Graduate Certificate in Business

Program Overview (15 credits)   CONBUS

The objective of this graduate program is for university graduates in fields other than business to develop and fine-tune a business skill set that is valued by the workplace and to learn how to build a meaningful network to support their job search.

All applicants must have completed an undergraduate degree in a field other than business from a recognized university. A minimal academic average of 70% is required. No business experience is required.

The program entails five 3-credit courses for a total of 15 credits. Four courses will consist of lectures, seminar-based and experiential learning instruction whereas one course will have practical assignments to give students the opportunity to develop a meaningful network to support their job search. Students must obtain a minimum of 65% in each required course. Courses may not be repeated more than once.

The program is three-fold. Students first need to understand the nature of the workplace, build the required skill set and strategically prepare their entry into the workplace.

The program is delivered entirely online with a blend of synchronous and asynchronous pedagogical activities. It is offered on a part-time basis with two courses in the Fall, two courses in the Winter and one course in the Spring semester. Students have the possibility of completing the program within a year, but can also spread the courses over a longer period.

Students who have allowed 24 months or more to elapse without earning any credits will have to apply for readmission within the appropriate deadline.

Visualizing Yourself in the Workplace
This portion of the program introduces students to the basic functions of all organizations. Whether the organization is a museum, a public service entity, a cooperative, a charitable organization or a profit-oriented company, it always has limited resources and must manage them with efficiency and a sense of purpose.

BAC 510	Understanding Financial Information
BMG 560	Management Fundamentals
BMK 580	Marketing Fundamentals

Fine-tune your Skill Set for the Workplace
This portion of the program introduces students to the impact that individuals, groups, and structures have on behaviour within organizations, and what behaviour is expected of them in the workplace.

BMG 563	Building your Leadership and Interpersonal Skill Set

Prepare your Entry to the Workplace
This last portion of the program is customized according to student projects.

BMK 581	Networking

List of Courses

BAC 510   Understanding Financial Information   3-3-0
The objective of this course is that students be able to question and discuss financial decisions with accounting and financial professionals. They will learn basic concepts in accounting, cost, taxation and finance, such as the main components of simple financial statements, the different categories of costs, the broad principles of taxation, the time value of money, the budgeting process, the different sources of funding and the notion of returns. Readings, case analysis, problems based on real-life situations will be used to apply the concepts learned in the course.

BMG 560   Management Fundamentals   3-3-0
Organizations need to manage their scarce resources with a clear view of reaching their goals. The objective of this course is to introduce students to the many other functions of organizations, namely planning, organizing, leading, and controlling, along with how they must be integrated in order to carry out the chosen organizational strategy. Readings, case analysis and class discussions are designed to help students understand the fundamentals of strategic management..

BMG 563   Building your Leadership and Interpersonal Skill Set   3-3-0
The objective of this course is to develop the skill set needed in organizations for successful leadership and teamwork, namely essential skills like emotional intelligence along with competence in the display of interpersonal communication, conflict management, and presentational skills. Readings, self-tests, practical assignments and class discussions are designed to develop students' self-awareness level and contribute to their personal and professional development.

BMK 580   Marketing Fundamentals   3-3-0
Every organization must identify exactly what specific needs it wants to respond to, what are the characteristics of the people having these needs and how to efficiently inform them of the value of its offering. The objective of this course is to introduce students to marketing fundamental topics such as segmentation, targeting, and positioning, and to the management of the marketing effort. Readings, seminars by practitioners, class discussions, case analysis and assignments are designed to help students understand marketing principles and how they can be applied in a work-based situation.

BMK 581   Networking   3-3-0
Students having identified their skills, the positions and functions they can contribute to, they will now apply key concepts of marketing to themselves and form the various types of networks that they need to bridge from there area of interest/passion to the market. Important networks to develop include (i) a personal board of directors/general mentor network, (ii) an expertise-specific/industry contact network related to the area of interest and (iii) a market network related to the area of interest (i.e. customers and users interested in the same field). Readings, practical assignments, networking activities are designed to help students build their own networks.

M.Ed. and M.A. in Education

Program Overview

Certified teachers, educational administrators and those with a first undergraduate degree may make application to graduate programs leading to a Master of Education in Leadership, Societies, and Languages or a Master of Arts in Education: Leadership, Societies, and Languages.

