5
EDSP 696	(3)	Research Project 6

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

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

For more information, see [www.mcgill.ca/study/faculties/education/graduate/gps\\_edu\\_educational\\_counselling\\_psychology](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 Comprehensive Exam

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

24 credits

EDPC 714	(3)	Theory / Models: Family Therapy
EDPE 712	(3)	Neurological Bases of Behaviour Across Lifespan
EDSP 702	(3)	Selected Topics in School/Applied Child Psychology 2

EDSP 705D1	(3)	Practicum: School Psychology
EDSP 705D2	(3)	Practicum: School Psychology
EDSP 710	(3)	Consultation in School Psychology
EDSP 715D1	(3)	Theory and Practice of Supervision
EDSP 715D2	(3)	Theory and Practice of Supervision

### **Field Placement**

12 credits

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

### **Internship (24 credits)**

24 credits

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

### **Complementary Courses (3 credits)**

3 credits from the following:

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

## **11.1.9 Graduate Diploma (Gr. Dip.) School/Applied Child Psychology (Post-Ph.D.)**

Note: Admission to this program is currently suspended

For more information, see [www.mcgill.ca/study/f](http://www.mcgill.ca/study/f)



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

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

### **Internship**

One year full time or two years half-time

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

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

### **Professional Accreditation**

All elements of this Post-doctoral Graduate Diploma are selected from the professional components of the Ph.D. in School/Applied Child Psychology, which is accredited in the School Psychology category by the American Psychological Association (AP 706 School Psychology 2013).



EDPI 691	(3)	Research Project 1
EDPI 692	(3)	Research Project 2
EDPI 693	(3)	Research Project 3
EDPI 694	(3)	Research Project 4

**Complementary Courses (15 credits)**

<del>EDPE 604</del>	(3)	Facilitating Relationships
<del>EDPE 595</del>	(3)	Social-Emotional Development and Diversity
<del>EDPE 600</del>	(3)	M.Ed. for Educational Non-Thesis and 24 (15 credits) and 9-12 (15 credits)
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
EDPI 526	(3)	Supporting Students' Strengths and Talents
EDPI 527	(3)	Creativity and its Cultivation
		Family
	(3)	

EDPE 602	(3)	Uses of Research Findings in Education
EDPE 635	(3)	Theories of Learning and Instruction
EDPI 543	(3)	Family, School and Community
EDPI 642	(3)	Inclusion: Past, Present and Future
EDPI 645	(3)	Assessment For Effective Intervention
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 665	(3)	Teaching of Reading
EDPI 667	(3)	Promoting Social and Emotional Well-Being

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

18 credits from the following:

EDPC 501	(3)	Facilitating Relationships
EDPC 502	(3)	Group Processes and Diversity
EDPC 503	(3)	Intersectional Relationships and Sexualities
EDPC 504	(3)	Communication and Critical Conflict Resolution
EDPC 505	(3)	Crisis Intervention Processes
EDPC 507	(3)	Advocacy, Outreach and Leadership
EDPC 540	(3)	Social Responsibility and Relationships in Digital Age
EDPC 542	(3)	Leadership and Support Roles of the Teacher
EDPC 562	(3)	Career as a Lifelong Process
EDPE 515	(3)	Gender Identity Development
EDPE 595	(3)	Seminar in Special Topics 1
EDPE 596	(3)	Seminar in Special Topics 2
EDPE 640	(3)	Emerging Technologies for Educational Change
EDPE 699D1	(6)	Special Activity
EDPE 699D2	(6)	Special Activity
EDPI 526	(3)	Supporting Students' Strengths and Talents
EDPI 527	(3)	Creativity and its Cultivation
EDPI 539	(3)	Field Work 1
EDPI 540	(3)	Field Work 2
EDPI 656D1	(3)	Community-Based Field Work
EDPI 656D2	(3)	Community-Based Field Work

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

The M.Ed. in Educational Psychology: Non-Thesis-Inclusiv

EDPI 543	(3)	Family, School and Community
EDPI 642	(3)	Inclusion: Past, Present and Future
EDPI 645	(3)	Assessment For Effective Intervention
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 665	(3)	Teaching of Reading
EDPI 667	(3)	Promoting Social and Emotional Well-Being
EDPI 691	(3)	Research Project 1
EDPI 692	(3)	Research Project 2
EDPI 693	(3)	Research Project 3
EDPI 694	(3)	Research Project 4

**Complementary Courses (6 credits)**

Motiv

**Required Courses (15 credits)**

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

**Complementary Courses (12 credits)**

12 credits from the following:

EDPE 535	(3)	Instructional Design
EDPE 555	(3)	Socio-Cultural Foundations of Learning Sciences
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 656	(3)	Applied Theory/Methods in the Learning Sciences
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 668	(3)	Advanced Seminar in Learning Sciences
EDPE 687	(3)	Qualitative Methods in Educational Psychology

