

REGULATIONS GOVERNING THE DEGREE OF MASTER OF EDUCATION

- NOTES: 1) *Students who are admitted to the Master of Education Degree programs as of Spring Semester 1994 will be governed by the following regulations. Students admitted to the Master of Education Degree programs prior to Spring Semester 1994 are asked to take note of Graduate Studies General Regulations D.4 and D.5.*
- 2) *In the case of the following general program regulations and the specific program regulations, which govern all Master of Education degree programs, Dean refers to the Dean of Graduate Studies, Dean of Education refers to the Office of the Dean, Faculty of Education, and Faculty refers to the Faculty of Education, through its various operating committees.*
- 3) *Students taking any of the Master of Education Degree programs are advised that a Bachelor of Education Degree is required for employment in the K - 12 system.*

The Master of Education is offered in the following areas: Educational Leadership Studies; Curriculum, Teaching and Learning Studies; Counselling Psychology; Post-Secondary Studies; and Information Technology.

A) QUALIFICATIONS FOR ADMISSION

1. Admission to the Master of Education is limited and competitive. To be considered for admission to a graduate program in Education, an applicant shall:
 - a) have from a recognized institution, either (i) an undergraduate degree with at least second class standing, or (ii) an undergraduate degree and an average of at least 70% in the last 90 attempted undergraduate credit hours.
 - b) meet the requirements set forth in the specific program regulations.
2. Only in exceptional circumstances, and only on the recommendation of the Dean of Education, shall the Dean consider applicants who do not meet the requirements in 1.
3. Please refer to specific program regulations (Section H) for additional admission requirements.

B) PROGRAM OF STUDY

1. Candidates for the Master of Education (Educational Leadership Studies; Curriculum, Teaching and Learning Studies) shall be required to complete a minimum of:
 - a. 18 credit hours plus a thesis; or
 - b. 24 credit hours plus an internship report, a project report or a paper folio; or
 - c. 30 credit hours on the comprehensive-course route.

Candidates for the Master of Education (Post-Secondary Studies) shall be required to complete a minimum of:

- a. 18 credit hours plus a thesis; or
- b. 24 credit hours plus an internship; or
- c. 30 credit hours on the comprehensive-course route

Candidates for the Master of Education (Counselling Psychology) shall be required to complete a minimum of:

- a. 30 credit hours (which include an internship) plus a thesis; or
- b. 36 credit hours (which include an internship) on the comprehensive-course route.

Candidates for the Master of Education (Information Technology) shall be required to complete a minimum of:

- a. 18 credit hours plus a thesis; or
- b. 30 credit hours on the comprehensive-course route.

Unless otherwise indicated, all courses have a 3-credit hour value.

Programs for some candidates may exceed the above minimum.

2. Candidates may apply for transfer to course credits. All course transfers require the approval of the Dean, on the recommendation of the Dean of Education, and are subject to General Regulation D.7 of the School of Graduate Studies.
3.
 - a) A candidate in full-time status may register for a maximum of 12 credit hours in any regular semester and a maximum of 6 credit hours in intersession or summer session.
 - b) A candidate with part-time status may register for a maximum of 3 credit hours in any semester or session, excluding summer session, when 6 credit hours are permitted.
 - c) Candidates may register for additional courses in a semester or session with the permission of the Office of the Associate Dean of Graduate Programs in Education.

4. Before submission of the proposal for thesis, project, internship, or paper folio, a Supervisory Committee shall be recommended by the Dean of Education, in consultation with the candidate, and approved by the Dean. The Supervisory Committee shall consist of the Supervisor and at least one other member.

The function of the Supervisory Committee shall be to approve the proposal for the thesis, project, internship, or paper folio, and to exercise supervision in the conduct of the study on behalf of the Faculty, subject to the final approval of the Dean.

C) PERIOD OF STUDY

The period of the study for a graduate program shall not normally exceed six years beyond first registration. Completion of some program components may require full-time study on the University campus.

