Faculty of Education (Graduate)

Programs, Courses and University Regulations

2011-2012

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

1. McGill University reserves the right to make changes to the information contained in this online publication - including correcting errors, altering fees, schedules of admission, and credit requirements, and revising or cancelling particular courses or programs - without prior notice.
2. In the interpretation of academic regulations, the Senate is the final authority.
3. Students are responsible for informing themselves of the University's procedures, policies and regulations, and the specific requirements associated with the degree, diploma, or certificate sought.
4. All students registered at McGill University are considered to have agreed to act in accordance with the University procedures, policies and regulations.
5. Although advice is readily available on request, the responsibility of selecting the appropriate courses for graduation must ultimately rest with the student.
6. Not all courses are offered every year and changes can be made after publication. Always check the Minerva Class Schedule link at https://banweb.mcgill.ca/pban1/bwckschd.p_disp_dyn_sched for the most up-to-date information on whether a course is offered.
7. The academic publication year begins at the start of the Fall semester and extends through to the end of the Winter semester of any given year. Students who begin study at any point within this period are governed by the regulations in the publication which came into effect at the start of the Fall semester.
8. Notwithstanding any other provision of the publication, it is expressly understood by all students that McGill University accepts no responsibility to provide any course of instruction, program or class, residential or other services including the normal range of academic, residential and/or other services in circumstances of utility interruptions, fire, flood, strikes, work stoppages, labour disputes, war, insurrection, the operation of law or acts of God or any other cause (whether similar or dissimilar to those enumerated) which reasonably prevent their provision.

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

Publication Information

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1 Dean's Welcome

To Graduate Students and Postdoctoral Fellows:

I am extremely pleased to welcome you to McGill University. With over 250 doctoral and master's degree programs, McGill is committed to providing world-class graduate education and postdoctoral training in a full range of academic disciplines and professions. Graduate and Postdoctoral Studies (GPS) provides strategic leadership and works in collaboration with the Faculties and other administrative and academic units to deliver the very highest level of teaching and research across the University. GPS is responsible for the admission and registration of graduate students, disbursing graduate fellowships, supporting postdoctoral fellows, and facilitating the graduation process, including the examination of theses.

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

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

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

Martin Kr

2.3   General Statement Concerning Higher Degrees

Graduate and Postdoctoral Studies (GPS) administers all programs leading to graduate diplomas, certificates and higher degrees. It is responsible for the admission of candidates, the supervision of their work and for recommending to Senate those who may receive the degrees, diplomas and certificates.

3   Important Dates 2011-2012

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

4   Graduate Studies at a Glance

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

Agricultural and Environmental Sciences

: Agricultural Economics

: Animal Science

: Bioresource Engineering

: Dietetics and Human Nutrition

: Food Science and Agricultural Chemistry

: Natural Resource Sciences

: Parasitology

: Plant Science

Arts

: Anthropology

: Art History

Classics, see *: History and Classical Studies*

: Communication Studies

: East Asian Studies

: Economics

: English

: French Language and Literature

: Geography

: German Studies

: Hispanic Studies

: History and Classical Studies

: Institute for the Study of International Development

: Islamic Studies

: Italian Studies

: Jewish Studies

: Linguistics

: Mathematics and Statistics

: Philosophy

Arts

: Political Science

: Psychology

: Russian and Slavic Studies

: Social Studies of Medicine

: Social Work

: Sociology

Dentistry

: Dentistry

Desautels Faculty of Management

: Desautels Faculty of Management

Education

section 11.1: Educational and Counselling Psychology

section 11.2: Information Studies

section 11.3: Integrated Studies in Education

section 11.4: Kinesiology and Physical Education

Engineering

: Architecture

: Chemical Engineering

: Civil Engineering and Applied Mechanics

: Electrical and Computer Engineering

: Mechanical Engineering

: Mining and Materials Engineering

: Urban Planning

Law

: Law

McGill School of Environment

: Environment

Medicine

: Anatomy and Cell Biology

: Biochemistry

: Bioethics

: Biomedical Engineering

: Communication Sciences and Disorders

: Epidemiology and Biostatistics

Experimental Medicine, see *: Medicine, Experimental*

: Human Genetics

: Medical Physics

Graduate Certificates are offered in:

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

All graduate regulations apply to graduate diploma and certificate candidates.

4.2 Master's Degrees

Two categories of programs lead to higher degrees at McGill University, master's programs, and doctoral programs.

The following master's degrees are offered (*see below for more ines:ines:ines:*** 	 Prerequisites:

Educational Psychology (Thesis and Non-Thesis)
Educational Leadership (Thesis, Non-Thesis, and Non-Thesis Coursework); option in Gender and Women's Studies (Thesis and Non-Thesis)
Kinesiology and Physical Education (Thesis and Non-Thesis)
Second Language Education (Thesis and Non-Thesis); option in Gender and Women's Studies (Thesis and Non-Thesis)
Teaching and Learning (MATL) (Non-Thesis)

The M.Ed. may be taken in the following area:

Educational Psychology

The M.Sc. may be taken in the following area:

Kinesiology and Physical Education (Thesis and Non-Thesis)

Master's Degree in Engineering

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

Aerospace Engineering (Project)
Biomedical Engineering; option in Bioinformatics
Chemical Engineering (Thesis and Project); option in Environmental Engineering (Project)
Civil Engineering and Applied Mechanics (Thesis and Project); option in Environmental Engineering (Project)
Electrical Engineering (Thesis and Project); option in Computational Science and Engineering
Mechanical Engineering (Thesis and Project); option in Computational Science and Engineering
Mining and Materials Engineering (Thesis and Non-Thesis); options in Environmental Engineering (Non-Thesis), Mining (Non-Thesis), and Metals and Materials (Non-Thesis)

Other degrees:

Master of Management (M.M.) is offered in Manufacturing Management (see Department of Mechanical Engineering and Faculty of Management).
Master of Science (M.Sc.) is offered in Chemical Engineering, Civil Engineering, Mechanical Engineering, and Mining and Materials.

Master's Degrees in Law

The degree of Master of Laws is offered in:

Law (Thesis and Non-Thesis); options in Bioethics, Comparative Law (Thesis and Non-Thesis), Environment (Thesis and Non-Thesis), and European Studies
Air and Space Law (Thesis and Non-Thesis)

Master of Library and Information Studies Degree

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

Master's Degrees in Music

Programs leading to the degrees of Master of Arts and Master of Music are offered in the Faculty of Music.

The M.A. may be taken in:

Music Technology
Musicology (Thesis and Non-Thesis); option in Gender and Women's Studies
Music Education (Thesis and Non-Thesis)
Theory (Thesis and Non-Thesis); option in Gender and Women's Studies

The M.Mus. may be taken in:

Composition
Performance (various options) (Non-Thesis)
Sound Recording (Non-Thesis)

Applicants to the Performance program are required to pass auditions in their speciality.

Master's Degrees in Nursing

Two types of master's degrees are offered: Master of Science (Applied) and Master of Science (with thesis). These two-year programs are designed to prepare clinicians and researchers for the expanding function of nursing within the health care delivery system.

Master's Degrees in Religious Studies

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

Master of Science Degrees

Programs leading to the degree of Master of Science are provided in the following areas:

Agricultural Economics
Animal Science
Atmospheric and Oceanic Science; options in Computational Science and Engineering, and Environment
Biochemistry; options in Bioinformatics, and Chemical Biology
Biology; options in Bioinformatics, Environment, and Neotropical Environment
Bioresource Engineering; options in Environment, Integrated Water Resource Management (Non-Thesis), and Neotropical Environment
Cell Biology and Anatomy
Chemical Engineering
Chemistry; option in Chemical Biology
Civil Engineering and Applied Mechanics
Communication Sciences and Disorders
Computer Science (Thesis and Non-Thesis); options in Bioinformatics, and Computational Science and Engineering
Dental Science (Thesis and Non-Thesis); option in Oral and Maxillofacial Surgery
Earth and Planetary Sciences; option in Environment
Entomology; options in Environment, and Neotropical Environment
Epidemiology and Biostatistics (Thesis and Non-Thesis); option in Environment (Non-Thesis)
Food Science and Agricultural Chemistry (Thesis and Non-Thesis)
Geography; options in Environment, and Neotropical Environment
Genetic Counselling (Non-Thesis)
Human Genetics; option in Bioinformatics
Human Nutrition
Kinesiology and Physical Education (Thesis and Non-Thesis)
Mathematics and Statistics (Thesis and Non-Thesis); options in Bioinformatics, and Computational Science and Engineering
Mechanical Engineering
Medical Radiation Physics
Medicine, Experimental; options in Bioethics, Environment, and Family Medicine
Microbiology and Immunology
Microbiology (Macdonald Campus); option in Environment
Mining and Materials Engineering
Neuroscience
Nursing
Otolaryngology
Parasitology; options in Bioinformatics, and Environment
Pathology
Pharmacology and Therapeutics; option in Chemical Biology
Physics
Physiology; option in Bioinformatics
Plant Science; options in Bioinformatics, Environment, and Neotropical Environment
Psychiatry
Psychology
Rehabilitation Sciences (Thesis and Non-Thesis)
Renewable Resources; options in Environment, Environmental Assessment (Non-Thesis), and Neotropical Environment
Surgery, Experimental

Master of Science, Applied, Degrees

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

Programs are available in:

Animal Science
Bioresource Engineering; options in Environment, Environmental Engineering, and Neotropical Environment
Biotechnology
Chemistry

Communication Sciences and Disorders
Human Nutrition
Nursing
Occupational Health
Occupational Therapy
Plant Science
Physical Therapy

Other degrees:

Master of Science, Applied (OT)
Master of Science, Applied (PT)

Master of Social Work Degrees

Nursing (McGill/Université de Montréal)
Management (McGill/Concordia/H.E.C./UQAM)
Social Work (McGill/Université de Montréal)

4.4   Postdoctoral Research

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

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5   Program Requirements

5.1   Master's Degrees

Residence Requirements – Master's Degrees

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

- The following master's programs have a minimum residence requirement of **three full-time terms**: M.Arch, M.A., M.Eng., LL.M., M.Mus. (**except** M.Mus. in Sound Recording), M.Sc., M.S.W., M.Sc.A. (**except** M.Sc.A. in Communication Sciences and Disorders).
- The following master's programs have a **minimum** residence requirement of **four full-time terms**: M.L.I.S.; M.Mus. in Sound Recording; M.U.P.; M.A. (60 credits – Counselling Psychology – thesis; 78 credits – Educational Psychology); M.A. Teaching and Learning – Non-Thesis; M.Sc.A. in Communication Sciences and Disorders; S.T.M., Religious Studies.
- The residence requirement for the master's program in Education (M.Ed.); Library and Information Studies (M.L.I.S.); Management (M.B.A.); Religious Studies (S.T.M.); M.A. Counselling Psychology – Non-Thesis; M.A. Teaching and Learning – Non-Thesis; M.Sc. in Public Health – Non-Thesis; M.Sc.A. Nursing; M.Sc.A. Occupational Therapy; M.Sc.A. Physical Therapy; and students in part-time programs is determined on a per course basis. Residence requirements are fulfilled when students complete all course requirements in their respective programs.
- For master's programs structured as Course, Project or Non-Thesis options where the program is pursued on a part-time basis, residence requirements are normally fulfilled when students complete all course requirements in their respective programs (minimum 45 credits or a minimum of three full-time terms) and pay the fees accordingly.