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

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

The Master of Arts (M.A.) Educational Psychology (Thesis): Human Development concentration focuses on core areas of human development such as cognitive, language, social, per85.765 423.9m437 Tj1 0 0 1 165.4p Tw3(v)Tj1 0 0 1 9,am Digend0 1495.535 380.081 Tm84660 0 0 gBT/F0370.363 Tm(cog6 604 0 1 9a Dic

**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 |

Inclusion: f l(EDPE 625o71.949 567.841ast, Preselo and Futurement)Tj1 0 0 1 165.949 567.841 Tm((3))Tj1 0 0 1 709



### **11.1.18 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

EDPE 636	(3)	Motivation and Instruction
EDPE 663	(3)	Learning Environments
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 668	(3)	Advanced Seminar in Learning Sciences

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

3 credits from the following:

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

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## 11.2 Integrated Studies in Education

### 11.2.1 Location

Department of Integrated Studies in Education  
 Education Building, Room 244  
 3700 McTavish Street  
 Montreal QC H3A 1Y2  
 Telephone: 514-398-2941  
 Website: [mcgill.ca/dise](http://mcgill.ca/dise)

Graduate Programs (M.A., MATL, Ph.D., and Graduate Certificate)  
 Education Building, Room 244  
 Telephones: M.A. and Ph.D. 514-398-1459; MA

- English or French Second Language



**Note:** The French Second Language program is currently not offered.

The Department also offers a **Ph.D.** in Educational Studies.

### **Master of Arts in Education and Society**

The M.A. in Education and Society consists of a thesis or non-thesis program. The program focuses on two main fields of study—Culture and Values in Education and Teaching, Learning, and Curriculum—reflecting distinct but overlapping areas of educational inquiry. Study in Culture and Values in Education may focus on critical theory, philosophy, art and aesthetics, race/class/gender issues in education, or international and comparative education. The Teaching, Learning, and Curriculum focus emphasizes current perspectives on pedagogy and curriculum, teacher education, in-and-out-of-school learning, practitioner research, and classroom practice. The program brings to bear diverse applied theoretical perspectives, including philosophy, sociology, cultural studies, policy studies, gender studies, critical pedagogy, and multi-literacies. Graduates of the program go on to doctoral programs or work in education and non-profit settings. Many in-service teachers take this program for professional development.

#### *section 11.2.4: Master of Arts (M.A.) Education and Society (Thesis) (45 credits)*

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

#### *section 11.2.5: Master of Arts (M.A.) Education and Society (Thesis): Gender and Women's Studies (45 credits)*

The graduate option in Gender and Women's Studies is an interdisciplinary program for students who meet the degree requirements in a participatory option in Gender and Women's Studies.

***section 11.2.11: Master of Arts (M.A.) Education and Society (Non-Thesis): Jewish Education (45 credits)***

This program is designed to offer a graduate-level point of entry into the teaching profession for students who typically will have completed a B.A. with a minor or major in Jewish Studies. The M.A. will not provide Quebec Ministry of Education 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.

***section 11.2.12: Master of Arts (M.A.) Education and Society (Non-Thesis): Project Math & Science Education (45 credits)***

This M.A. 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

*section 11.2.18: Master of Arts (M.A.) Second Language Education (Thesis) (45 credits)*

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

### *section 11.2.29: 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 11.2.30: 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 11.2.31: 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 11.2.32: 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 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 areas. Applicants for the Ph.D. concentration in mathematics and science education would be expected to already have a master's degree that included educational research.

## **Graduate Certificates**

### *section 11.2.33: Graduate Certificate (Gr. Cert.) Educational Leadership 1 (15 credits)*

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

### *section 11.2.34: Graduate Certificate (Gr. Cert.) Educational Leadership 2 (15 credits)*

This 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. **Course selection to be approved by Graduate Certificate Program Director.**

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

### *section 11.2.35: Graduate Certificate (Gr. Cert.) Educational Leadership 3 (15 credits)*

This program emphasizes applied research in educational leadership and ways in which educational leadership and associated theories can inform the design, implementation, and assessment of educational programs in schools. The program highlights applied research in the context of teaching and learning in Quebec elementary and secondary schools. **Course selection to be approved by Graduate Certificate Program Director.**

**No course taken in Certificate 1 can be repeated in Certificate 2 or in Certificate 3.**

### *section 11.2.36: Graduate Certificate (Gr. Cert.) International Leadership in Educational and Administrative Development (15 credits)*

This program targets leaders, consultants, senior management and administrators, and policy makers from a range of educational institutions (universities, colleges, private schools) and organizations (hospitals, community, governmental), as well as the corporate sector. The goal is to provide world-class professional learning experience in educational leadership. The majority of the courses will be delivered online, in combination with a two- to three-week 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 ha

***section 11.2.36: Graduate Certificate (Gr. Cert.) International Leadership in Educational and Administrative Development (15 credits)***

Please note that the fee schedule for this program is different from standard graduate programs. For information, please contact program coordinator Andrea Nguyen at [gcel.education@mcgill.ca](mailto:gcel.education@mcgill.ca) or Program Director Dr. Joseph Levitan at [joseph.levitan@mcgill.ca](mailto:joseph.levitan@mcgill.ca).