D) EVALUATION

1. In order to continue as a candidate for the Master of Education degree, a candidate who receives a final grade of “C” in any program course must repeat that course and obtain a minimum grade of “B”. In the case of an elective course a suitable replacement course, acceptable to the Faculty, may be substituted for the failed course. Only one such repetition/replacement shall be permitted on the candidate’s graduate program. Should a grade of less than “B” be obtained in the repeated course, replacement course, or any other program course, the candidate shall be required to withdraw from the program.
2. When the Faculty has determined, through consultation with the candidate, the instructors of graduate courses, and the program advisor or thesis supervisor that the candidate’s work has fallen below satisfactory level, it may request that the Dean of Education recommend to the Dean that the candidate’s program be terminated.

E) THESIS OR REPORT

See School of Graduate Studies General Regulation J. Theses and Reports (Reports include Internship Reports, Paper Folios, and Project Reports).

F) PROGRAM REGULATIONS

Every candidate in graduate studies shall comply with the School of Graduate Studies General Regulations, the Degree Regulations (Section B-1), and the specific program regulations as outlined in Section H.

G) APPEALS AND WAIVERS PROCEDURES

Candidates are advised that appeals and waivers of any regulations governing the degree of Master of Education are governed by School of Graduate Studies General Regulations E and F.

H) SPECIFIC PROGRAMS

1. Educational Leadership Studies

Educational Leadership Studies is designed to prepare candidates for leadership in Education.

a) Admission Requirements

In addition to meeting the requirements in the general degree regulations,

- i) students must have completed a range and number of courses in Education deemed appropriate by the Faculty and Dean of Education.
- ii) a minimum of two years of teaching/leadership experience is recommended.

b) Program Requirements

- i) all students in the Master of Education Program (Educational Leadership Studies) must complete:

E6100 Research Designs and Methods in Education
E6204 Educational Administration: Theory and Practice
E6205 Educational Policy: Theory and Practice

and one of the following:

- 6 credit hours (thesis route) within closed electives as listed in v) below
- 9 credit hours (internship, paper folio, project, comprehensive-course route) within closed electives as listed in v) below

- ii) students on the thesis route must complete at least one of the research courses listed below (E6100 is prerequisite):

E6466 Qualitative Research Methods
E6467 Quantitative Research Methods
E6468 Critical Approaches to Educational Research
E6469 Theoretical and Methodological Foundations of Action Research

- iii) students on the comprehensive-course route must complete E6290 Research and Development Seminar in Educational Leadership Studies. Normally students would be permitted to register for this course only after all other course requirements have been met, or during the student's last semester of studies.
- iv) to meet total credit hour requirements students may choose electives from any university graduate offering provided that those chosen are appropriate to the student's program:
 - students on the thesis route must complete a total of at least 18 credit hours
 - students on the internship, paper folio, or project route must complete a total of at least 24 credit hours and the appropriate course option E6291 Internship in Educational Leadership Studies (6 credit hours), E6292 Project in Educational Leadership Studies (6 credit hours), or E6293 Paper Folio in Educational Leadership Studies (6 credit hours)
 - students on the comprehensive-course route must complete a total of at least 30 credit hours
- v) Closed electives are those listed below:
 - E6202 Social Context of Educational Leadership
 - E6203 Leadership: Theory and Practice
 - E6321 Supervisory Processes in Education
 - E6330 Educational Finance
 - E6335 Legal Foundations of Educational Administration
 - E6410 Seminar on Philosophical Issues in Educational Policy and Leadership
 - E6420 Ethical Issues and Perspectives in Educational Practice and Policy
 - E6425 Comparative Perspectives in Public Education, Reform and Leadership
 - E6426 Computer Applications in Educational Administration
 - E6427 School Community Partnerships
 - E6440 Family-School Relations: Leadership and Policy Implications
 - E6465 School Violence: Leadership and Policy Implications
 - E6664 Seminar in School Improvement
 - E6710 Issues in Development and Implementation of Special Education Policy and Practices

Courses must be appropriate to the program and chosen in consultation with the advisor.