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

Coursework – Master's Degrees

Program requirements are outlined in the relevant departmental sections of the Graduate and Postdoctoral Studies Calendar available at *www.mcgill.ca/study*.

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

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

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

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

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

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

Research and Thesis – Master's Degrees

All candidates for a research degree must present a thesis based on their own research. The total number of credits allotted to the thesis in any master's program must not be less than 24. The title of the thesis and names of examiners must be forwarded on a *Nomination of Examiners* form, in accordance with the dates on *www.mcgill.ca/importantdates*

Language Requirements – Master's Degrees

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

5.2   Doctoral Degrees

Residence Requirements – Doctoral

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

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

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

5.3   Ad Hoc Programs

In exceptional cases , an applicant who wishes to pursue a master's (Thesis option only) or Ph.D. program in an academic department which is not currently authorized by the *Ministère de l'Éducation, du Loisir et du Sport* (MELS) to offer graduate programs, may be admitted to an *Ad Hoc* program. The application, including a research proposal, is examined by an Admissions Committee in the department which has familiarity with the proposed research area and experience in directing graduate studies.

Once the Admissions Committee makes a favourable recommendation, Graduate and Postdoctoral Studies confirms an Advisory Committee (recommended by the academic unit) to be responsible for program planning and monitoring of research progress. The regulations are fully described in the document "Procedures for Admission in *Ad Hoc* Master's and Doctoral Programs", available from GPS.

5.4   Ad Personam Programs (Thesis Option only)

In very rare circumstances, an applicant who wishes to engage in master's (Thesis option only) or Ph.D. studies of an interdisciplinary nature involving joint supervision by two departments, each of which is authorized by the *Ministère de l'Éducation, du Loisir et du Sport* (MELS) to offer its own graduate programs, may be admitted to an *Ad Personam* program. The regulations are fully described in a document available from GPS.

5.5   Coursework for Graduate Programs, Diplomas, and Certificates

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

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

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

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

6   General Admission for Graduate Studies

Note: The following admission requirements and application procedures are the minimum standard for applicants to McGill's Graduate and Postdoctoral Studies programs. Some graduate units may require additional qualifications or a higher minimum CGPA; prospective students are strongly urged to consult the unit concerned regarding specific requirements set for their program of interest.

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

Deadline: Admission to graduate studies operates on a rolling basis; complete applications and their supporting documentation must reach departmental offices on or before the date for guaranteed consideration specified by the department. To be considered for entrance fellowships, where available, applicants must verify the deadlines with individual departments. Meeting minimum admission standards does not guarantee admission.

6.1   Application for Admission

Application information and the online application form are available at *www.mcgill.ca/gradapplicants/apply*. Applicants (with some exceptions) are required to ask two instructors familiar with their work to send letters of recommendation. All applicants must themselves send, or ask the appropriate university authorities to send, two official or certified copies of their complete academic record from each university-level institution attended to date. McGill graduates do not need to submit McGill transcripts. Letters of recommendation and official transcripts must be sent **directly** to the department concerned. Please note

that all documents submitted to McGill University in support of an application to be admitted, including, but not limited to transcripts, diplomas, letters of reference and test scores, become the property of McGill University and will not be returned to the applicant or issuing institution under any circumstance.

A **non-refundable** fee of $100 in Canadian funds **must** accompany each application, otherwise **it cannot be submitted**. This sum must be paid by credit card and is non-refundable when submitting the online application form. Candidates for Special, Visiting Student, and Qualifying status must apply and pay the application fee every year (i.e., every Fall term).

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

Completed applications, with supporting documents, must reach departmental offices according to individual department dates for guaranteed consideration. Applicants should contact the department concerned, or see: *www.mcgill.ca/gradapplicants/programs*. International students are advised to apply well in advance of the date for guaranteed consideration as immigration procedures may be lengthy. Applications received after the prescribed dates for guaranteed consideration may or may not be considered, at the discretion of the department. Candidates will be notified of acceptance or refusal by Graduate and Postdoctoral Studies as quickly as possible.

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

6.2   Admission Requirements (minimum requirements to be considered for admission)

Applicants should be graduates of a university of recognized reputation and hold a bachelor's degree equivalent to a McGill degree in a subject closely related to the one selected for graduate work. This implies that about one-third of all undergraduate courses should have been devoted to the subject itself and another third to cognate subjects.

The applicant must present evidence of academic achievement: a minimum standing equivalent to a cumulative grade point average (CGPA) of 3.0 out of a possible 4.0 or a CGPA of 3.2/4.0 for the last two full-time academic years. High grades are expected in courses considered by the department to be preparatory to the graduate program. Some departments impose additional or higher requirements.

See *www.mcgill.ca/gradapplicants/apply/prepare/requirements/international-degree-equivalency* for information on mark/grade equivalencies and degree requirements from countries in Europe and around the world.

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

6.3   Admission Tests

Graduate Record Examination (GRE)

The Graduate Record Examination (GRE) (Educational Testing Service, Princeton, NJ 08540) consists of a relatively advanced test in the candidates' specialty, and a general test of their attainments in several basic fields of knowledge for which no special preparation is required or recommended. It is offered at man

4. Has lived and attended university, or been employed, for at least four consecutiversityersity

6.8   Admission to an Ad Personam Joint Program

Ad Personam joint graduate programs are restricted to master's Thesis option and Ph.D. programs. Students shall be admitted and registered by one department, to be known as the "first department". Approval for the joint program must be obtained from Graduate and Postdoctoral Studies. The request shall be signed by the Chairs of both departments involved and shall explicitly list the conditions imposed by the second department. The student shall undertake research under the joint supervision of both departments.

Students shall fulfil the degree requirements of the first department and shall complete all the requirements specified by the second department in the request for admission. This program is described in more detail in a document available from GPS.

6.9   Admission to an Ad Hoc Program (Thesis)

In exceptional cases, admission to an *Ad Hoc* program (Thesis) may be considered. Before Graduate and Postdoctoral Studies will authorize the admission of a student into an *Ad Hoc* program, it must receive a favourable report from a departmental committee constituted to examine the program in question.

Candidates, through the supervisor designated by the academic department most closely related to their research field, must submit a research proposal, an outline of the coursework needed including a comprehensive examination (for doctoral programs) in the relevant field, and the list of four supervisory committee members.

Once the request has been approved, the candidate may register following all the regular procedures. A fuller description of the admission procedure is available from GPS.

6.10   Reinstatement and Admission of Former Students

Students who have not been registered for a period of less than two years and who have not officially withdrawn from the University by submitting a signed Withdrawal Form to Graduate and Postdoctoral Studies are eligible to be considered for reinstatement into their program. The student's department must recommend, in writing, that the student be reinstated, stipulating any conditions for reinstatement that it deems appropriate. The final decision rests with GPS. Normally, GPS will approve the departmental recommendation. If the student's department chooses not to recommend reinstatement, the student may appeal to the Associate Dean (Graduate and Postdoctoral Studies). The decision of the Associate Dean (Graduate and Postdoctoral Studies) shall be final and not subject to further appeal.

Reinstatement fees will be charged in addition to the fees due for the academic session into which the student has been reinstated. The amount of the reinstatement fees is the tuition portion of fees owed for all unregistered terms, up to a maximum of two years just prior to the term of reinstatement.

If an individual has not registered for a period of more than two years, their student file will be closed. These individuals and those who have formally withdrawn may be considered for admission. Applicants' admission applications will be considered as part of the current admission cycle, in competition with other people applying during that cycle and in accordance with current graduate admission procedures and policies.

Procedure: Requirements for completion of the program will be evaluated. Some of these requirements may need to be redone or new ones may be added. Applicants must inquire about the fees that will be charged.

Revised – Council of February 9, 2004.