***section 11.2.37: 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.

***section 11.2.38: 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.

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

### **11.2.3.1 Admission Requirements**

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

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

**5. Further requirements applicable to specific options:**

**Graduate Certificates in Educational Leadership 1 and 2** – Normally, applicants are required to have at least two years of relevant educational experience (in leadership roles or related professional experience).

**Graduate Certificate in Teaching English as a Second Language** – Applicants are required to provide proof of English language proficiency (detailed on the admission website) or pass a written and oral English language proficiency test approved by the Department.

**Master of Arts in Second Language Education** – Normally, applicants are required to have a minimum of 36 credits including a combination of relevant courses in education and language studies. Applicants are required to have at least two years of relevant professional experience in education.

**Master of Arts in Educational Leadership** – Normally, applicants are required to have at least two years of relevant leadership experience (teaching or related professional experience).

**Master of Arts in Teaching and Learning (MATL) (Non-Thesis)** – Please see the [Departmental website](#) for additional admission requirements. Applicants to the MATL TESL option are required to pass a written and oral English language proficiency test with a French component set by the Department. Applicants are required to have experience in educational settings (formal or informal).

**Master of Arts in Teaching and Learning (MATL) (Non-Thesis) TESL** – Applicants are required to provide proof of English language proficiency (detailed on the admission website) or pass a written and oral English language proficiency test approved by the Department. Functional proficiency in French is also required.

**Certificat d'études supérieures en pédagogie de l'immersion française** – Applicants are required to provide proof of French language proficiency (detailed on the admission website) or pass a written and oral French language proficiency test approved by the Department.

### 11.2.3.2 Application Procedures

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

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

#### 11.2.3.2.1 Additional Requirements

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

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

#### 11.2.3.3 Application Dates and Deadlines

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

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

## 11.2.4 Master of Arts (M.A.) Education and Society (Thesis) (45 credits)

### Thesis Courses (24 credits)

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

### Required Courses (6 credits)

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

### Elective Courses (15 credits)



15 credits at the 500, 600, or 700 level, chosen in consultation with the Thesis Supervisor or Graduate Program Director. The student may take a maximum of 6 credits from outside the Department.

### 11.2.5 Master of Arts (M.A.) Education and Society (Thesis): Gender and Women's Studies (45 credits)

#### Thesis Courses (24 credits)

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

#### Required Courses (9 credits)

EDEM 609	(3)	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
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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.

### 11.2.6 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.

### **11.2.7 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 Culture and Citizenship
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.

### 11.2.8 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

EDEM 676	(3)	Organizing Non-Formal Learning
EDEM 690	(3)	Research Methods: Theory and Practice
EDER 600	(3)	Globalization, Education and Change
EDER 606	(3)	Philosophy of Moral Education
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 609	(3)	Education and Philosophical Thought
EDER 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 617	(3)	Aesthetics and Education
EDER 622	(3)	Studies in Comparative Education
EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Culture and Citizenship
EDER 643	(3)	Women, Education and Development
EDER 649	(3)	Education: Multicultural Societies
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 676	(3)	Intermediate Statistics
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 508	(3)	Critical Influences on Educational Praxis

### **Elective Courses**

15 credits at the 500 level or higher. An elective course can be any course in the Department. If the course is outside of the department, it must be approved by the department chair.

EDEC 612	(3)	Digital Media and Learning
EDEC 617	(3)	Special Topics in Educational Studies
EDEC 620	(3)	Meanings of Literacy
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDEC 635	(3)	Research Writing
EDER 606	(3)	Philosophy of Moral Education
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 609	(3)	Education and Philosophical Thought
EDER 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 617	(3)	Aesthetics and Education
EDER 622	(3)	Studies in Comparative Education
EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Culture and Citizenship
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

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.