2. Curriculum, Teaching and Learning Studies

The Master of Education in Curriculum, Teaching and Learning Studies provides opportunities for students to investigate pertinent issues in these interrelated areas from a variety of perspectives: philosophical, historical, social, cultural, cognitive, and technological. The conceptual bases of curriculum, teaching, and learning are explored and analysed along with related examples of historical and current policies and practices. The program encourages the development of broad-based insights into issues related to these areas through an emphasis on critical inquiry and reflective practice. It supports students in the development and enhancement of research capabilities and professional expertise and practice.

Students may choose between two program options in Curriculum, Teaching and Learning Studies:

Option One

Students may choose to specialize in one of the following areas of study: Computers in Education, Language and Literacy Studies, Mathematics Education, Music Education, Science Education, Second Language Education, Social Justice Education, Social Studies, Special Education and Teacher-Librarianship.

Option Two

In consultation with a faculty advisor, students may choose to design a program specialty which addresses their research interests. Specialty foci within Curriculum, Teaching and Learning Studies are numerous and may include technology and web-based education, arts education, rural and multi-age education. Students may alternatively select appropriate courses from other Master of Education program offerings to develop a program to meet their learning goals. Students interested in this option are strongly encouraged to explore and to focus their research and study interests and to discuss these interests with a faculty advisor.

a) Admission Requirements

In addition to meeting the requirements in the general degree regulations,

- i) students must have completed a range and number of courses in Education deemed appropriate by the Faculty and Dean of Education.
- ii) a minimum of two years of teaching or related experience is recommended.
- iii) for a specialization in special education, a completed Bachelor of Special Education degree or equivalent is required and enrolment will be limited to applicants articulating a research focus for which appropriate thesis supervision is available.

b) Program Requirements

- i) all students in the Master of Education Program (Curriculum, Teaching and Learning Studies) shall be required to complete:
 - E6100 Research Designs and Methods in Education
 - E6602 Curriculum Studies
 - E6300 Teaching and Learning

- ii) students on the thesis route must complete at least one of the research courses listed below (E6100 is prerequisite):
- E6466 Qualitative Research Methods
 - E6467 Quantitative Research Methods
 - E6468 Critical Approaches to Educational Research
 - E6469 Theoretical and Methodological Foundations of Action Research
 - E6909 Narrative Approaches to Teaching, Learning and Research
- and at least 2 courses from any university graduate offering provided that those chosen are appropriate to the student's program.
- iii) students choosing Option One on the internship, paper folio, project, and comprehensive-course route, must complete at least 2 courses within one particular specialty area from the list in core specialty courses in the study of curriculum, teaching and learning areas below.
- iv) students choosing Option Two must choose courses that have been designated through consultation with a faculty advisor during the first semester of studies in this program.
- v) students choosing the Mathematics Education specialization within Curriculum, Teaching and Learning Studies must complete E6630 Critical Issues in Mathematics Education prior to completing other Mathematics Education speciality courses.
- vi) students choosing the Special Education specialization within Curriculum, Teaching and Learning Studies must complete a thesis and at least two of the required special education specialty courses.
- vii) students on the comprehensive-course route must complete one of the following courses: E6390 Research and Development Seminar in Curriculum, Teaching and Learning Studies or 6394 Biographical Explorations of Teaching and Learning or E6913 Practitioner Inquiry/Participatory Action Research (prereq. E6469). Normally students would be permitted to register for one of these courses only after all other course requirements have been met, or during the student's last semester of studies.
- viii) to meet total credit hour requirements students may choose electives from any university graduate offering provided that those chosen are appropriate to the student's program:
- students on the thesis route must complete a total of at least 18 credit hours
 - students on the internship, paper folio, or project route must complete a total of at least 24 credit hours and the appropriate course option E6391 Internship in Curriculum, Teaching and Learning Studies (6 credit hours), E6392 Project in Curriculum, Teaching and Learning Studies (6 credit hours), or E6393 Paper Folio in Curriculum, Teaching and Learning Studies (6 credit hours)
 - students on the comprehensive-course route must complete a total of at least 30 credit hours
- ix) core specialty courses in the study of Curriculum, Teaching and Learning Study areas are those listed below:
- Computers in Education
 - E6610 Research on Computers in the Curriculum
 - E6620 Issues and Trends in Educational Computing