6.11   Deferral of Admission

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

7   Fellowships, Awards, and Assistantships

Graduate and Postdoctoral Studies
(Fellowships and Awards Section)
James Administration Building, Room 400
845 Sherbrooke Street West
Montreal, QC H3A 2T5
Telephone: 514-398-3990
Fax: 514-398-2626

i. Appointments may not exceed your registration eligibility status.

ii. In order to be registered as a Postdoc, you must be assured of financial support other than from personal means during your stay at McGill University, equivalent to the minimal stipend requirement set by the University in accordance with guidelines issued by federal and provincial research granting agencies. There are no provisions for paid parental leave unless this is stipulated in the regulations of a funding agency outside the University.

iii. At the outset of a postdoctoral appointment, a written Letter of Agreement for Postdoctoral Education should be drawn up and signed by the Postdoc, the supervisor, and the department head or delegate (see template Letter of Agreement on the web at *www.mcgill.ca/gps/postdocs* and supporting document – commitments for Postdoctoral Scholars and Supervisors at

www.mcgill.ca/files/gps/Commitments_of_Postdoctoral_Scholars_and_Supervisors_July_09.pdf). This should stipulate, for example, the purpose of the postdoctoral appointment (research training and the advancement of knowledge), the duration of the fellowship/financial support, the modality of pay, the work space, travel funds, and expectations and compensation for teaching and student research supervision. Leaves from postdoctoral education must comply with the Graduate and Postdoctoral Studies Policies for Vacation, Parental/Familial, and Health Leave (see Graduate and Postdoctoral Studies General Information *section 8.3: Vacation Policy for Graduate Students and Postdocs* and *section 9.6: Health and Parental/Familial Leave of Absence Policy*). Any breach of these conditions may result in grievance procedures or the termination of the postdoctoral appointment.

iv. Postdocs with full responsibility for teaching a course should be compensated over and above their fellowship at the standard rate paid to lecturers by their department.

v. The amount of research, teaching, or other tasks that Postdocs engage in over and above postdoctoral activities should conform to the regulations for Postdocs specifiestof2269 igh1 38s293.60h grTm(Tew1 0sity)Tjs 0 0 1 3 0 1 46ctor

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

– to provide research guidance;

– to meet regularly with their Postdocs;

– to provide feedback on research submitted by the Postdocs;

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

– to provide mentorship for career development;

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

vi. Some examples of responsibilities of Postdocs are:

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

– to submit a complete file for registration to Graduate and Postdoctoral Studies;

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

– to communicate regularly with their supervisor;

– to inform their supervisor of their absences.

vii. Some examples of the responsibilities of the Univ

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

Category 2: An individual who is not eligible for Postdoctoral Registration according to the MELS 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. The individual wishes to conduct the research stage or elective component of his/her program of study at McGill University under the supervision of a McGill professor. The individual will be engaged in full-time research with well-defined objectives, responsibilities, and methods of reporting. The application must be accompanied by a letter of permission from the home institution (signed by the Department Chair, Dean or equivalent) confirming registration in their program and stating the expected duration of the research stage. Individuals who are expecting to spend more than one year are encouraged to obtain formal training (Master's or Ph.D.) through application to a relevant graduate program.

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

Note: individuals who are not Canadian citizens or permanent residents must inquire about eligibility for a work permit.

General Conditions

- the maximum duration is three years;
- must be engaged in full-time research;
- must provide copies of official transcripts/diploma;
- must have the approval of a McGill professor to supervise the research and of the Unit;
- must have adequate proficiency in English, but is not required to provide official proof of English competency to Graduate and Postdoctoral Studies;
- must comply with regulations and procedures governing research ethics and safety and obtain the necessary training;
- will be provided access to McGill libraries, email, and required training in research ethics and safety. Any other University services must be purchased (e.g., access to athletic facilities);
- must arrange for basic health insurance coverage prior to arrival at McGill and may be required to provide proof of coverage.

9 Graduate Studies Guidelines and Policies

Students must inform themselves of University rules and regulations and keep abreast of any changes that may occur. The *General Studies Guidelines and Policies* section of this publication contains important details required by students during their studies at McGill and should be periodically consulted, along with other sections and related publications.

Note: The University Exam Regulations governed by the *: University Student Assessment Policy* (adopted by Senate in February 2011) are being updated for Fall 2011 and will be available at *www.mcgill.ca/students/exams/regulations*. The revised Regulations will be published in the *University Regulations and Resources* section of the 2012-2013 *Programs, Courses and University Regulations* publication. This "Note" applies to all subsections under this topic Graduate Studies Guidelines and Policies.

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

The general guidelines suggested below are meant to encourage units to examine their graduate programs and to specify their own policies and procedures. These guidelines are directed primarily toward thesis programs but will, in part, be appropriate for non-thesis programs as well.

Each academic unit should have explicitly stated policies and procedures regarding the advising and supervising of graduate students, as well as established means for informing students of procedures and deadlines (e.g., orientation sessions, handbooks) and mechanisms for addressing complaints. Academic units should ensure that their policies and procedures are consistent with the Charter of Students' Rights. For their part, graduate students are responsible for informing themselves of these policies and procedures.

1. **Assignment of Advisers, Supervisors, and Committees**

    i. Each unit should designate a member (or members) of the academic staff (usually the graduate program director) to monitor the progress of students throughout the graduate program, to ensure that all conditions of admission and requirements are fulfilled, to provide students with information on their program, their progress through it, sources of and policies on financial support, and to advise them how to resolve problems which may arise during their program.

    ii. As soon as possible, students should have a supervisor who has competence in the student's proposed area of research, and a program or thesis committee. Although procedures and timetables for choosing supervisors and committees may vary across programs, they should be consistent within

a particular program and should be made clear to incoming students. Thesis supervisors must be chosen from academic staff in tenure-track positions. Faculty Lecturers and Research Assistants may not act as supervisors but in exceptional cases, may be co-supervisors. Emeritus Professors and Adjunct Professors may co-supervise. Certain non-tenure track professors appointed in the Faculty of Medicine may be eligible to supervise or co-supervise graduate students with the approval of the unit and Graduate and Postdoctoral Studies. In the case of supervision, the academic unit in question must ensure continuity of appropriate supervision of their graduate students.

2. **Program**

i. Early in their program, students should be informed of the phases through which they must pass toward the achievement of the graduate degree, the approximate amount of time each phase should take, the criteria for its successful completion, and any deadlines relating to these phases.

ii. It is important that students are made aware of whatever courses are required to complete their programs, that these courses are available, and that they relate to students' proposed areas of research or to the development of related areas of scholarship.

iii. Where relevant, students should also be informed early in their program of language requirements or comprehensive examinations. The guidelines, criteria and procedures for comprehensive examinations must be explicit and consistently applied in each program. Academic units should consider the rationale for language and comprehensive examinations and how they relate to the objectives of the graduate program.

iv. Every effort should be taken to ensure that students choose, as soon as possible, realistic and appropriate areas of research commensurate with degree requirements.

v. There must be clear procedures established in every unit by which students receive guidance and constructive criticism on their progress on a regular basis through the program (e.g., regular meetings and/or email communication with supervisors and committees, attendance at research seminars, semester or annual reviews of student progress). In addition to regular meetings between the student and supervisor or advisory/thesis committee, each unit must establish a procedure to provide feedback to thesis students regarding their research progress. At least annually, there must be a meeting between the student, supervisor and advisory/thesis committee or, in the case where there is no such advisory/thesis committee, there must be a meeting between the supervisor and a departmental representative, at which objectives for the upcoming year are established and the prior year's research progress recorded and evaluated. A written record of such meetings must include the signature of the student, supervisor, and the advisory/thesis committee member or a departmental representative, and this record must be retained in the student's departmental file. (The Graduate Student Research Objectives Report Form, the Graduate Student Research Progress Record, and the Graduate Student Research Progress Report Form are to be utilized to keep a record of these meetings.) In the case where the student does not make expected progress, the advisory or thesis committee or, in the case where there is no such advisory or thesis committee, the student, supervisor and a departmental representative must meet at least once per semester for the subsequent twelve months to review progress and if appropriate to set new objectives. On the occasion of a second unsatisfactory progress report, the student may be required to withdraw from the program of study.

vi. Students should be made aware of the cost of living in Montreal and of sources of financial support (e.g., teaching or research assistantships, fellowships) and of the facilities available to them (e.g., study space, computers).

vii. Students should receive guidance and encouragement in areas relating to their growth in scholarship, professional development and career planning. Examples may include, where appropriate, reporting research, writing abstracts, preparing papers for conference presentation or for publication, writing grant and fellowship applications, conducting a job search, and preparing for job interviews.

viii. Units should be sensitive to special academic needs and concerns that may arise in the case of certain students, such as international students or students who undertake graduate studies after a long absence from university.

3. **Responsibilities**

Each unit should clearly identify the student's supervisory needs at each phase and the means by which these needs will be met. Some functions will be fulfilled by the Chair, some by the graduate program director, some by the supervisor and some by the committee. Each unit should clearly identify the specific responsibilities of each of these, as well as the responsibilities of students themselves.

i. Each unit should consider the availability of student support, research facilities, space, and availability of potential supervisors in determining the number of students admitted into the program.

ii. Some examples of the responsibilities of the graduate program director are to be knowledgeable about program requirements, the composition of committees, the procedures for comprehensive and oral defense examinations, and other policies relating to graduate studies; to maintain a dossier on each student's progress; and to be sensitive to graduation deadlines and students' career plans.

iii. Some examples of the responsibilities of a supervisor are to uphold and to transmit to students the highest professional standards of research and/or scholarship; to provide guidance in all phases of the student's research; to meet with their students regularly; to provide prompt feedback when work is submitted including drafts of the thesis; and to clarify expectations regarding collaborative work, authorship, publication and conference presentations.

iv. Some examples of the responsibilities of the students are to inform themselves of program requirements and deadlines; to work within these deadlines; to communicate regularly with the supervisor and committee; and to submit progress reports to the supervisor and committee.

v. The Chair of the unit should ensure that procedures are in place to address serious disagreements that may arise, for example, between a student and a supervisor or between a supervisor and committee members. Such procedures should involve a neutral mediator who will ensure that all sides of a dispute are heard before any decision is made.

4. **Quality of Supervision and Teaching**

i. Academic units and Graduate and Postdoctoral Studies should consider ways to assess and improve the quality of supervision and to help new supervisors, e.g., through workshops or mentoring m81 81.6o0 arcommitd0.693 107.56 Th51 0.llity of potentp1 0 0 and luality of Supeor are to be 1 j1tlv

iii. Academic units should establish criteria of excellence in supervision and graduate teaching appropriate to their disciplines and should suitably rew

The majority of doctoral programs at McGill require candidates to pass a comprehensive examination or set of examinations or equivalent, such as qualifying examinations, preliminary examinations, candidacy paper, comprehensive evaluation, thesis proposal, etc. The Calendar of Graduate and Postdoctoral Studies (GPS) includes the following statement:

> A comprehensive examination or its equivalent is usually held near the end of Ph.D. 2. The results of this examination determine whether or not students will be permitted to continue in their programs. The methods adopted for examination and evaluation and the areas to be examined are specified by departmental regulations and approved by Graduate and Postdoctoral Studies. It is the responsibility of students to inform themselves of these details at the commencement of their programs.