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

This program is designed to offer a graduate-level po4.675 5-o0shond tm(v)Tjter:vv

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
EDPI 526	(3)	Supporting Students' Strengths and Talents
EDPI 642	(3)	Inclusion: Past, Present and Future
EDPI 654	(3)	Instruction/Curriculum Adaptation

**Language Requirement**

EDER 529	(0)	Hebrew Language Requirement
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**Master of Ar**

EDEC 602	(3)	Foundations in Curriculum
EDEC 606	(3)	Self-Study, Autoethnography, and Autobiographical Research
EDEC 612	(3)	Digital Media and Learning
EDEC 627	(3)	Critical Discourse Studies in Education
EDEC 635	(3)	Research Writing
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 660	(3)	Community Relations in Education
EDEM 676	(3)	Organizing Non-Formal Learning
EDEM 690	(3)	Research Methods: Theory and Practice
EDER 600	(3)	Globalization, Education and Change
EDER 606	(3)	Philosophy of Moral Education
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 609	(3)	Education and Philosophical Thought
EDER 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 617	(3)	Aesthetics and Education
EDER 622	(3)	Studies in Comparative Education
EDER 625	(3)	Special Topics in Educational Studies
EDER 626	(3)	Theory and Praxis of Culture and Citizenship
EDER 643	(3)	Women, Education and Development
EDER 649	(3)	Education: Multicultural Societies
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 676	(3)	Intermediate Statistics
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 508	(3)	Critical Influences on Educational Praxis

### Elective Courses

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

### 11.2.13 Master of Arts (M.A.) Educational Leadership (Thesis) (45 credits)

#### Thesis Courses (24 credits)

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

#### Required Courses (9 credits)

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



**Complementary Courses (6 credits)**

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 Special T

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EDER 608

- (3) Educational Implications of Social Theory
- (3) Sociology of Education

EDEM 681

(3)

Practicum - Administrative Studies  
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**Required Courses (15 credits)**

(3) Critical Perspectives in Educational Theory and Research

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 Culture and Citizenship Critical and Ethical Dimensions of Se

EDSL 620	(3)	Social Justice Issues in Second Language Education
EDSL 624	(3)	Educational Sociolinguistics
EDSL 631	(3)	Second Language Curriculum
EDSL 632	(3)	Second Language Literacy Development
EDSL 640	(3)	Language Awareness: Theory and Practice
EDSL 651	(3)	Content-Based L2 Learning

**Elective Course (3 credits)**

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

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

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

**Required Courses (15 credits)**

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

**Complementary Courses (6 credits)**

3 credits selected from the following courses:

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

3 credits chosen from the following, must be either:

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

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

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

#### Required Courses (12 credits)

EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDPE 575	(3)	Statistics for Practitioners
EDSL 623	(3)	Second Language Learning
EDSL 627	(3)	Instructed Second Language Acquisition Research

#### Complementary Courses (24 credits)

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
	(3)	Language Awareness: Theory and Practice



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
	(3)	Sociology of Education

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

3-6 credits selected from the following:

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
EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
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
EDER 600	(3)	Globalization, Education and Change
EDER 607	(3)	Ethics and Values in Education
EDER 608	(3)	Educational Implications of Social Theory
EDER 609	(3)	Education and Philosophical Thought
EDER 614	(3)	Sociology of Education
EDER 615	(3)	Introduction to Philosophy of Education
EDER 622	(3)	Studies in Comparative Education
EDER 639	(3)	Education and Development
EDER 643	(3)	Women, Education and Development
EDER 649	(3)	Education: Multicultural Societies

**Elective Courses (6 credits)**

6 credits of courses at the 500, 600, or 700 level are chosen in consultation with the Graduate Program Director or Coordinator, may include complementary courses listed above, and may include some of the following courses:

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

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

## 11.2.22 Graduate Student Teaching / M.A. in Teaching and Learning Internship

The *Internships & Student Affairs Office (ISA)* in the Faculty of Education is responsible for the placement and evaluation of all MATL student teachers registered in the internship courses (EDIN course code).

### 11.2.22.1 Internships

#### MATL Internships:

- are required courses compliant with Ministry's requirements and in accordance with the University–School Board agreements;
- are organized and evaluated by the Faculty of Education's Internships & Student Affairs Office (ISA); student teachers are not permitted to contact potential host schools to obtain a placement (unless on paid contract; see below); however, student teachers are permitted to submit preferences and requests to ISA, which are taken into account and subject to ISA policies and host school availability;
- are completed with an eligible Cooperating Teacher(s) as mentor(s), unless a student teacher has received ISA approval to use a paid teaching contract at an eligible host school to satisfy the internship requirements (see [section 11.2.22.3: Placement Options](#) below);
- must be completed at the Secondary level within a public or private English school in the greater Montreal region, with the exception of the Teaching English as a Second Language (TESL) program, in which student teachers are placed in French public or private schools and will typically complete one internship at the Elementary level and one at the Secondary level. Student teachers may only be placed in a private school setting for one of the two required internships;
- may exceptionally be completed in an adult education setting (Internship 2 only) or in a French school setting, with ISA's authorization; excluding students in the TESL program;
- require that students follow registration and placement request procedures as stipulated by the ISA. Students who do not follow procedures may not be assigned to a host school in a given term;
- may begin or end before or after the first/last day of lectures, and may continue during regularly scheduled University breaks;
- are not remunerated for student teachers placed with a Cooperating Teacher(s);
- require that student teachers be present in the host school on a full-time basis for the specified duration of the internship (refer to dates on the [mcgill.ca/isa/teaching/contacts-dates](http://mcgill.ca/isa/teaching/contacts-dates)); start and/or end dates may vary for students on a paid contract;
- require that student teachers budget time and money for travel to and from their assigned host school;
- may not be completed in a host school where a student teacher has a family member working or attending;
- have a corequisite Professional Seminar component (see [Minerva](#) for dates and times).