Leadership, societies, and languages all shape education and are shaped by education. Students in this program will further their scholarly and professional development as administrators, educational leaders, educators, and researchers, while engaging with the social, historical, cultural, and linguistic dimensions of education. Students will consider issues of power, diversity, gen-

der, and marginalization in education. Studies may be based on sociological, historical, or linguistic foundations; they may draw on a variety of contemporary perspectives including comparative and international education, post-colonial theory and theories of decolonization, applied linguistics, sociolinguistics, discourse analysis, and critical theory.

Themes that will be explored in the graduate program include:

- Society, Culture, and Politics
- Language, Literacy, and Learning
- Educational Practice and Leadership

Underlying each of these themes is the overarching theme of leadership in educational institutions and in other organizational, professional, and community settings where enhancing learning for the social, cultural, digital, and economic needs of the 21st century is at the forefront.

Requirements for entrance into graduate programs in Education at Bishop's University are as follows.

Applicants for the M.A. and M.Ed. (full and part-time) must:

- have completed a B.Ed. or related degree at a recognized university with an average of at least 75%;
- normally have at least two years of relevant educational experience (teaching or related professional experience).

NOTE: If your mother tongue is not English and you have not studied for at least three full years in English, you must submit TOEFL, IELTS, or other equivalent English language proficiency test results. Minimum scores in the School of Education for graduate studies are:

- TOEFL minimum score of 80 (Internet-based) with at least a score of 20 in each of the four components
- IELTS minimum score of 6.5 with at least a score of 6.5 in each of the four components

Specific requirements for M.A. and M.Ed.
Applicants to the M.Ed. must submit an approximate timeline for completing the program. Applicants to both the M.Ed. and the M.A. must submit two references using the form provided on the Admissions website. They must submit a two-page description of their research interests, including area of interest, initial research questions, methodological approach (e.g. case study, classroom study), possible resources required (e.g. access to specialized computer technologies, special schools and/or populations), and an approximate time line for completing the program. Students must name one or two professors from the School of Education who they believe will be possible supervisors. Because the resources of the School of Education are limited, potential students should be advised that the School reserves the right to refuse admittance to a student whose research interests do not coincide with those of existing faculty for supervision purposes, or if the resources required are not readily accessible.

It is recommended that students complete the program within six years. After six years all students who have not completed the program will be required to meet with the Dean of the School of Education to reassess their progress.

Students who have not registered for a course or for their thesis for two years will be withdrawn from the program and must reapply.

Full-time students who are registered but inactive for a period of one year will be removed from the program. Part-time students who are registered but inactive for a period of three years will be removed from the program.

Application information and admission and program criteria for the graduate programs in Education are listed in the Admissions and Registration section of this Calendar.

Programs leading to the Master of Education (M.Ed.) in Leadership, Societies, and Languages and the Master of Arts (M.A.) in Education: Leadership, Societies, and Languages

Graduate courses leading to the M.Ed. and M.A. degrees are normally offered during each of the four sessions: Fall, Winter, Spring, and Summer.

Course Offerings

In the M.Ed. and M.A. program, students pursue compulsory courses common to all students, in addition to some specific ones, depending on which program the student has opted for. Students who have completed graduate courses in Education at Bishop's University may be considered for advanced standing. The Admissions Committee of the School of Education may consider the transfer of a maximum of nine credits from the Principal's Professional Certificate Program, or the Certificate in Teaching English as a Second Language (TESL). Such transfer credits will only be considered for courses in which the grade received is at least 75%. Practicum courses are not eligible for such transfers. A maximum of nine credits from another institution may be applied to the M.Ed. and M.A. program. For more details on the Master's of Arts program, please refer to the M.A. Handbook.

Master of Arts in Education: Leadership, Societies and Languages (45 credits - with thesis) M.A. + CONLSL

Research Module
9 compulsory credits

GSE 510   **Academic Reading and Writing**
GSE 516   **Educational Research for Practice**
GSE 518   **Seminar in Research Methods**

Foundations courses
6 compulsory credits, 3 credits each from 2 of the 3 following themes

• Society, Culture, and Politics
GSE 502   **Educational Philosophies**

• Language, Literacy, and Learning

GSE 501   **Psychology of Teaching and Learning**

• Educational Practice and Leadership

GSE 503   **Curriculum Explorations I**

Electives Courses
6 credits to be taken from any of the following themes

• Society, Culture, and Politics

• Language, Literacy, and Learning

• Educational Practice and Leadership

More detailed information about specific course choices for each theme is available from the School of Education