It is recognized that expectations for the Ph.D. comprehensive will vary according to the needs of the discipline. It is important to make it clear to doctoral candidates what the expectations and procedures are for their Ph.D. comprehensive, and to maintain consistency within a given program.

1. **General Policy**

   At the beginning of the relevant academic year, units must provide doctoral students with a written description of the Ph.D. comprehensive, covering the following issues: objectives and content, format, timing, assessment, grading and reporting, failures. (See below for details.)

2. All units that have a Ph.D. comprehensive must adopt an administrative course number for it, usually XXXX 701. One of the following forms of grading must be adopted and used consistently within the program: Pass/Fail or letter grades. ("Mixed" modes of grading are not permitted, i.e., some students within a program reported on a Pass/Fail basis and others by means of letter grades.)

Specific Issues

Objectives and Content

Units must specify the objectives of the Ph.D. comprehensiv

The assessment and reasons for the decision must be documented and provided to the student in sufficient detail to allow the student to understand the decision, including identifying strengths and weaknesses. (A number of units have developed short forms specifically for this purpose.) In the case of oral examinations, the student should also be given feedback on presentation, logical exposition, ability to answer questions, etc.

In the case of oral exams, units may wish to consider the following: ensure that there is a reasonably detailed written assessment of the student's performance; tape the oral examination; allow the student to select a faculty member to act as a neutral observer; have one faculty member serve as a neutral chair (equivalent

At the time the request for a reread is made, the student should have already met with the faculty member responsible for the course to review the mark, or made a reasonable attempt to do so. Rereads can only be requested if a change upwards in the letter grade for the course is possible as a result of the reread. Assignments can only be reread if, together, they account for more than 20% of the course grade.

The reread by a second reader is a review of the mark, not the work assigned. It is the second reader's task to determine whether the original mark is fair and reasonable, not to give the work a totally new assessment.

1. The time limit for requesting a reread is within 30 days after posting of the final marks for the course. However, in the case of work which has been graded during the course and returned to the student, students must indicate in writing to Graduate and Postdoctoral Studies within 5 working days of receiving the graded work their intention to request a reread. This intention must be confirmed within 30 days of the posting of the final marks for the course.

   (Note: Material that is returned to a student **cannot be reread** unless arrangements have been made to ensure that the material has not been changed subsequent to the original grading; for example, the student can make a copy for the professor to retain either before handing the material in or immediately upon receiving it back from the instructor or at the point where the professor and student review the work together.

   Instructors are strongly advised to write their corrections in red pen and to write comments which help the student to understand the mark assigned.)

2. The request for a formal reread must be made by the student in writing to Graduate and Postdoctoral Studies and should specify the reasons for the request. It should include a statement indicating that the student has already met with the faculty member responsible for the course to review the mark or indicating why this has not been possible. The reread fee ($35 for an exam, $35 for a paper, $35 for one or more assignments, to a maximum of $105 per course) will be charged directly to the student's fee account after the result of the reread is received. No fee will be charged if there is a change upwards in the letter grade for the course.

3. Administration of the reread is handled by Graduate and Postdoctoral Studies, not by the department. GPS will contact the department to obtain the work to be reread, a list of potential readers, and details of the marking. The list of potential readers must be approved by the Department Chair or Graduate Program Director. The Chair or Director must, as well, vouch for the impartiality of these readers. All communication with the second reader is conducted by GPS.

   The second reader is given the original assignment, with marginalia, corrections, summary comments and mark intact, as well as any notes from the instructor pertinent to the general nature of the course or the assignment and grading schemes, etc.

4. The student's and the instructor's names are blanked out to reduce the possibility of prejudice and to help meet the requirement of the Charter of Students' Rights that the review be impartial. The rereader's name will not be made known to the student or instructor at any time; the student's name will not be made known to the rereader at any time.

5. The second reader should support his or her assessment with a brief memorandum to Graduate and Postdoctoral Studies. As a result of the reread process, the grade may become **higher or lower or remain unchanged**. The grade submitted by the second reader shall replace the original grade. The reread grade cannot be challenged.

   In the case of requests for rereads of group work, all members of the group must sign the request, indicating that they agree to the reread. In the event that members of the group are not in agreement, the written request should indicate which students are requesting the reread and which students do not wish for a reread. In such cases, the outcome of the reread (whether positive or negative) will affect only the students in favour of the reread. Neither the reread grade nor the decision to opt in or out of the reread can be challenged.

6. The new grade resulting from the review will be communicated to the student in a letter from Graduate and Postdoctoral Studies, with a copy to the academic unit.

Prepared by the Committee on Graduate Programs, Supervision and Teaching

Approved by Council of the Faculty of Graduate Studies and Research, May 12th 1995

9.6   Health and Parental/Familial Leave of Absence Policy

A leave of absence may be granted by Graduate and Postdoctoral Studies for maternity or parenting (interpreted according to McGill's "Parental Leave Policy" for non-academic staff) reasons or for health reasons.

Such a leave must be requested on a term by term basis and may be granted for a period of up to 52 weeks. Students 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 GPS.

During a **leave of absence for parental or familial reasons**, a student will not be eligible to take courses but he/she may request and expect guidance on thesis and research work and will have free access to the University's academic facilities. Librrvisecc58sc f

All requests for a leave of absence for health reasons should be accompanied by the following:

- a duly completed *Leave of Absence/Non-Resident Request Form* available from *www.mcgill.ca/gps/staff/registration*;
- a written request from the student;
- a Minerva form to drop all courses for all relevant terms;
- a medical certificate.

To be acceptable, the medical certificate must contain a least the following items:

- the student's name, as well as complete contact information for the physician;
- a clear statement by the physician justifying the student's inability to perform his/her academic duties, with start and end dates;
- if the request is submitted during a term for which the leave is requested, a clear explanation as to why the health conditions in question did not prevent the normal performance of academic duties at the beginning of the semester.

No retroactive requests for leave of absence will be considered.

It remains the student's responsibility to verify their administrative situation, in particular, as it pertains to term and course registration.

9.7 Failure Policy

Please refer to *University Regulations and Resources > Graduate > Regulations > : Failure Policy* for information regarding the policy and procedures to follow in cases of failure.

9.8 Guideline on Hours of Work

In order to maintain full-time status, a graduate student should not work more than 180 hours per term over 15 weeks with 12 hours per week.

10 Research Policy and Guidelines, Patents, Postdocs, Associates, Trainees

Students must inform themselves of University rules and regulations and keep abreast of any changes that may occur. The *Research Policy and Guidelines, Patents, Postdocs, Associates, Trainees* section of this publication contains important details required by students during their studies at McGill and should be periodically consulted, along with other sections and related publications.

10.1 Policy on Research Ethics

Please refer to the Policy on Research Ethics available at *www.mcgill.ca/secretariat/policies/research*.

10.2 Regulations on Research Policy

Please refer to the Regulations on Research Policy available at *www.mcgill.ca/secretariat/policies/research*.

10.3 Policy on Research Integrity

Please refer to the Policy on Research Integrity available at: *www.mcgill.ca/research/about/integrity*.

10.4 Guidelines for Research Involving Human Subjects

Please refer to the guidelines for research involving human subjects available at: *www.mcgill.ca/research/researchers/compliance/human*.

10.5   Guidelines for Research with Animal Subjects

Please refer to the guidelines for research involving animal subjects available at: *www.mcgill.ca/research/researchers/compliance/animal*.

10.6   Policy on Intellectual Property

Please refer to the Policy on Intellectual Property available at: *www.mcgill.ca/research/researchers/ip*.

10.7   Regulations Governing Conflicts of Interest

Please refer to the regulations governing conflicts of interest available at *www.mcgill.ca/secretariat/policies/confl*

Fax: 514-398-6968
Email: *ecpinfo.education@mcgill.ca*
Website: *www*

For information about these graduate programs please view our website at *www.mcgill.ca/edu-ecp/prospective/graduate* or please contact the appropriate Program Coordinator/Adviser:

For Educational Psychology programs (excluding School/Applied Child Psychology) contact:

Graduate Program Coordinator
Mrs. Geri Norton
Telephone: 514-398-4244
Email: *edpsych.education@mcgill.ca*

For Counselling Psychology and School/Applied Child Psychology contact:

Graduate Program Adviser
Mr. Alexander Nowak
Telephone: 514-398-4245
Email: *counsellingpsych.education@mcgill.ca* or *schoolpsych.education@mcgill.ca*.

Professional Accreditation

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

> **Note:** The APA will no longer accredit programs outside of the United States of America effective September 1, 2015. The implication of this decision for students is that those who graduate from our programs after this date cannot attest to ha

1. a greater understanding of human development, individual differences, and the learning process;
2. a greater understanding on classroom processes and strategies for teaching diverse learners in a variety of contexts;
3. the evaluation of student learning, teaching, programs, and educational experimentation and innovation; and
4. the application of results of educational research.

The program offers the following streams of study:

a. **Learning Sciences:** Focuses on the study of learning as it occurs in real-world situations and ways in which learning may be facilitated in designed environments.
b. **Family Life:** Admission to this stream is currently suspended.
c. **Inclusive Education:** Trains students who wish to work with diverse individuals in a variety of settings that emphasize inclusive practice. This program is most directly relevant to current teachers, consultants, and other professionals working in the education system.
d. **General Educational Psychology:** Permits students to create a course program that meets their individual needs, which may draw courses from Inclusive Education, Learning Sciences, Family Life, or any other general departmental course. This program suits students seeking a "general" educational psychology training.