### 11.2.22.2 Registration

#### Students:

- normally take Internship 1 in the first Winter term of the program; students who do not plan on taking Internship 1 in the first Winter term of the program must meet with the MATL Program Coordinator to develop an amended program trajectory as soon as possible;
- must be in Satisfactory Standing and have met all prerequisite and corequisite course requirements;
- registered for the internship course will receive permission to access the online Student Teaching Placement Form at their official @mail.mcgill.ca email address; the Placement Form must be completed by the date indicated in the email for preferences to be registered;
- should consult their MATL Program Coordinator or ISA Placement Coordinator for further assistance, if required.



**Note:** Minerva does not always prevent students from registering for courses which they should not take. It is each student's responsibility to be aware of prerequisites, corequisites, restrictions, and Faculty regulations.

### 11.2.22.3 Placement Options

#### Cooperating Teacher

Student teachers without an approved paid teaching contract will be placed by an ISA Placement Coordinator in the classroom of an eligible Cooperating Teacher(s) and must follow the host school's schedule on a full-time basis. Student teachers in this situation must not contact potential host schools nor cooperating teachers for placements.

#### Contract

Student teachers who have secured a paid teaching contract in the appropriate internship term may request to have this contract reviewed by the ISA to see if it will fulfill the internship requirements relative to number of hours, context, subject area, etc.

Please note, student teachers who have already been placed with a Cooperating Teacher for their internship and subsequently wish to accept a contract either before or during the internship must register a request with the ISA; approval is at the discretion of the ISA Director.

Students who wish to have a contract evaluated must:

- get approval from the ISA Office;

- have the Administrator of their school sign ISA's "Letter of Agreement Pertaining to Paid Contracts for Internships Taken as Part of McGill University's Master of Arts in Teaching and Learning (MATL)" prior to the start of their contract/internship, and confirm that they will assign/provide a qualified internal employee to serve as an evaluator and follow ISA's proposed evaluation schedule;
- consult the [MATL guidelines](#)

**Work Permit for International Students**

In order to be in compliance with government re

compassionate members of the profession guided by a sense of social and ethical responsibility in relation to their students and the wider society. In keeping with the professional culture of teaching and learning, McGill's teacher education community believes that teaching and learning spaces should model such professional environments. McGill's teacher education community is committed to creating authentic opportunities where an understanding of teaching and learning is co-constructed between instructors and teacher candidates, teachers, and learners, as well as peer-to-peer and beyond. In order for us to create these learning environments, we are expected to demonstrate awareness of, respect for, and commitment to, the behaviours and actions of professionals. We expect members of McGill's teacher education community, including teacher candidates, teaching assistants, lecturers, professors and community partners to be accountable to themselves and others, and to be engaged, collegial, and accessible. By doing so, McGill's teacher education community is more fully able to share together in the types of critical dialogue, creative thinking, and reflective practice expected of professionals. McGill's teacher education community is committed to nurturing a space where teacher candidates, teaching assistants, lecturers, professors, and community partners can all engage in the exchange of ideas and dialogue, without fear of being made to feel unwelcome or unsafe on account of biological sex, sexual orientation, gender identity or expression, race/ethnicity, religion, linguistic and cultural background, age, physical or mental ability, or any other aspect integral to one's personhood. We therefore recognise that it is our individual and collective responsibility, to strive to establish and maintain an environment wherein all interactions are based on empathy and mutual respect for the person, acknowledging differences of perspectives, free from judgment, censure, and/or stigma. Finally, McGill's teacher education community is charged with ensuring that all graduates of its programs have the requisite knowledge, skills, and attitudes required of the teaching profession and can meet standards of the Québec Professional Teacher Competencies to be eligible for professional certification as educators in the Province of Québec.