Language and Literacy Studies

- E6106 Popular Culture and Literacy Education
- E6108 Literacy and Language Education: Sociocultural Perspectives
- E6641 Writing in the Primary, Elementary and Secondary Schools
- E6642 Developmental Reading (K-8)
- E6643 Contemporary Issues in Intermediate and Secondary English
- E6645 Literature for Children and Adolescents
- E6647 Diagnosis and Remediation of Reading and Writing Difficulties
- E6649 Exploring Multiple Literacies
- E6693 Literacy for the Young Child in Home and School

Mathematics Education

- E6630 Critical Issues in Mathematics Education
- E6634 Teaching and Learning to Solve Mathematics Problems (prereq. 6630)
- E6639 Technology and the Teaching and Learning of Mathematics (prereq. 6630)

Music Education

- E6502 Contexts of Music Education
- E6503 Teaching Music from the Podium
- E6504 Musicianship, Pedagogy, and Learning

Science Education

- E6653 Contemporary Issues in Science Education I
- E6655 The Nature of Science and Science Education
- E6658 Teaching and Learning Scientific Concepts, Laws, and Theories

Second Language Education

- E6668 Current Issues in Second Language Education
- E6669 Graduate Seminar in Second Language Teaching and Learning
- E6673 Second Language Teaching, Learning and Curriculum
(credit cannot be obtained for both E6673 and the former E6665 or E6667)
- E6674 Research in Second Language Writing Education

Social Justice Education

- E6105 Social and Cultural Difference and Education
- E6106 Popular Culture and Literacy Education
- E6108 Literacy and Language Education: Sociocultural Perspectives
- E6440 Family School Relations: Leadership and Policy Implications
- E6465 School Violence: Leadership and Policy Implications
- E6468 Critical Approaches to Educational Research
- E6909 Narrative Approaches to Teaching, Learning and Research
- E6913 Practitioner Inquiry/Participatory Action Research (prereq. 6469)

Social Studies Education

- E6670 Teaching and Learning Social Studies
- E6671 Research in Social Studies Education
- E6672 Issues and Trends in Social Studies

Special Education

- E6710 Issues in Development and Implementation of Special Education Policy and Practices
- E6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents
- E6714 Principles and Practices in Exceptionality
- E6755 Nature and Assessment of Learning Disabilities

Teacher-Librarianship

- E6662 Seminar in Teacher-Librarianship
- E6664 Seminar on School Improvement

Additional courses in the specialty areas are available.

3. **Counselling Psychology**

The mission of the program in Counselling Psychology is to prepare highly knowledgeable, skilled, dedicated, and ethical professional practitioners, who will endeavour to enhance human potential throughout the life span and who can effectively practice within a variety of settings.

The Counselling Psychology faculty promotes counselling as an effective, viable means of assisting individuals throughout the life span. The counselling psychologist, regardless of his or her theoretical stance or work setting, functions as a change agent who is sensitive to and knowledgeable about the range of human development reflected in individual differences and cultural and linguistic diversity. Effective and positive change is brought about by assisting clients to: examine and modify their behaviour for more effective living; cope with, adjust to, or otherwise negotiate the environments affecting their psychosocial well-being; and effect change in the larger society.

The practice of Counselling Psychology is based on theory and research, an understanding of ethical practices, and a set of professional and interpersonal skills. It is essential that graduate students study a variety of conceptual frameworks and research findings as preparation for collaborative work with other helping professionals, paraprofessionals, and a variety of self-help groups.

The Counselling Psychology faculty, while representing a range of views, agree that the uniqueness of the individual and his or her personal strengths must be acknowledged and respected. To fully explore professional issues and personal values, a trusting and open atmosphere must be present.