Thesis documents
24 credits
GSE 705: Thesis Proposal (3 credits)
GSE 700: Thesis (21 credits)

Master of Education in Leadership, Societies and Languages (45 credits - without thesis)   MEd+ CONLSL

Research Module
6 compulsory credits
GSE 510: Academic Reading and Writing
GSE 516: Educational Research for Practice

Foundations courses
9 compulsory credits, 3 credits from each of the 3 following themes:

• Society, Culture, and Politics
GSE 502: Educational Philosophies
GSE 506: Globalization and Global Education
GSE 540: Sociological Perspectives in Schooling

• Language, Literacy, and Learning
GSE 501: Psychology of Teaching and Learning
GSE 523: Educational Neuroscience: Mind, Brain, and Teaching

• Educational Practice and Leadership
GSE 503: Curriculum Explorations I
GSE 574: Understanding Professional Development
GSE 575: Educational Leadership Theories

Elective Courses
30 credits to be taken from any of the following themes

• Society, Culture, and Politics

• Language, Literacy, and Learning

• Educational Practice and Leadership

More detailed information about specific course choices for each theme is available from the School of Education.

List of Courses

GSE 500   **Selected Topics in Curriculum**   **3-3-0**
This course has been designed to provide the student with the opportunity to examine recent developments in curriculum.

GSE 501   **Psychology of Teaching and Learning**   **3-3-0**
This course will examine ways to use the theories, principles and research methods of psychology to understand learning and to inform the teaching and curriculum processes. The implications of different theories of learning will be examined. Students will compare and contrast how the theories define knowledge and learning. Students are encouraged to explore in depth topics relevant to their practice.

GSE 502   **Educational Philosophies**   **3-3-0**
This course will examine the philosophical principles and theories that provide a foundation for education today. Through a critical review of philosophical perspectives, students will develop an understanding of the way in which these perspectives continue to shape current educational thinking and practice.

GSE 503   **Curriculum Explorations I**   **3-3-0**
This introductory course will examine curriculum as a socially constructed process. Students in the course will examine the principles and theories relating the various dimensions of the curriculum process: designing, planning, enacting and reflecting.

GSE 504   **Curriculum Explorations II**   **3-3-0**
This course is an extension of GSE 503, Curriculum Explorations I. Students will focus on using the knowledge acquired in GSE 503 and new knowledge constructed in GSE 504 to generate a curriculum design and the resources necessary to enact that design.
Prerequisite: GSE 503

GSE 505   **Evaluation and Assessment**   **3-3-0**
This course will focus on the role of evaluation and assessment of the learning process and will include an examination of their underlying principles. The practical implications of the school context on the learning process will be explored.

GSE 506   **Globalization and Global Education**   **3-3-0**
This course provides an overview and introduction to areas of research that inform the practice of global citizenship education. These include inter-disciplinary studies in globalization and education, transnational studies, postcolonial theory, citizenship education, social justice education, migration studies, and sociological and pedagogical approaches to education for social diversity. Students will engage current debates and implications of these for practice.

GSE 507   **Origins of Modern Schooling**   **3-3-0**
This course examines the trends and themes in educational history that have influenced and shaped contemporary school systems. The course will explore how schooling and concepts of education have changed over time, and will critically analyze the successes and failures of educational developments. Students will engage in historical thinking and research in order to understand how the educational past continues to impact education today.

GSE 508   **History of Education Policy**   **3-3-0**
This course explores the historical processes that have created current Canadian school systems, with a particular emphasis on Quebec. Through an analysis of public policy case studies, the course will assess the unfolding educational policy environment and how policymaking ideas and debates have impacted the current education landscape.

GSE 510   **Academic Reading and Writing**   **3-3-0**
This course has been designed to facilitate students' ability to (1) read, synthesize and analyze academic articles, books and other primary source texts and (2) express their knowledge and ideas in a scholarly fashion using the conventions defined by academic journals. Different types of research articles will be examined and strategies for reading each type explored.

GSE 511   **Educational Statistics**   **3-3-0**
This course is an introduction to statistical analysis methods. Topics to be covered include means, standard deviations, variances, sampling distributions, hypothesis testing z-tests, t-tests, correlation/regression and, if time permits, Chi-squared tests. This course emphasizes a conceptual understanding of statistics and their application in educational research rather than mechanical calculation.