- **Goals and Rationale**

The role of the teacher and the contexts of teaching have changed. Thus, new resources (knowledge, skills, attitudes) are required to practice the profession and meet the challenges of teaching and learning in whatever contexts teacher candidates may find themselves, and to engage in professional development individually and with others. Teachers enjoy, and should continue to enjoy, important freedoms and privileges. However, with certain freedoms come responsibilities and ethical challenges. Building on the past work of two Standing Committees of the Faculty of Education intent on promoting appropriate ethical and professional conduct, the following revision, renamed as the McGill Principles of Practice, Behaviour and Ethical Conduct for Teacher Candidates seeks to respond to, and address, the following needs:

1. Address the interdependent duties, rights and responsibilities of teacher candidates, teaching assistants, lecturers, professors, field supervisors and community partners.
2. Articulate and make explicit ethical principles that transcend disciplinary boundaries. These principles reflect the fundamental values that are expressed in the duties, rights and responsibilities of all involved in Teacher Education.
3. Support the reasonable implementation of common principles. It is designed to help those involved in Teacher Education, as a matter of sound ethical reasoning, to understand and respect the contexts in which they work and accommodate the needs of others.
4. Encourage continued reflection and thoughtful response to ethical issues. It does not seek definitive answers to all ethical questions or situations. Rather, in an effort towards transparency, collaboration and capacity building, it seeks to outline the guiding principles to ethical conduct and the expectation associated with those principles.

A fee is charged each time the examination is written. Students who have not completed both sections of the examination on their fourth attempt are required to withdraw from the program, and must consult with a Program Coordinator about readmission procedures.

### **11.2.23.3 Capstone Research Project (CRP)**

The CRP is a research project whereby MATL students, as they complete their courses and Internships, identify an area of professional interest either in the broad landscape of teaching and learning or directly related to their subject specialty. The CRP is supported and de

6 credits selected from:

EDEC 624	(3)	Researching, Teaching, Learning and Teacher Education
EDEM 625	(6)	Project 1
EDEM 690	(3)	Research Methods: Theory and Practice
EDSL 627	(3)	Instructed Second Language Acquisition Research

Course-Based Stream

6 credits selected from:



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
EDTL 508	(3)	Critical Influences on Educational Praxis

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

The Master of Arts in Teaching and Learning: Non-Thesis - English Language Arts program contains two streams: the "Independent Research" Stream is designed for students who would like to do research, and the "Course-Based" Stream is designed for students seeking to focus more deeply on topics of broad educational interest. The academic components of this program focus on understandings of language arts learning. The professional components revolve around school-based field experiences that are supported by studies in language arts pedagogy and educational foundations. Successful completion of this program allows students to apply for teacher certification at the secondary school level by the Quebec Ministry of Education in English Language Arts.

#### Required Courses (51 credits)

EDEC 620	(3)	Meanings of Literacy
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 504	(3)	Techniques for Planning and Assessment 1
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 550	(3)	Student Engagement and Conflict Resolution
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

#### Complementary Courses (9 credits)

9 credits selected from one of the following two streams:

Independent Research Stream:

3 credits selected from:

EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDTL 690	(0)	

6 credits selected from:

EDEC 624	(3)	Researching, Teaching, Learning and Teacher Education
EDEM 625	(6)	Project 1
EDEM 690	(3)	Research Methods: Theory and Practice

Course-Based Stream:

6 credits selected from:

EDEC 518	(3)	Arts-Based Approaches to Teaching and Learning
EDEC 612	(3)	Digital Media and Learning
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 675	(3)	Special Topics 1 in Educational Leadership
EDEM 677	(3)	Special Topics 2 in Educational Leadership
EDER 609	(3)	Education and Philosophical Thought
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
EDTL 508	(3)	Critical Influences on Educational Praxis
EDTL 525	(3)	Teaching Science and Technology

3 credits selected from:

EDEC 575	(3)	Special Topics in Education
EDEC 602	(3)	Foundations in Curriculum
EDEC 617	(3)	Special Topics in Educational Studies
EDEC 627	(3)	Critical Discourse Studies in Education
EDEC 650	(3)	Critical Race Studies and Education
EDEM 655	(3)	Indigenous Research Methodologies
EDEM 679	(3)	Special Topics 3 in Educational Leadership
EDEM 693	(3)	School Improvement Approaches
EDER 600	(3)	Globalization, Education and Change
EDER 607	(3)	Ethics and Values in Education
EDER 614	(3)	Sociology of Education
EDER 626	(3)	Theory and Praxis of Culture and Citizenship
EDPE 635	(3)	Theories of Learning and Instruction
EDSL 624	(3)	Educational Sociolinguistics
EDSL 628	(3)	Plurilingualism&Translanguaging in Education and Research
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 631	(3)	Second Language Curriculum
EDTL 508	(3)	Critical Influences on Educational Praxis

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

The Master of Arts in Teaching and Learning: Non-Thesis - Mathematics program contains two streams: the "Independent Research" Stream is designed for students who would like to do research, and the "Course-Based" Stream is designed for students seeking to focus more deeply on topics of broad educational interest. The academic components of this program focus on understandings of mathematics learning. The professional components revolve around school-based field experiences that are supported by studies in mathematics pedagogy and educational foundations. Successful completion of this program allows students to apply for teacher certification at the secondary school level by the Quebec Ministry of Education in Mathematics.