Individuals from a wide variety of personal, social, and educational backgrounds are encouraged to apply to the Counselling Psychology program. The program provides a broad-based sequence of studies and supervised experiences that will prepare graduate students to be knowledgeable and skilled practitioners who can function in a variety of settings. By the time they have completed this program, students will have acquired knowledge and competencies in the following general areas:

- individual and group counselling theory and techniques
- legal and ethical aspects of counselling
- human development and learning
- social, cultural, and linguistic diversity
- career education and counselling
- program development and implementation
- measurement and appraisal
- research and program evaluation
- application of current technology
- service delivery in rural areas

a) Admission Requirements

In addition to meeting the requirements in the general degree regulations, students:

- i) must have completed Introduction to Counselling (E3210).
- ii) should have completed at least one undergraduate course on each of the following topics: statistics (E2900), assessment (E3280, E3951, E3952, or E4950), introduction to career education (E3211), introduction to exceptionality (4240, or 4242). (Or their equivalent)

NOTE: many of these courses are prerequisites to specific graduate courses and must be completed before taking those courses.

- iii) normally have at least one year of teaching (or related work) experience.
- iv) must submit a resume that contains a concise rationale for the application (500 words or less) and two letters of recommendation (preferably one from each of the following: previous university instructor and employer).
- v) should note admission is selective and controlled by an admission committee of faculty members involved in the program. An interview may be required if deemed necessary.
- vi) should note the Graduate Record Examination may be required.

b) Program Requirements

- i) all students in the Master of Education (Counselling Psychology) program shall be required to complete:

E6100	Research Designs and Methods in Education (Prerequisite: Education 2900)
E6700	Ethical and Legal Issues in Counselling
E6702	Counselling: Theory and Practice (Prerequisite: Education 3210)
E6706	Career Education and Career Counselling (Prerequisite: Education 3211)
E6708	Group Counselling: Theory and Practice (Prerequisite: Education 6702)
E6720	Internship in Counselling Psychology (Prerequisite: Normally completion of all Courses)

- ii) Students on the thesis route must complete the core courses listed above (24 credit hours) as well as a minimum of 6 credit hours from the closed electives indicated below for a total of 30 credit hours.
- iii) Students on the comprehensive-course route must complete the core courses listed above (24 credit hours) as well as a minimum of 6 credit hours from the closed electives and 6 credit hours from any university graduate offering provided that those chosen are appropriate to the student's program for a total of 36 credit hours.

- iv) All students in the Counselling Psychology program must complete E6720. The Internship may be fulfilled full-time or part-time and must comprise 600 clock hours with 240 hours of direct service with clients. It cannot be completed as part of your regular employment. *It is strongly recommended that students take no other course during the full-time internship.*
- v) Closed electives are those listed below:
 - E6703 Personal and Professional Development Group
 - E6705 Nature and Development of School Counselling Services
 - E6707 Assessment for Counsellors
 - E6709 Assessment of Intelligence and Learning Skills (Prerequisite: E6707 or E3600 completed prior to admission). Normally students in Counselling Psychology will not enroll in this course until the latter part of their program. Candidates intending to pursue a career in the K-12 school system in Newfoundland and Labrador are urged to take this course and the prerequisite.
 - E6710 Issues in Development and Implementation of Special Education Policy and Practices
 - E6712 The Nature and Assessment of Behaviour Disorders in Children and Adolescents
 - E6713 Educational Applications of Contemporary Cognitive Psychology
 - E6714 Principles and Practices in Exceptionality
 - E6716 Working with Families and Parents
 - E6717 Counselling Adolescents
 - E6718 Elementary School Counselling
 - E6719 Cultural Issues in Counselling
 - E6802 Adult Learning and Development

NOTES: Student membership in the Canadian Counselling Association (CCA) or other appropriate professional organizations is strongly recommended for all students in the program.

Students who plan to work in the school system should be aware of the Department of Education regulations to be eligible to work as a school counsellor.

Students who plan to become registered psychologists in Newfoundland and Labrador should review the requirements of the Newfoundland Board of Examiners in Psychology.