GSE 516   Educational Research for Practice   3-3-0

This course leads participants to consider the relationship between approaches to educational research, knowledge, and practice. Participants explore, in-depth, the epistemological positions and basic principles of action research and the importance of critical reflective practice for transformative education. Individual class projects are carried out, such that students in the M.Ed. Program will adopt an inquiry stance towards their practice, while students in the M.A. Program will deepen their understanding of the foundations of Educational Research.

GSE 518   Seminar in Research Methods   3-3-0

This compulsory course in research in education for M.A. students is designed to help participants to evaluate and conduct research in education. The course includes topics such as the selection of a research topic and generation of research question(s); collection, analysis and interpretation of qualitative and quantitative date; presentation and evaluation of research; and a range of research designs.

Prerequisite: GSE 516

GSE 520   Selected Topics in Special and Inclusive Education   3-3-0

This course has been designed to provide the student with the opportunity to examine recent developments in special education.

GSE 521   The Exceptional Learner   3-3-0

This course in special education will examine the characteristics of learners with diverse special needs, including the psychological, medical and sociological aspects of the various exceptionalities and the various ways in which they are educated. The content of this course will be of relevance to administrators and regular classroom teachers as well as to special General educators. Participants in this course will critically examine the many approaches to facilitating learning for individuals with learning disabilities and other exceptionalities.

GSE 522   Special Topics in the Psychology of Learning   3-3-0

This course provides students an opportunity to further explore topics related to the psychology of learning.

Prerequisite or Co-requisite: GSE 501

GSE 523   Educational Neuroscience: Mind, Brain, and Teaching   3-3-0

This course will provide students with an introduction to educational neuroscience framed from an interdisciplinary perspective. This course will review recent research from neuroscience, psychology, and education and will provide a balanced perspective about the potential and limits of linking these disciplines. Students will acquire the skills and concepts needed to interpret basic neuroscience research in the context of a meaningful interdisciplinary question. The course will also investigate the different histories, philosophies, and epistemological lenses through which common problems in neuroscience, psychology, and education are approached. Topics such as bilingualism, reading and language, numeracy and arithmetic, cognitive control, emotion, and creativity will be addressed.

GSE 524   Behavioral Disorders   3-3-0

This course will examine multiple types of emotional problems and behavioral disorders challenging students in today's classrooms. Theories and principles explaining these difficulties as well as how to analyze patterns and see how problems develop will be explored. Students will critically explore methods for dealing with problem behaviors in the classroom.

GSE 530   Selected Topics in Media Literacy   3-3-0

This course has been designed to provide the student with the opportunity to examine recent developments in media literacy. It will foster an expanded understanding of media and media technology, including the impact on our society and the shaping of individual and collective values and beliefs.

GSE 534   Selected Topics in Educational Theory   3-3-0

This course is designed to provide the student with opportunities to explore various theories of education. Specific topics will be chosen for each course by the professor.

GSE 535   Policy Analysis for Educators   3-3-0

This course will offer educators the opportunity to analyze public policy and the various settings typically associated with education policy making. Readings will introduce students to education policy debates, including the theoretical and ethical, as well as the political and economic, challenges facing policy makers and those impacted by education policy. Students will be guided through critical analyses of education policy, with a particular emphasis on the policies and related laws guiding the Quebec school system. Students will be given opportunities to consider the ways in which practitioners engage with policy, and how they can play a role in the making and reform of that policy.

GSE 540   Sociological Perspectives in Schooling   3-3-0

This course examines the role of schooling in society based in a comprehensive review of research in the sociology of education. Student will develop a comparative framework to analyze the competing agendas underpinning educational policy, curriculum development and a range of pedagogical practice in order to identify the forces associated with the changing landscape of public education in the 21st century (with particular forces in the forces of globalization and the neoliberal restructuring of the public sector).

GSE 541   Colonialism, Education, and Decolonization   3-3-0

In this course, students will develop a comprehensive understanding of the ongoing history of settler colonialism in Canada and of imperialism and colonialism in the global context. This grounds an examination of the role of education in colonization and in the project of decolonization in a range of national contexts. This course responds directly to the calls for action issued in the 2015 final report of Canada's historic Truth and Reconciliation Commission on Indian Residential Schools and new curriculum on the history of IRS and treaty education subsequently introduced in every Canadian province.