#### Required Courses (48 credits)

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 504	(3)	Techniques for Planning and Assessment 1
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 550	(3)	Student Engagement and Conflict Resolution
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

**Complementary Courses (12 credits)**

3 credits selected from:

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

9 credits selected from one of the following streams:

Independent Research Stream

3 credits selected from:

EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDTL 640	(3)	Teacher Inquiry and Action Research

6 credits selected from:

EDEC 624	(3)	Researching, Teaching, Learning and Teacher Education
EDEM 625	(6)	Project 1
EDEM 690	(3)	Research Methods: Theory and Practice

Course-Based Stream

6 credits selected from:

EDEC 518	(3)	Arts-Based Approaches to Teaching and Learning
EDEC 550	(0)	
EDEC 612	(3)	Digital Media and Learning
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 675	(3)	Special Topics 1 in Educational Leadership
EDEM 677	(3)	Special Topics 2 in Educational Leadership
EDER 609	(3)	Education and Philosophical Thought
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
EDTL 508	(3)	Critical Influences on Educational Praxis

3 credits selected from:

EDEC 575	(3)	Special Topics in Education
EDEC 602	(3)	Foundations in Curriculum
EDEC 617	(3)	Special Topics in Educational Studies
EDEC 627	(3)	Critical Discourse Studies in Education
EDEC 650	(3)	Critical Race Studies and Education
EDEM 679	(3)	Special Topics 3 in Educational Leadership
EDEM 693	(3)	School Improvement Approaches
EDER 600	(3)	Globalization, Education and Change
EDER 607	(3)	Ethics and Values in Education
EDER 614	(3)	Sociology of Education
EDER 626	(3)	Theory and Praxis of Culture and Citizenship
EDPE 635	(3)	Theories of Learning and Instruction
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDTL 508	(3)	Critical Influences on Educational Praxis
EDTL 525	(3)	Teaching Science and Technology

3 credits selected from:

EDEM 609	(3)	Critical Perspectives in Educational Theory and Research
EDTL 640	(3)	Teacher Inquiry and Action Research

6 credits selected from:

EDEC 624	(3)	Researching, Teaching, Learning and Teacher Education
EDEM 625	(6)	Project 1
EDEM 690	(3)	Research Methods: Theory and Practice

Course-Based Stream

6 credits selected from:

EDEC 518	(3)	Arts-Based Approaches to Teaching and Learning
EDEC 550	(0)	
EDEC 612	(3)	Digital Media and Learning
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 675	(3)	Special Topics 1 in Educational Leadership
EDEM 677	(3)	Special Topics 2 in Educational Leadership
EDER 609	(3)	Education and Philosophical Thought
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
EDTL 508	(3)	Critical Influences on Educational Praxis

3 credits selected from:

EDEC 575	(3)	Special Topics in Education
EDEC 602	(3)	Foundations in Curriculum
EDEC 617	(3)	Special Topics in Educational Studies
EDEC 627	(3)	Critical Discourse Studies in Education
EDEC 650	(3)	Critical Race Studies and Education
EDEM 679	(3)	Special Topics 3 in Educational Leadership
EDEM 693	(3)	School Improvement Approaches
EDER 600	(3)	Globalization, Education and Change
EDER 607	(3)	Ethics and Values in Education
EDER 614	(3)	Sociology of Education
EDER 626	(3)	Theory and Praxis of Culture and Citizenship
EDPE 635	(3)	Theories of Learning and Instruction
EDSL 628	(3)	Plurilingualism&Translanguaging in Education and Research
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDTL 508	(3)	Critical Influences on Educational Praxis

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

The M.A. in Teaching and Learning Program: Non-Thesis -Science and Technology program contains two streams: The "Independent Research" Stream is designed for students who would like to do research, and the "Course-Based" Stream is designed for students seeking to focus more deeply on topics of broad educational interest. The academic components of this program focus on understandings of science and technology learning. The professional components revolve around school-based field experiences that are supported by studies in science and technology pedagogy and educational foundations. Successful completion of this program allows students to apply for teacher certification at the secondary school level.