The M.Ed. program has been developed for students who have background in education (B.Ed.), psychology or another related degree. Students have the option of conducting academic or applied research (via up to 12 credits of Special Activities) to enhance the applied experience of learning. The academic staff who teach and supervise within the program understand both research and applied contexts such as the school system. Courses are offered in the evening to accommodate full-time professionals and can be completed on either a full-time or part-time basis.

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

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.

3.

section 11.1.11: Master of Arts (M.A.); Educational Psychology (Thesis) (48 credits) (*Note that the School/Applied Child Psychology Stream is 78 credits*)

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

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

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

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

The M.A. (Non-Thesis) in Educational Psychology is available only to M.A. students admitted to the study sequence leading to the Ph.D. School/Applied Child Psychology, and who wish to transfer after the first semester. *Please note that this program will not be offered in 2011-2012.*

section 11.1.12: Doctor of Philosophy (Ph.D.); Educational Psychology

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

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

The program offers two streams:

1. **Learning Sciences Stream:** The Learning Sciences Stream builds upon the M.A. program and continues its aim of developing competent and inquiring professionals who have the skills to understand and improve learning and teaching by way of conceptualizing and conducting applied and theoretical research in different formal and informal educational settings. It is dedicated to the preparation of qualified researchers, developers, and practitioners who can advance the scientific understanding and practice of teaching and learning. The settings could be schools, colleges, and universities, the workplace and professional practice, as well as virtual learning communities. Students acquire theoretical and practical knowledge through coursework, team-based research assistantships, and apprenticeships where appropriate.
2. **The Human Development Stream:** The Human Development Stream builds upon the M.A. program and is intended to prepare students to work in school, institutional, and university settings. The degree prepares candidates to support the educational and psychological well-being of individuals, to use research to critically inform practice, and to be able to conceptualize and conduct applied and theoretical research related to different trajectories of human development and varied educational settings. The program follows a mentorship model that encourages students' active participation in research and prepares them for academia and leadership roles in the field.

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

11.1.3 Educational and Counselling Psychology Admission Requirements and Application Procedures

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

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

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

Admission Requirements

Concentration: Professional/Internship

To be eligible, applicants must hold either:

1. A baccalaureate degree in psychology, including statistics, theories of personality, history and systems of psychology, abnormal psychology, developmental psychology, and social psychology (18-credit core), with a minimum GPA of 3.2 out of 4.0 in the final two years of full-time study.

OR

2. A baccalaureate degree in a field other than psychology, with a minimum GPA of 3.2 out of 4.0 in the final two years of full-time study, and sufficient academic preparation to meet the following requirements:

- 18 credits in psychology (consisting of core courses as listed above) and up to 24 credits in related disciplines in the social sciences.

Concentration: Project

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

Application Procedures

Information on application procedures, deadlines, supporting documents, and contact information for the M.A. in Counselling Psychology: Pra bacgy d con1 0 0 1 67.5

11.1.3.6 M.A. Educational Psychology (Thesis)

This program offers four streams:

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

Admission Requirements for the Learning Sciences Stream

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

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

1. Human Development
2. Learning Sciences

There are two entry levels and patterns:

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

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

Ph.D. 2 Level

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

Ph.D. 1 Level

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

   OR

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

Application Procedures

Information on application procedures, deadlines, supporting documents, and contact information for the **Ph.D. in Educational Psychology: Human Development Stream** can be found online in the following section of the Departmental website: *www.mcgill.ca/edu-ecp/prospective/graduate/humandevelopment/phd/*.

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

11.1.4   Educational and Counselling Psychology Faculty

Chair
Alenoush Saroyan

Program Directors
Marilyn Fitzpatrick - *Counselling Psychology*
Robert Savage - *Human Development*
Robert Savage - *M.Ed. Streams in Educational Psychology*
Susanne Lajoie - *Learning Sciences*
Susanne Lajoie - *Health Professions Education*
Ingrid Sladeczek - *School/Applied Child Psychology*

Emeritus Professors
Mark W. Aulls; B.S.(Ball St.), M.Ed.(Ind.), Ed.D.(Georgia)
Janet G. Donald; B.A., M.A.(W. Ont.), Ph.D.(Tor.) (*joint appt. with Teaching and Learning Services*)
Florent R. Dumont; A.B.(Col.), M.S.(S. Conn. St.), Ed.D.(Mass.)
Carl H. Frederiksen; B.A.(Harv.), M.A., Ph.D.(Ill.)
Lynn McAlpine; B.A.(McG.), M.A.(C'dia), Ph.D.(Tor.)
Eigil Pedersen; B.A.(Sir G. Wms.), M.A.(McG.), Ed.D.(Harv.)
Bruce M. Shore; B.Sc., M.A.(McG.), Ph.D.(Calg.)
Howard A. Stutt; B.A.(Qu.), B.Ed., M.Ed.(Montr.), F.C.C.T.

Professors

Roger Azevedo; B.A., M.A.(C'dia), Ph.D.(McG.)

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

Jacob

EDPC 616	(3)	Individual Reading Course
EDPC 630	(3)	Feminism, Women and Psychology
EDPC 635	(3)	
EDPC 636	(3)	Theories of Sex Therapy
EDPC 660	(3)	Selected Topics in Counselling
EDPC 670	(3)	Current Trends in Counselling
EDPE 617	(3)	Adolescent Development

Master of Arts (M.A.); Counselling Psychology (Non-Thesis) — Pr

EDPE 712	(3)	Neurological Bases of Behaviour

Required Internship (24 credits)

EDPC 795	(24)	Pre-doctoral Internship

Complementary Courses (6 credits)

6 credits from the following:

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

Elective Courses (6 credits)

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

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

Thesis

Required Courses (18 credits)

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

Complementary Courses (12 credits)

Students must select two of these three practicum settings:

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

Internship (24 credits)

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

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

Required Courses and Clinic-based Practica (30 credits)

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

EDPC 609	(3)	Psychological Testing 1
EDPC 610	(3)	Psychological Testing 2

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

Complementary Courses - Field Placements

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

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

Internship

One year full time or two years half-time

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

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

Professional Accreditation

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

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

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

Required Courses (9 credits)

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

Complementary Courses (27 credits)

Students select 27 credits from one of the following streams: Learning Sciences Stream, F

EDPE 550	(3)	Consciousness and Virtual Reality
EDPE 555	(3)	Applied Cognitive Science
EDPE 561	(3)	Artificial Intelligence in Education
EDPE 605	(3)	Research Methods
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 636	(3)	Classroom Processes - Social
EDPE 640	(3)	Research in Computer Applications
EDPE 641	(6)	Use of Computer in Educational Instruction
EDPE 648	(3)	Instructional Psychology Seminar
EDPE 655	(3)	Learning Science Research Seminar
EDPE 661	(3)	Discourse Processes
EDPE 663	(3)	Learning Environments and Processes
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 697	(6)	Special Activity 1
EDPE 698	(6)	Special Activity 2

Family Life Stream

Note: Admission to this stream is currently suspended

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

Inclusive Education Stream

EDPE 595	(3)	Seminar in Special Topics
EDPE 605	(3)	Research Methods
EDPE 697	(6)	Special Activity 1
EDPE 698	(6)	Special Activity 2
EDPI 526	(3)	Talented and Gifted Students

EDPI 527	(3)	Creativity and its Cultivation
EDPI 536	(3)	Practicum Gifted Education 1
EDPI 537	(3)	Practicum Gifted Education 2
EDPI 539	(3)	Field Work 1: Exceptional Students
EDPI 540	(3)	Field Work 2: Exceptional Students
EDPI 628	(3)	Gifted Students: Special Needs
EDPI 642	(3)	Education of Learners/Special Needs 1
EDPI 643	(3)	Education of Learners/Special Needs 2
EDPI 645	(3)	Diagnosis and Assessment in Special Education
EDPI 654	(3)	Instruction/Curriculum Adaptation
EDPI 665	(3)	Research and Theory in Learning Disabilities

General Educational Psychology Stream

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

Elective Courses (12 credits)

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

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

Thesis Courses (24 credits)

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

Prerequisite Course (or equivalent) - All Streams (3 credits)

EDPE 575	(3)	Educational Measurement

Required Courses (9 credits)

EDPE 605	(3)	Research Methods
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis

Complementary Courses (15 credits)

To be taken from one of the three following streams. Students completing the School/Applied Child Psychology Stream should refer to the course list at the end:

Learning Sciences Stream (15 credits)

6 credits from the following:

EDPE 655	(3)	Learning Science Research Seminar
EDPE 666	(3)	Foundations of Learning Science

and 9 credits selected from the following:

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

Health Professions Stream (15 credits)

6 credits from the following:

Note: Students may select to take either EDPE 639 or EDPH 689, but not both.

EDPE 637	(3)	Issues in Health Professions Education
EDPE 639*	(3)	Practicum in Health Professions Education
EDPH 689*	(3)	Teaching and Learning in Higher Education

and 9 credits selected from the following:

EDPE 535	(3)	Instructional Design
EDPE 555	(3)	Applied Cognitive Science
EDPE 635	(3)	Theories of Learning and Instruction
EDPE 648	(3)	Instructional Psychology Seminar
EDPE 656	(3)	Applied Cognitive Theory/Methods
EDPE 661	(3)	Discourse Processes
EDPE 663	(3)	Learning Environments and Processes
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 666	(3)	Foundations of Learning Science
EDPE 668	(3)	Advanced Seminar in Learning Sciences

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

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

School/Applied Child Psychology Stream (45 credits)

Students completing the School/Applied Child Psychology Stream complete 45 credits of specified courses in addition to the 33 credits of core required courses.