4. Post-Secondary Studies (Distance Program*)

The graduate programs in Post-Secondary Studies are designed to prepare candidates to function in a variety of roles in informal and formal post-secondary learning environments (including academic, technical, professional, adult education, health professional education, and student services/development). These programs facilitate a study of the post-secondary educational systems through an examination of their foundations, directions, organization and administration; and through curriculum and instructional development options for occupational preparation and adult education.

a) Admission Requirements

In addition to meeting the requirements in the general degree regulations,

- i) candidates must have completed an undergraduate course statistics (E2900) and post-secondary education (E2720), or have accumulated the equivalent experiences in each of the above two areas as approved by the Head of the Academic Unit;
- ii) two years of successful experience in working with adult learners is recommended;
- iii) and for the Graduate Diploma in Post-Secondary Studies (Health Professional Education) program, candidates must have appropriate academic qualifications and work experience in a health-related field.

b) Program Requirements

- i) Candidates for the Master of Education (Post-Secondary Studies) are required to complete courses that form the program core:

E6100	Research Designs and Methods in Education
E6801	Foundations of Post-Secondary Programs
E6802	Adult Learning and Development
E6803	Research in Post-Secondary Education

and not fewer than 6 credit hours from closed electives in vii) below.

- ii) Students holding the Graduate Diploma in Post-Secondary Studies (Health Professional Education) and accepted in the Master of Education (Post-Secondary Studies) will complete up to 12 fewer credit hours dependent upon the chosen program route and the completion date of the Diploma.
- iii) Students on the comprehensive-course route must complete E6890 Research and Development Seminar in Post-Secondary Studies.
- iv) Students on the internship route must complete E6891 Internship in Post-Secondary Studies (6 credit hours).
- v) Normally, students will be permitted to register for E6890 and E6891 only after all other course requirements have been met.

vi) To meet total credit hour requirements students may choose courses from other graduate offerings within the Faculty, the University, or other universities provided the courses chosen are appropriate to the student's program. Students on the thesis route must complete a total of at least 18 credit hours; and those on the internship or comprehensive-course route a total of at least 30 credit hours.

vii) Closed electives are those listed below:

- E6804 Leadership and Human Resource Development in Post-Secondary Education
- E6805 Advanced Human Resource Communications
- E6806 Interprofessional Education in the Health Professions
- E6807 Economics and Finance of Post-Secondary Education
- E6822 Foundations of Instructional Design in Post-Secondary Education
- E6823 Principles of Program Design and Development
- E6832 Issues and Trends in the Administration of Post-Secondary Education
- E6940 Administration of Student Services in Post-Secondary Education
- E6841 Student Development Theory, Services and Programs in Post-Secondary Education

c) Program Requirements for Graduate Diploma in Post-Secondary Studies (Health Professional Education)

The graduate diploma in post-secondary studies, specialization in health professional education, which was created in collaboration with the Centre for Collaborative Health Professional Education, is designed to enhance health professionals' abilities as educators and leaders in educational program design, development, evaluation and administration. The diploma is intended for educators and educational leaders of formal and informal post-secondary health professional education programs.

Participants will engage in an in-depth study of the structure and organization of the post-secondary education system, theories and philosophies of adult learning and development; and through elective courses pursue studies of program development models, instructional design frameworks, evaluation and assessment techniques, teaching methods, and research design principles in post-secondary teaching and learning. Opportunities will exist for the guided study of these topics as they relate to health professional education.

i) Candidates for the Graduate Diploma in Post-Secondary Studies (Health Professional Education) are required to complete courses that form the program core:

- E6801 Foundations of Post-Secondary Programs
- E6802 Adult Learning and Development
- E6806 Interprofessional Education in the Health Professions

and not fewer than 3 credit hours from closed electives in b. vii) above or from

- E6100 Research Designs and Methods in Education
- E6803 Research in Post-Secondary Education

ii) Students are encouraged to relate their assignments in these courses health professional education.

- iii) Students enrolled in the Diploma program may request transfer to the Master of Education (Post-Secondary Studies).

Courses for both the graduate diploma and the degree must be appropriate to the program and chosen in consultation with the student's advisor.

** For the convenience of many of our students who are studying part time and/or at a distance, this program is delivered by distance formats, including web-based/WebCT format, teleconferences, and traditional correspondence (reading packages, videos, mailed assignments, etc.). Some courses are available on campus with face-to-face delivery, and students who are studying full time and/or are present on campus are eligible for fellowships and other benefits of full time study.*

5. **Information Technology** (*Distance Program**)

The graduate program in Information Technology is offered in partnership with the Cape Breton University (CBU). It is designed to facilitate the educational use of information technology in a wide variety of settings. The program will be of interest to educators at all levels including K-12 teachers, school administrators, those in the post-secondary system, business and industry, as well as those in most other adult learning situations.