EDEC 550	(0)	
EDEC 612	(3)	Digital Media and Learning
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 675	(3)	Special Topics 1 in Educational Leadership
EDEM 677	(3)	Special Topics 2 in Educational Leadership
EDER 609	(3)	Education and Philosophical Thought
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
EDTL 508	(3)	Critical Influences on Educational Praxis

3 credits selected from:

EDEC 575	(3)	Special Topics in Education
EDEC 602	(3)	Foundations in Curriculum
EDEC 617	(3)	Special Topics in Educational Studies
EDEC 627	(3)	Critical Discourse Studies in Education
EDEC 650	(3)	Critical Race Studies and Education
EDEM 679	(3)	Special Topics 3 in Educational Leadership
EDEM 693	(3)	School Improvement Approaches
EDER 600	(3)	Globalization, Education and Change
EDER 607	(3)	Ethics and Values in Education
EDER 614	(3)	Sociology of Education
EDER 626	(3)	Theory and Praxis of Culture and Citizenship
EDPE 635	(3)	Theories of Learning and Instruction
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDTL 508	(3)	Critical Influences on Educational Praxis
EDTL 525	(3)	Teaching Science and Technology

### 11.2.29 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
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

Electiv





EDEC 707

(3)

Interpretive Inquiry

At least 3 credits selected from the follo

EDEC 702	(2)	Proseminar in Education 2
EDEC 703	(4)	Ph.D. Colloquium
EDEC 708	(3)	PhD Seminar in Practice-Based Teacher Education 1
EDEC 709	(3)	PhD Seminar in Math and Science Education 2

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

### **Complementary Courses**

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.

### **Graduate Certificate (Gr**

EDEM 635	(3)	Fiscal Accountability in Education
EDEM 637	(3)	Managing Educational Change
EDEM 644	(3)	Curriculum Development and Implementation
EDEM 646	(3)	Planning and Evaluation

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

**Graduate Certificate (Gr.**

### Complementary Courses (3 credits)

3 credits from:

EDEM 690	(3)	Research Methods: Theory and Practice
EDEM 692	(3)	Qualitative Research Methods
EDTL 640	(3)	Teacher Inquiry and Action Research

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

### 11.2.36 Graduate Certificate (Gr. Cert.) International Leadership in Educational and Administrative Development (15 credits)

\*\* This program is currently not offered. \*\*

The Graduate Certificate in International Leadership in Educational and Administrative Development (I-LEAD) targets leaders, consultants, senior management, administrators, and policy makers from a range of educational institutions (universities, colleges, private schools), organizations (hospitals, community, governmental), and the corporate sector. The varied curriculum provide a world-class global training experience in educational leadership. The majority of courses are delivered online asynchronously, with students accessing learning material and engaging in online discussions. Courses are offered online during the fall, winter, and spring semesters, and also include an intensive summer component on the McGill campus.

#### Required Courses (15 credits)

EDLE 601	(3)	Resource Administration and Fiscal Accountability
EDLE 602	(3)	Marketing & Strategy in International Education Leadership
EDLE 603	(3)	Educational Planning and Evaluation
EDLE 604	(3)	Education and Internationalization
EDLE 605	(3)	Leading for Success in Educational Institutions

### 11.2.37 Graduate Certificate (Gr. Cert.) Teaching English as a Second Language (15 credits)

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

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

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

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

#### Required Courses (15 credits)

##### Online Courses

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

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

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

Methods and Curriculum in Second Language TEDSL8760Tm

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

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

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

**Cours obligatoires (12 crédits)**

EDSL 501	(0)	Attestation de maîtrise langue française
EDSL 570	(2)	L'acquisition des langues secondes en contexte immersif
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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**11.3 Kinesiology and Physical Education****11.3.1 Location**

Department of Kinesiology and Physical Education  
Sir Arthur Currie Memorial Gymnasium  
475 Pine Avenue West  
Montreal QC H2W 1S4  
Canada  
Telephone: 514-398-2458  
Fax: 514-398-4186  
Email: [studentaffairs.kpe@mcgill.ca](mailto:studentaffairs.kpe@mcgill.ca)  
Website: [mcgill.ca/edu-kpe](http://mcgill.ca/edu-kpe)

**11.3.2 About Kinesiology and Physical Education**

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

**Master of Science Program**

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

Exercise Physiology:

- obesity treatment, public health surv





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 Cour**

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 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.

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

The Ph.D. in Kinesiology Sciences focuses on in-depth research experience in (an) area(s) of kinesiology research. The program includes graduate research training in kinesiology-related areas such as exercise physiology, biomechanics, motor control, physical and health education pedagogy, and sport, exercise and health psychology.

**Required Courses (9 credits)**

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

**Complementary Courses (6 credits)**

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

EDKP 603D1	(3)	Individual Reading Course 1
EDKP 603D2	(3)	Individual Reading Course 1
EDKP 605	(3)	Research Methods 1
EDKP 616	(3)	Individual Reading Course 2

EDKP 630	(3)	Human Walking Mechanics
EDKP 652	(3)	Advanced Cardiopulmonary Exercise Physiology
EDKP 654	(3)	Sport Psychology
EDKP 662	(3)	Musculoskeletal Responses to Exercise
EDKP 664	(3)	Motor Learning and Behaviour
EDKP 671	(3)	Experimental Problems
EDKP 672D1	(3)	Advanced Experimental Problems
EDKP 672D2	(3)	Advanced Experimental Problems
EDPE 676	(3)	Intermediate Statistics