GSE 550   Selected Topics in Educational Technology   3-3-0

This course has been designed to provide the student with the opportunity to examine recent developments in educational technology.

GSE 552   Technology in Education   3-3-0

This course will focus on the potential which technology offers for the enrichment of learning and teaching. Drawing on current research students will examine issues of appropriate effective integration of technology in the curriculum such as the need for value-added approaches. The course will focus on modern technologies including applications of e-learning.

GSE 553   Technology and the Role of the Educator   3-3-0

This course examines the role of the educator in an increasingly technological world. Modern advances in technology have seen a concomitant change in the role of the teacher from one who passes on knowledge to one who mentors students in developing their knowledge. Students become active in their educational activities. This course will examine theoretical perspectives on the role of the educator in a technologically-defined world and the implications for current and future practices. The students in this course will also learn how to create student-centered applications of technology in the classroom, allowing students to make their own products and their own content.

GSE 559   Research in Educational Technology   3-3-0

This course has been designed to provide students with the opportunity to search and locate the literature relevant to their selected topics of interest. Students will acquire skills in conducting both electronic and hand searches. They will critically analyze the literature base related to one facet of educational technology and produce a scholarly, written review of that literature. This literature review will culminate in research questions, objectives, or hypotheses that align with the literature reviewed. This course is compulsory for students registered in the MA program with emphasis in educational technology and should be taken near the end of their program.

GSE 560   Selected Topics in Literacy   3-3-0

This course allows students to examine research related to current issues in literacy learning and teaching. Specific topics vary from year to year to take advantage of the special expertise of the faculty.

GSE 561   Language and Literacy Studies   3-3-0

Through this course, students examine current trends, issues, theory and research in teaching and learning in the English language arts classroom. Topics include media literacy, critical literacy, multiliteracies, multicultural curricula, and language learning and teaching across the curriculum.

GSE 564   Learning to Write and Writing to Learn   3-3-0

This course is designed for teachers who are interested in exploring many different approaches to learning to write in different genres. Participants should be prepared to engage in a great deal of writing as the philosophy of the course is one that is grounded in the notion that "we learn to write by writing".

GSE 570   Selected Topics in Educational Leadership and Administration   3-3-0

This course has been designed to provide the student with the opportunity to examine recent developments in educational leadership and issues related to educational administration.

GSE 571   Principles of Educational Leadership   3-3-0
This course, designed for teachers and administrators interested in becoming effective leaders, is an introduction to the study of educational leadership. Participants in this course will be introduced to the theory and research literature on issues of leadership in general and school leadership in particular. Students will explore topics such as school-based management, invitational leadership, flexible leadership, professional collaboration and individual initiative.

GSE 573   Creating and Leading Effective Schools   3-3-0
This course aims to inform practicing and aspiring school leaders about ways to mobilize a school staff toward greater effectiveness in reaching a joint mission. It examines current research and school improvement literature with a view to developing practical strategies for whole school assessment, evaluation and development.

GSE 574   Understanding Professional Development   3-3-0
This course will explore the many ways teachers develop as professionals, both individually and as members of educational organizations. Participants in the course will be involved in reading about and discussing topics such as the following: What knowledge is held by good teachers? What does teacher reflection contribute to development? What can be done by organizations to promote teacher learning and development? How are student learning and teacher learning related? What are the possibilities for designing professional development programs for teachers?

GSE 575   Educational Leadership Theories   3-3-0
This course is designed to provide students the opportunity to examine a set of educational leadership theories that have been or are currently used in school settings. Participants will be encouraged to critically examine the theories that are presented and explore the implication of using them in educational settings.

GSE 576   Teacher Leadership   3-3-0
Participants will explore the changing roles of teacher leaders and perspectives on teacher leadership. Participants will review relevant literature and will examine features of teacher leadership including teacher participation in institutional hierarchies and teacher involvement in shaping institutional cultures and acting as agents of transformation.

GSE 580   Selected Topics in Second Language Learning   3-3-0
This course has been designed to provide the student with the opportunity to examine recent developments in second language learning.

GSE 581   Introduction to Linguistics for Language Teaching   3-3-0
This course is a survey of linguistic theory as it relates to second language teaching. Students are exposed to major themes in linguistics as a basis for the study of second language teaching and learning.