Note: There are no complementary courses for this stream

EDPC 609	(3)	Psychological Testing 1
EDPC 610	(3)	Psychological Testing 2
EDPC 682D1	(3)	Practicum: Psychological Testing
EDPC 682D2	(3)	Practicum: Psychological Testing
EDPE 600	(3)	Current Topics: Educational Psychology
EDPE 609	(3)	Selected Topics in Educational Psychology
EDPE 611	(3)	School Psychology Seminar
EDPE 616	(3)	Cognitive Development
EDPE 619	(3)	Child and Adolescent Therapy
EDPE 620	(3)	Developmental Psychopathology
EDPE 622	(3)	Multiculturalism and Gender
EDPE 623	(3)	Social-Emotional Development
EDPE 627	(3)	Professional Practice of Psychology
EDPE 684*	(3)	Applied Multivariate Statistics
EDPE 687*	(3)	Qualitative Methods in Educational Psychology
EDPI 654	(3)	Instruction/Curriculum Adaptation

* Students have the choice to complete one of either EDPE 684 or EDPE 687.

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

Required Courses (12 credits)

EDPE 605	(3)	Research Methods
EDPE 676	(3)	Intermediate Statistics
EDPE 682	(3)	Univariate/Multivariate Analysis
EDPE 708	(0)	Comprehensive Examination
EDPH 689	(3)	Teaching and Learning in Higher Education

Complementary Courses (30 credits)

3 credits from:

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

27 credits to be taken from one of the two streams:

Learning Sciences Stream (27 credits)

18 credits from:

EDPE 655	(3)	Learning Science Research Seminar
EDPE 666	(3)	Foundations of Learning Science
EDPE 704	(3)	Advanced Research Seminar 1
EDPE 705	(3)	Advanced Research Seminar 2
EDPE 706	(3)	Advanced Research Seminar 3
EDPE 707	(3)	Advanced Research Seminar 4

and 9 credits from:

EDPE 637	(3)	Issues in Health Professions Education
EDPE 648	(3)	Instructional Psychology Seminar
EDPE 656	(3)	Applied Cognitive Theory/Methods
EDPE 661	(3)	Discourse Processes
EDPE 663	(3)	Learning Environments and Processes
EDPE 664	(3)	Expertise, Reasoning and Problem Solving
EDPE 668	(3)	Advanced Seminar in Learning Sciences

Human Development Stream (27 credits)

15 credits from:

EDPE 502	(3)	Theories of Development and Disabilities
EDPE 672	(3)	Human Development Seminar 1
EDPE 673	(3)	Human Development Seminar 2
EDPE 683	(3)	Human Development Seminar 3
EDPE 686	(3)	Human Development Seminar 4

12 credits from:

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

Or from the list of 500-, 600-, and 700-level courses offered by the Department and with the approval of the supervisor and program committee.

11.2   Information Studies

11.2.1   Location

School of Information Studies
3661 Peel Street
Montreal, QC H3A 1X1
Canada

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

11.2.2   About Information Studies

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

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

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

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

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

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

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

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

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

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

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

The Graduate Diploma 30-credit program provides professional librarians and information specialists currently holding an ALA-accredited (or equivalent) master's degree with formal opportunities to update, specialize, and redirect their careers for advanced responsibility. For those considering admission into

the doctoral program, it will provide an opportunity to further develop their research interests. The program may be completed in one calendar year, or on a part-time basis to a maximum of five years.

11.2.3 Information Studies Admission Requirements and Application Procedures

11.2.3.1 Admission Requirements

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

1. Applicants must have a bachelor's degree from a recognized university. Academic standing of at least B, or second class, upper division, or a CGPA of 3.0 out of 4.0 is required. Courses in library and/or information studies taken before or as part of an undergraduate degree, or such courses taken in a school with a program not accredited by the American Library Association, cannot be accepted as credit toward the McGill M.L.I.S.

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

3. Competency in the use of computers is expected. Applicants should have a thorough knowledge of the

11.2.3.2 Application Procedures

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

1. A completed application form, available at *www.mcgill.ca/gradapplicants/apply*;
2. two sets of official transcripts of the applicant's university record showing degree(s) awarded; an official translation in either English or French is required for transcripts in another language;
3. two academic letters of recommendation, on letterhead, or, if degree was awarded more than five years ago, two employer letters of recommendation;
4. a covering letter outlining the reasons for wishing to undertake the program of study;
5. a curriculum vitae;
6. a non-refundable application fee of CAD $100, payable by credit card only.

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

Dates for Guaranteed Consideration

For dates for guaranteed consideration, please consult the following website: *www.mcgill.ca/gradapplicants/programs*. Then select Information Studies.

Application forms for entrance into the first year of the M.L.I.S. program should be submitted before the dates for guaranteed consideration as enrolment is limited.

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

Ph.D. in Information Studies

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

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

Graduate Certificate in Library and Information Studies

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

Dates for guaranteed consideration are the same as for the M.L.I.S. (see *section 11.2.5: Master of Library and Information Studies (M.L.I.S.); Information Studies (Non-Thesis) (48 credits)*).

Graduate Diploma in Library and Information Studies

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

Dates for guaranteed consideration are the same as for the M.L.I.S. (see *section 11.2.5: Master of Library and Information Studies (M.L.I.S.); Information Studies (Non-Thesis) (48 credits)*).

Dates for Guaranteed Consideration

For dates for guaranteed consideration, please consult the following website: *www.mcgill.ca/gradapplicants/programs*. Then select Information Studies.

11.2.4 Information Studies Faculty

Director
France Bouthillier

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

Associate Professors
Joan Bartlett; B.Sc., M.L.S., Ph.D.(Tor.)
Jamshid Beheshti; B.A.(S. Fraser), M.L.S., Ph.D.(W. Ont.)
France Bouthillier; B.Ed.(UQAM), M.B.S.I.(Montr.), Ph.D.(Tor.)0 1 240.094 127.621 0 0 1 82.071 257.661 Tm(ectvnsially; B.A.(W)Tj1 0 0 1 155.068 184.781 Tm3.3

Assistant Professors

Carolyn Hank; B.A.(Antioch), M.L.I.S.(Kent), Ph.D.(N. Carolina)

Elaine Ménard; B.A., M.A., M.S.I., Ph.D.(Montr.)

Adjunct Professor

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

Associate Members

Gordon Burr; B.A., M.L.I.S.(McG.), Senior Archivist, Records Management, McGill University Archives

Pierre Pluye; M.D.(Toulouse), M.Sc., Ph.D.(Montr.), Dept. of Family Medicine, McGill University

Richard Virr; B.A.(Tulane), M.A.(Qu.), Ph.D.(McG.), Curator of Manuscripts, Rare Books and Special Collections Division, McGill Libraries

Affiliate Members

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

Frances Groen; B.A., B.L.S.(Tor.), M.A.(Pitt.),

Archival Studies Stream

12 credits, the following four required courses:

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

12-24 credits chosen from the following complementary courses:

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

0-12 credits chosen from the following complementary courses:

GLIS 607	(3)	Organization of Information
GLIS 616	(3)	Information Retrieval
GLIS 619	(3)	Information Services & Users
GLIS 631	(3)	Systems Thinking
GLIS 632	(3)	Library Systems
GLIS 633	(3)	Multimedia Systems
GLIS 638	(3)	Business Information
GLIS 639	(3)	Introduction to Museology
GLIS 655	(3)	Language and Information
GLIS 661	(3)	Knowledge Management
GLIS 665	(3)	Competitive Intelligence
GLIS 690	(3)	Information Policy

Knowledge Management Stream

12 credits, the following four required courses:

GLIS 661	(3)	Knowledge Management
GLIS 662	(3)	Intellectual Capital
GLIS 663	(3)	Knowledge Taxonomies
GLIS 664	(3)	Communities of Practice

12-24 credits chosen from the follo

(3)   Scientific & Technical Information

Required Courses (12 credits)

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

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

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

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

Complementary Courses

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

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

Note: students who wish to register for:

GLIS 694	(3)	Certificate Project

must first have their research proposal approved by the Committee on Student Standing and Academic Affairs.

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

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

Research Paper

(6-18 credits)

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

Complementary Courses

(9-24 credits)

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

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

Certificate Project

The M.A. in Education and Society consists of a 45-credit thesis or non-thesis program. The two streams – Culture and Values in Education and Teaching, Learning, and Curriculum – reflect distinct but overlapping areas of educational inquiry. Study in Culture and Values in Education may focus on critical theory, philosophy, art and aesthetics, race/class/gender issues in education, or international and comparative education. The Teaching, Learning, and Curriculum stream emphasizes current perspectives on pedagogy and curriculum, teacher education, in-and-out-of-school learning, practitioner research, and classroom practice. Through both of these streams, the program brings to bear diverse applied theoretical perspectives, including philosophy, sociology, cultural studies, policy studies, gender studies, critical pedagogy, and multi-literacies. Graduates of the program go onto doctoral programs or work in education and non-profit settings. Many in-service teachers take this program for professional development.

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

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

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

The graduate option in Gender and

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

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

Master of Arts in Second Language Education

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

This 60-credit degree program is comprised of 45 credits of coursework, coupled with 15 credits of internship. Upon completion, students are recommended

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

   Applicants to the Ph.D. program must hold an M.A. in Education or a recognized equiva___ ____ should indicate high academic standing (a minimum CGPA of 3.0/4.0) and evidence of ____

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

   • A letter of intent specifying academic and professional experience and interests (sp____ _____ _arch interests for the Thesis option or project interests for the Non-Thesis Project option).

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

   • A letter of intent identifying the applicant's proposed research topic, potential superviso_ ____ ___ _rofessional direction. Please not_ the Ph.D. applicant's responsibility to secure a supervisor as part of the admission process.

   • A four- to five-page summary of the proposed research topic identifying the applicant's main ___ ___ ____ _e research t__ to the questions, ways in which the research could be conducted, and relevant references.

3. Two letters of recommendation, at least one of which must be from a university-level instructor; the other may be ___ ___ ___ ___ ____ucationally relevant context.

4. Applicants to graduate studies whose mother tongue is not English and who have not completed an undergraduate or graduate degree from a recognized foreign institution where English is the language of instruction or from a recognized Canadian institution (anglophone or francophone), must meet one of the following English proficiency criteria:

   IELTS with a minimum overall band of 7.0

   TOEFL:

   • iBT (Internet-based test) – Total score of 92 with a minimum score of 22 each for the Writing and Speaking sections and a minimum of 20 each for the Reading and Listening sections.
   • PBT (paper-based test) – 580

   The Department reserves the right to e

F

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

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

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

Michael Hoechsmann; B.A., M.A.(S. Fraser), Ph.D.(Tor.)