Information technology in this Master of Education program encompasses computer, communications, networking and multi-media applications. The overall intent of the program is to:

- provide educators with skill sets and pedagogical expertise that will enable them to address computer and related information technology in a teaching/learning situation;
- develop potential information technology leaders for the educational system;
- develop instructional designers, for a variety of educational settings, who are able to combine information technology with learning theory to enhance curriculum development and delivery;
- provide a basis for the continued professional development of educators in the area of information technology;
- develop an awareness of the applications of information technology in a wide variety of educational contexts; and
- develop research expertise and potential in the use and application of information technology for teaching and learning purposes.

Candidates for the program will have attained, prior to acceptance, some fundamental knowledge and skills with respect to information technology through prerequisite experiences, and have attained a recognised undergraduate degree in an appropriate discipline with at least a second class standing (see specific regulations for details). The program components are designed to enable candidates to build on their prior experience through the development of pedagogical links and information technology applications. It is intended that the program be offered primarily as a part-time program through distance delivered courses, with other delivery formats to be considered/utilised where feasible. Access to specific computer hardware, software, and the internet is required and will be the responsibility of each candidate.

A steering committee comprised of three members from each of the Faculty of Education at Memorial University and the Institute for Education at CBU is responsible to the Associate Dean of Graduate Programs, Faculty of Education, for selected aspects of the program. The latter includes assessing student applications, recommending approval of instructors who are not regular faculty members at either CBU or Memorial University, and recommending course or program changes. This committee is to be co-chaired by the Associate Dean of Graduate Programs, Faculty of Education, Memorial University and the Director of the Institute for Education at CBU, or their designate(s).

CBU courses offered as part of this program are indicated by the prefix “CBU EDU” followed by the specific course number.

a) Admission Requirements

Admission to the program is competitive and selective. In addition to meeting the requirements in the general degree regulations, Faculty of Education, Memorial University, candidates must have successfully completed:

one of a diploma or certificate in information technology from an accredited institution; CBU EDU 530; Memorial University E2751 and E3751; or equivalent as determined by the program steering committee.

Selection into the program is determined by an applicant’s profile which would normally include such criteria as previous academic performance, related work experience, and relevant information technology experience. More detailed information may be found on the website of the Faculty of Education.

b) Program Requirements

i) all candidates for the Master of Education (Information Technology) must complete E6100 Research Designs and Methods in Education (3 credit hours).

ii) candidates on the thesis route must complete:

three credit hours from:

E6610 Research on Computers in the Curriculum (3 credit hours)

E6615 Educational Software Prototyping and Evaluation (3 credit hours)

E6620 Issues and Trends in Educational Computing (3 credit hours)

nine credit hours selected from the core elective CBU courses approved for this program:

CBU EDU 5101 Assessment of Software and Information Technology Applications for Education (3 credit hours)

CBU EDU 5103 Integration of Instructional Design and Information Technology (3 credit hours)

CBU EDU 5104 Applications of Learning Theory in Educational Multi-media Design (3 credit hours)

CBU EDU 5105 Designing Web-based Learning (3 credit hours)

CBU EDU 5106 Technology Planning for Educational Environments (3 credit hours)

CBU EDU 5107 Information Management for Educational Environments (3 credit hours)

Three credit hours from E6822, E6823, E6802, E6426, or from other Memorial University, Faculty of Education graduate course offerings as deemed appropriate for each candidate's program and approved by the program steering committee

iii) candidates on the comprehensive course route must complete:

six credit hours selected from E6610, E6615, E6620 listed in (ii) above;

twelve credit hours selected from CBU EDU 5101, EDU 5103, EDU 5104, EDU 5105, EDU 5106, EDU 5107 listed in (ii) above;

E6590 Research and Development Seminar in Information Technology in Education (3 credit hours);

three credit hours from E6822, E6823, E6802, E6426, or from other Memorial University, Faculty of Education graduate course offerings as deemed appropriate for each candidate's program and approved by the program steering committee;

additional credit hours appropriate to a candidate's program, and approved by the program steering committee, to be chosen from graduate course offerings at Memorial University, CBU, or any other university to complete the required 30 credit hours for the comprehensive course route;

iv) normally, candidates will be permitted to register for E6590 only after all other course requirements have been met.

v) candidates who have successfully completed the CBU graduate level Certificate in Education (Technology) will be given advanced standing credit for the nine CBU EDU course credit requirements for the thesis route or twelve CBU EDU course credit requirements for the comprehensive course route on this program.

vi) candidates who have successfully completed the former CBU EDU 534 and/or EDU 543 with at least a CBU grade of B (70%) toward the CBU graduate level Certificate in Education (Technology) prior to September 2000, will receive up to twelve advanced standing credit hours appropriate to their degree option (EDU 534 will be considered equivalent to EDU 5101 and EDU 5103, and EDU 543 equivalent to EDU 5104 and EDU 5105).

vii) thesis route candidates will be subject to regulation J of the School of Graduate Studies, Memorial University, supervised by a faculty member at Memorial University, and where feasible co-supervised by a CBU faculty member.

** For the convenience of many of our students who are studying part time and/or at a distance, this program is delivered by distance formats, including web-based/WebCT format, teleconferences, and traditional correspondence (reading packages, videos, mailed assignments, etc.). Some courses are available on campus with face-to-face delivery, and students who are studying full time and/or are present on campus are eligible for fellowships and other benefits of full time study.*

Master of Arts and Education (Education and Francophone Literatures and Cultures)

The Faculty of Education and the Department of French and Spanish (Faculty of Arts) are offering a joint degree entitled Master of Arts and Education (Education and Francophone Literatures and Cultures)

The program is designed for teachers of French and French immersion who wish to learn more about Francophone literature and culture to enhance their practice and improve their French language skills.

Students in the M.A. & Ed. (E.L.C.F) program take half of their courses with the Faculty of Education and half with the Department of French and Spanish. The program can be completed by part-time studies, and most of the courses are available by distance education.

Programme requirements:

1. French 6800 – Francophone literatures: Theory and practice
2. French 6810 – Francophone cultures: Theory and practice
3. Six credit hours (two courses) from the Department of French and Spanish
4. Education 6100 – Research designs and methods in education
5. Nine credit hours (three courses) from:
 - a. Education 6668 – Current issues in Second Language Education
 - b. Education 6669 – Graduate seminar in Second Language Education
 - c. Education 6673 – Second Language Teaching, Learning and Curriculum
 - d. Three credit hours (one course) from Education

In addition, students are able to choose one of the following options:

Option 1

Education 6392 -- Project

Option 2

Three credit hours in French

Education 6390 – Research and Development Seminar in Education in Teaching and Learning Studies

Admissions

- Normally a B. Ed. with at least a focus area in French or a B.A. in French and a B. Ed.
- Two years of experience in the teaching of French and a 70% average in the last 30 courses
- A level of French proficiency satisfactory to the M.A. & Ed. (E.L.C.F.) Admissions Committee. As part of the application process, prospective students will provide a sample of writing in French. If the Committee elects to hold interviews, the interviews will be conducted in French.

Applications for admission are accepted twice per year. The deadline for application is September 15 for January admissions, and February 15 for May and September admissions.

For further information, or if there are questions, please contact:

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Dr. Philippe Basabose (Officier de Diplômé)

basabose@mun.ca

Application Deadline

February 1 - Begin Master's program either spring (intersession/summer session) or fall semesters
September 15 - Begin Master's program winter semester

Duration of Program

Maximum of seven years (Masters), seven years (Ph.D.)

Further Information

Telephone: (709) 864-3402/8587

Fax: (709) 864-4379

Email: gradeduc@mun.ca

Location: E2007D G.A. Hickman Building

www.mun.ca/educ/grad

www.mun.ca/educ/PhD