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

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

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

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

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

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

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

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

Shirley R. Steinberg; B.Ed., M.Ed.(Leth.), Ph.D.(Penn. St.)

Teresa Strong-Wilson; B.A.(Calg.), B.A.(McG.), M.A., Ph.D.(Vic., BC)

Carolyn E. Turner; B.A.(Ariz.), M.Ed., Ph.D.(McG.)

Boyd White; B.A.(Sir G. Wms.), B.F.A.(C'dia), M.F.A.(lnst. Allende, Guanajuato), Ph.D.(C'dia)

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

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

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

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

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

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

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

Adrienne Hurley, Lynn McAlpine

Beverly Baker, Fiona Benson, Charlotte Hussey, Caroline Riches, Louise Savoie, Donna-Lee Smith

Colin Lankshear, Robert Saggers, Ruth Sandwell, Ann Smith

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

Thesis Cour

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

Complementary Courses (3 credits)

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

Research Project (6 credits)

EDER 633	(6)	Project

Required Courses (9 credits)

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

Complementary Courses (6 credits)

6 credits selected as follows:

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

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

Culture and Values in Education Stream

3 credits to be selected from the following:

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

Teaching, Learning, and Curriculum Stream

3 credits to be selected from the following:

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

3 credits chosen from the following, must be either:

WMST 602	(3)	Feminist Research Symposium

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

Elective Courses (24 credits)

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

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

This program is designed to offer a graduate-level point of entry into the teaching profession for students who typically will have completed a B.A. with minor or major in Jewish Studies. The M.A. will not provide Quebec Government teacher certification (in Quebec, certification is at the B.Ed. level), but at the present time, Jewish schools may hire non-certifi);Ceacher cor in JeLg.1 Tf0 Tfl 8.u 0 1p00

EDER 610D2	(7.5)	Internship

Required Courses (6 credits)

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

Complementary Courses (24 credits)

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

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

9 credits chosen from the following courses:

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

6 credits selected from the following courses:

EDPE 510	(3)	Learning and Technology
EDPE 535	(3)	Instructional Design
EDPE 616	(3)	Cognitive Development
EDPI 526	(3)	Talented and Gifted Students
EDPI 642	(3)	Education of Learners/Special Needs 1
EDPI 654	(3)	Instruction/Curriculum Adaptation

Language Requirement

EDER 529	(0)	Hebrew Language Requirement

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

Thesis Courses (24 credits)

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

Required Courses (9 credits)

EDEM 609	(3)	Introduction to Educational Theory and Research
EDEM 610	(3)	Leadership in Action

EDEM 673	(3)	Leadership Theory in Education

Complementary Courses (6 credits)

6 credits selected from the following courses:

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

Elective Courses (6 credits)

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

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

Thesis Courses (24 credits)

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

Required Courses (12 credits)

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

Complementary Courses (6 credits)

3 credits selected from the following courses:

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

3 credits selected from the following, must be either:

WMST 602	(3)	Feminist Research Symposium

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

Elective Course (3 credits)

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

Master of Arts (M.A.); Educational Leadership (Non-Thesis) — Course

EDEM 698.65culum Tj1 0 0 [3)N5971726946Resemon(Methods.ePhiln)Siphfy 0ndl25o7lde6139.4n3bTj6 Cour

Complementary Courses (27 credits)

24 credits selected from the following courses:

EDEM 628   (3)   Education Resource Management

EDEM 630   (3)   Policy Issues: Workplace Learning

EDEM 637   (3)   Managing Educational Change

1 0 0911 Tm(v)Tj1 0 0 1 2N5971 0 0 1 275.4460uri274u495D6v8l0p1nmm(eldplmphenaedtariphementalw6i7 0 c6j1 0 0 1 165.86296nt and Implemalu 1 70.52 613.141 Tm

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

3 credits selected from the following courses:

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

Elective Courses (6 credits)

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

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

Research Project (12 credits)

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

Required Courses (15 credits)

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

Complementary Courses (15 credits)

9 credits selected from the following:

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

EDEM 693	(3)	School Improvement Approaches

3 credits selected from the following courses:

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

3 credits selected from the following, must be either:

WMST 602	(3)	Feminist Research Symposium

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

Elective Course

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

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

The M.A. in Second Language Education consists of a 45-credit thesis or non-thesis program. It provides an overview of the state of the art in second language acquisition, assessment and ev

EDSL 631	(3)	Second Language Curriculum
EDSL 632	(3)	Second Language Literacy Development
EDSL 651	(3)	Content-Based L2 Learning

Elective Course (3 credits)

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

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

Thesis Courses (24 credits)

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

Required Courses (12 credits)

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

Complementary Courses (9 credits)

6 credits selected from the following courses:

EDEM 609	(3)	Introduction to Educational Theory and Research
EDSL 617	(3)	Special Topic in Second Language Education
EDSL 620	(3)	Critical Issues in Second Language Education
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Classroom-Centred Second Language Research
EDSL 629	(3)	Second Language Assessment
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 631	(3)	Second Language Curriculum
EDSL 632	(3)	Second Language Literacy Development
EDSL 651	(3)	Content-Based L2 Learning

3 credits chosen from the following, must be either:

WMST 602	(3)	Feminist Research Symposium

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

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

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

go on to doctoral work in applied linguistics. They may also seek employment at ministry, school board, or other sites of active research on second languages. Many graduates also continue active careers in school contexts as second language teaching practitioners, program administrators, or evaluators

Required Courses (12 credits)

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

Complementary Courses (15 credits)

15 credits chosen from the following courses:

EDSL 617	(3)	Special Topic in Second Language Education
EDSL 620	(3)	Critical Issues in Second Language Education
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Classroom-Centred Second Language Research
EDSL 629	(3)	Second Language Assessment
EDSL 630	(3)	Qualitative/Ethnographic Methods
EDSL 631	(3)	Second Language Curriculum
EDSL 632	(3)	Second Language Literacy Development
EDSL 651	(3)	Content-Based L2 Learning

Elective Courses (18 credits)

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

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

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

11.3.18   Master of Arts (M.A.) in Teaching and Learning — English or French Second Language (60 credits)

This M.A. in Teaching and Learning is a 60-credit, post-graduate degree leading to teacher certification. It is comprised of 45 credits of courses, coupled with 15 credits (minimum of 500 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a Ministère de l'Éducation, du Loisir et du Sport (MELS) identified teachable subject area. Part-time study is available for this program, as it is intended to serve the needs of a broad and diverse student clientele. Throughout the MATL, emphasis will be on the attainment of the Québec Education Program (QEP) professional competencies, and evidence of mastery of these will be demonstrated in order for students to successfully complete the program. Upon completion, students are recommended to the MELS for certification.

Required Courses (45 credits)

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(1)	Introductory Professional Seminar
EDPS 605	(1)	Culminating Professional Seminar
EDSL 500	(3)	Foundations and Issues in Second Language Education

EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners

Complementary Courses (15 credits)

3 credits selected from:

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

6 credits from chosen in accordance with MELS subject area:

| EDTL 635 | (3) | Applied Methods in Second Language Education |
| EDTL 636 | (3) | Adv. Applied Methods in Second Language Education |

6 credits selected in consultation with the MATL program adviser.

Note: Students in the Second Language Education subject area and students in all other subject areas who choose to complete 'Teaching in Second Language Contexts' as a second subject area must take EDSL 505 and EDSL 512 or EDSL 515.

EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
EDSL 512	(3)	Grammar in Teaching English as a Second Language
EDSL 515	(3)	Étude de la langue française pour enseignants

Students select 6 credits from 500- or 600-level courses related to English or French Second Language area and courses from all streams.

English or French Second Language

EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Classroom-Centred Second Language Research
EDSL 629	(3)	Second Language Assessment
EDSL 651	(3)	Content-Based L2 Learning

All Streams

EDEC 606	(3)	Seminar in Curriculum Inquiry
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
SOCI 512	(3)	Ethnicity & Public Policy
SOCI 588	(3)	Sociology of Knowledge
SWRK 602	(3)	Youth Justice in Canada
SWRK 604	(3)	Critical Issues: Social Policy

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

This M.A. in Teaching and Learning is a 60-credit, post-graduate degree leading to teacher certification. It is comprised of 45 credits of courses, coupled with 15 credits (minimum of 500 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a Ministère de l'Éducation, du Loisir et du Sport (MELS) identified teachable subject area. Part-time study is available for this program, as it is intended to serve the needs of a broad and diverse student clientele. Throughout the MATL, emphasis will be on the attainment of the Québec Education Program (QEP) professional competencies, and evidence of mastery of these will be demonstrated in order for students to successfully complete the program. Upon completion, students are recommended to the MELS for certification.

Required Courses (45 credits)

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(1)	Introductory Professional Seminar
EDPS 605	(1)	Culminating Professional Seminar
EDSL 500	(3)	Foundations and Issues in Second Language Education
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
EDTL 508	(3)	Critical Influences on Educational Praxis
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners

Complementary Courses (15 credits)

3 credits selected from:

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

6 credits from, chosen in accordance with MELS subject area:

EDTL 629	(3)	Applied Methods in Teaching Secondary Eng. Language Arts
EDTL 630	(3)	Advanced Applied Methods in Teaching Sec English Lang Arts

6 credits selected in consultation with the MATL program adviser.

Note: Students in the Second Language Education subject area and students in all other subject areas who choose to complete 'Teaching in Second Language Contexts' as a second subject area must take EDSL 505 and EDSL 512 or EDSL 515.

EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
EDSL 512	(3)	Grammar in Teaching English as a Second Language
EDSL 515	(3)	Étude de la langue française pour enseignants

Students select 6 credits from 500- or 600-level courses related to English Language Arts area and courses from all other streams below:

English Language Arts

COMS 639	(3)	Interpretive Methods in Media

COMS 649	(3)	Audience Analysis
EDEC 610	(3)	Literature: Children/Young Adults
EDEC 627	(3)	Responding to Texts
EDEC 628	(3)	Literacy - Multilingual/Multicultural Settings
ENGL 586	(3)	Cultural Studies: Other Media
ENGL 587	(3)	Theoretical Approaches to Cultural Studies
ISLA 583s	(3)	Arab Women's Literature

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

6 credits from, chosen in accordance with MELS subject area:

| EDTL 627 | (3) | Applied Methods in Teaching Mathematics in Secondary School |
| EDTL 628 | (3) | Advanced Methods in Teaching Mathematics in Sec. School |

6 credits selected in consultation with the MATL program adviser.

Note: Students in the Second Language Education subject area and students in all other subject areas who choose to complete 'Teaching in Second Language Contexts' as a second subject area must take EDSL 505 and EDSL 512 or EDSL 515.

EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
EDSL 512	(3)	Grammar in Teaching English as a Second Language
EDSL 515	(3)	Étude de la langue française pour enseignants

Students select 6 credits from 500- or 600-level courses related to Mathematics subject area and courses from all streams.

Mathematics

| EDES 651 | (3) | Mathematics Curriculum Issues |

All Streams

EDEC 606	(3)	Seminar in Curriculum Inquiry
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
SOCI 512	(3)	Ethnicity & Public Policy
SOCI 588	(3)	Sociology of Knowledge
SWRK 602	(3)	Youth Justice in Canada
SWRK 604	(3)	Critical Issues: Social Policy

11.3.21 Master of Arts (M.A.) in Teaching and Learning — Social Sciences Option (60 credits)

This M.A. in Teaching and Learning is a 60-credit, post-graduate degree leading to teacher certification. It is comprised of 45 credits of courses, coupled with 15 credits (minimum of 500 hours) of internship. This professional program offers teacher certification to those already holding an undergraduate degree in a Ministère de l'Éducation, du Loisir et du Sport (MELS) identified teachable subject area. Part-time study is available for this program, as it is intended to serve the needs of a broad and diverse student clientele. Throughout the MATL, emphasis will be on the attainment of the Québec Education Program (QEP) professional competencies, and evidence of mastery of these will be demonstrated in order for students to successfully complete the program. Upon completion, students are recommended to the MELS for certification.

Required Courses (45 credits)

EDEM 690	(3)	Research Methods: Philosophy and Practice
EDIN 601	(9)	Internship 1
EDIN 602	(10)	Internship 2
EDPS 600	(1)	Introductory Professional Seminar
EDPS 605	(1)	Culminating Professional Seminar

EDSL 500	(3)	Foundations and Issues in Second Language Education
EDTL 500	(3)	Applications of Educational Psychology Across Classrooms
EDTL 506	(3)	Philosophy of Education
EDTL 508	(3)	Critical Influences on Educational Praxis
EDTL 515	(0)	English Exam for Teacher Certification
EDTL 601	(3)	Cross-curricular Teaching Methods
EDTL 604	(3)	Techniques for Assessment
EDTL 609	(3)	Diverse Learners

Complementary Courses (15 credits)

3 credits selected from:

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

6 credits from chosen in accordance with MELS subject area:

EDTL 633	(3)	Applied Methods in Teaching Social Science in Sec. School
EDTL 634	(3)	Adv Applied Meth in Teaching Social Sciences in Sec. School

6 credits selected in consultation with the MATL program adviser.

Note: Students in the Second Language Education subject area and students in all other subject areas who choose to complete 'Teaching in Second Language Contexts' as a second subject area must take EDSL 505 and EDSL 512 or EDSL 515.

EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
EDSL 512	(3)	Grammar in Teaching English as a Second Language
EDSL 515	(3)	Étude de la langue française pour enseignants

Students select 6 credits from 500- or 600-level courses related to social sciences subject area and courses from all streams below.

Social Sciences

ANTH 512	(3)	Political Ecology
POLI 619	(3)	Immigrants / Refugees / Minorities
POLI 643	(3)	Politics of Identity
POLI 650	(3)	Seminar in Peacebuilding
POLI 680	(3)	Social Change/Advanced Industrialized Democracies
SOCI 511	(3)	Movements/Collective Action
SWRK 601	(3)	Construction of Subjectivity
SWRK 612	(3)	Knowledge, Values and Practice
SWRK 664	(3)	Multicultural Context Practice

All Streams

EDEC 606	(3)	Seminar in Curriculum Inquiry
EDEM 637	(3)	Managing Educational Change

EDSL 505	(3)	Second Language Acquisition Applied to Classroom Contexts
EDSL 512	(3)	Grammar in Teaching English as a Second Language
EDSL 515	(3)	Étude de la langue française pour enseignants

Students select 6 credits from 500- or 600-level courses related to Science and Technology area and courses from all streams below:

Science & Technology

EDES 671	(3)	Issues in Science Curriculum
ENVR 519	(3)	Global Environmental Politics
ENVR 620	(3)	Environment and Health of Species

All Streams

EDEC 606	(3)	Seminar in Curriculum Inquiry
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
SOCI 512	(3)	Ethnicity & Public Policy
SOCI 588	(3)	Sociology of Knowledge
SWRK 602	(3)	Youth Justice in Canada
SWRK 604	(3)	Critical Issues: Social Policy

11.3.23   Doctor of Philosophy (Ph.D.); Educational Studies

Thesis

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	(2)	Ph.D. Colloquium 1
EDEC 704	(2)	Ph.D. Colloquium 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 credits)

One of the following courses:

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

Elective Courses

0-12 credits

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

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

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

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

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

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

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

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

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

Thesis

Required Courses

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

Complementary Courses

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

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

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

6 credits selected from the following list, at least one course must be outside the Department of Integrated Studies in Education:

EDEM 692	(3)	Qualitative Research Methods
EDSL 620	(3)	Critical Issues in Second Language Education
EDSL 623	(3)	Second Language Learning
EDSL 624	(3)	Educational Sociolinguistics
EDSL 627	(3)	Classroom-Centred Second Language Research
EDSL 629	(3)	Second Language Assessment
EDSL 632	(3)	Second Language Literacy Development
EDSL 664	(3)	Second Language Research Methods
LING 555	(3)	Language Acquisition 2
LING 590	(3)	Language Acquisition and Breakdown
LING 651	(3)	Topics in Acquisition of Phonology
LING 655	(3)	Theory of L2 Acquisition
LING 755	(3)	Advanced Seminar: Language Acquisition
PSYC 561	(3)	Methods: Developmental Psycholinguistics
PSYC 734	(3)	Developmental Psychology and Language
PSYC 735	(3)	Developmental Psychology and Language
PSYC 736	(3)	Developmental Psychology and Language
PSYC 737	(3)	Developmental Psychology and Language
SCSD 619	(3)	Phonological Development
SCSD 632	(3)	Phonological Disorders: Children
SCSD 633	(3)	Language Development
SCSD 637	(3)	Developmental Language Disorders 1
SCSD 643	(3)	Developmental Language Disorders 2
SCSD 652	(3)	Advanced Research Seminar 1
SCSD 653	(3)	Advanced Research Seminar 2

Doctor of Philosophy (Ph.D.); Educational Studies — Gender and W

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Associate Professors

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

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

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

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

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

Paul James Stapley; B.A.(Leeds), M.Sc.(Northumbria), Ph.D.(Bourgogne)

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

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

Assistant Professors

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

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

Adjunct Professors

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

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

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

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

Associate Member

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

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

Thesis Courses (24 credits)

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

Required Courses (6 credits)

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

Complementary Courses (15 credits)

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

EDKP 504	(3)	Health & Lifestyle Education
EDKP 603	(6)	Individual Reading Course 1

EDKP 607	(3)	Curriculum Innovation and Change
EDKP 616	(3)	Individual Reading Course 2
EDKP 648	(3)	Physical Activity Psychology
EDKP 650	(3)	Research in Physical Education Pedagogy
EDKP 654	(3)	Sport Psychology
EDKP 655	(3)	Inclusive Physical Activity
EDKP 664	(3)	Motor Learning
EDKP 665	(3)	Motor Behaviour and Disability
EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	Experimental Problems
EDKP 695	(3)	Thesis Research 5
EDKP 696	(3)	Thesis Research 6

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

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

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

Thesis Courses (24 credits)

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

Required Courses (6 credits)

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

Complementary Courses (15 credits)

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

EDKP 542	(3)	Environmental Exercise Physiology
EDKP 553	(3)	Physical Activity Assessments
EDKP 566	(3)	Advanced Biomechanics Theory
EDKP 603	(6)	Individual Reading Course 1
EDKP 616	(3)	Individual Reading Course 2
EDKP 630	(3)	Human Walking Mechanics
EDKP 635	(3)	Modeling Human Movement
EDKP 640	(3)	Advanced Ergonomics

EDKP 652	(3)	Cardio-Respiratory Exercise Physiology
EDKP 662	(3)	Nerve/Muscle Exercise Response
EDKP 663	(3)	Applied Exercise Physiology
EDKP 664	(3)	Motor Learning
EDKP 665	(3)	Motor Behaviour and Disability
EDKP 667	(3)	Sport Science - Seminar
EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	Experimental Problems
EDKP 695	(3)	Thesis Research 5
EDKP 696	(3)	Thesis Research 6

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

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

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

Research Project (15 credits)

EDKP 608	(15)	Special Project

Required Courses

EDKP 61 0 1 221.949 631.24(T)Tj1 05i80 1 78.52i68Uim KiEdxic68g37Add R87sicah dinckines iologye0iology and a878c9.580inar in Kinesiologye0iology and a878c9

EDKP 665	(3)	Motor Behaviour and Disability
EDKP 667	(3)	Sport Science - Seminar
EDKP 671	(3)	Experimental Problems
EDKP 672	(6)	Experimental Problems

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

Elective Courses (12 credits)

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