GSE 582   Teaching ESL to Adults   3-3-0
This course provides students with an overview of theory related to the teaching of adults. It focuses on the application of this theory to the teaching of English as a second language to adults: the development of a needs analysis, selection and design of appropriate materials, and the involvement of adult learners in the learning process.

GSE 584   Teaching English Grammar   3-3-0
This course provides an overview of the theoretical background for the teaching of grammar. It includes a review of major grammatical patterns of English, as well as a focus on learner errors and the design of material appropriate to the teaching of grammatical concepts.

GSE 585   Methods in Second Language Teaching I   3-3-0
This first course in methodology introduces the student to classroom practices in teaching English as a second language. It includes a historical overview of approaches to second language teaching. The course focuses on the selection of teaching material and classroom techniques for second language teaching.

GSE 586   Methods in Second Language Teaching II   3-3-0
The second course in methodology extends the content covered in Methods I. Classroom practice and development of curriculum resources are the major topics covered in this course.
Prerequisite: GSE 585

GSE 587   Assessment and Evaluation in Second Language Teaching   3-3-0
This course includes an exploration of design strategies for effective assessment and evaluation procedures for second language teaching. It combines the theory of effective assessment with practical applications for the second language classroom.

GSE 588   The Second Language Learner   3-3-0
This course focuses on a learner-centered approach to second language teaching. It emphasizes the importance of individual learner backgrounds, special needs of learners, individual learning styles and strategies, and cultural considerations in the teaching of English as a Second Language.

GSE 589   Observation and Practice Teaching in Second Language Classrooms   6-3-0
This six-credit course involves the observation of experienced second language teachers in their classrooms, as well as peer observation of students in the course. Students will develop and teach lessons under supervision at both the primary and secondary levels. Students may observe and teach in adult classes.

GSE 590   The Creative Process in Education   3-3-0
Students will explore the creative process as it affects and is affected by the relationship between the teacher and the learner. Students will engage in creative projects and monitor their own creative process. Through readings, discussion, and experiences with different media, students will learn to articulate and evaluate learning within a creative process framework.

GSE 591   Studio Inquiry I   3-3-0
In this course students identify the content and the processes essential to their on-going studio performance. Students are expected to develop parallel inquiry into exhibitions, installations, performances, documentations, notation systems and related readings. Evaluation is based on workshop and seminar participation, studio performance and class presentations. This course may be continued as GSE 592.

GSE 592   Studio Inquiry II   3-3-0

GSE 593   Selected Topics in Art Education   3-3-0
This is a seminar course offering students the opportunity to study various aspects of art education. Specific topics vary from year to year to take advantage of the special expertise of the faculty.

GSE 594   Readings in Art Education   3-3-0
This is a seminar course in which students study selected texts to gain insight into formative notions and recurring issues in art education. Assignments include historical research questions arising out of an examination of personal experiences in the teaching and learning of art.

GSE 596   Art and Technology: an on-going dynamic   3-3-0
This course addresses the assumptions that underlie the discourse about art and technology. Technology has and continues to be used as a part of art, in the service of art, and as forms of art. Correspondingly each technological innovation in art raises a new set of practical, theoretical, and aesthetic questions that challenge theoretical underpinnings within art education. A review of some of the types of technology-based art, with examples of work by some prominent artists, establishes the range of difficulties that accompany the introduction of new technologies into art and the effects of these new visual languages on discourses in art and art education.

GSE 599   Transformative Praxis   3-3-0
The intent of this course is to cultivate Action Research based experiences with a specific focus on social justice grounded themes and collaborative interaction with relevant community. Students are expected to work in tandem with and under the supervision of faculty members who are actively engaged in such fieldwork. In addition to spending at least four weeks in the field, students can anticipate completing preparative and culminating academic activities. The result of which is meant to encourage students and community members to creatively expand their own borders of transformative possibilities through the art of praxis.

GSE 630   Independent Study in Education   3-0-0
Students in an existing graduate program may be granted permission to pursue an independent study project under the guidance of a faculty supervisor on a topic in Education significant to their program. Topics must be approved by the Graduate Program Committee of the School of Education.
Pre-requisite: Permission of the Graduate Program Committee

GSE 700   Thesis   21 credits
Under the supervision of the School of Education thesis supervisor, the M.A. student conducts a research study, which is followed by completion of an academic document that must meet the standards of scholarship established by the appropriate research community.
Prerequisite: Successful completion of GSE 705: Thesis Proposal

GSE 701F Monograph 6 credits

This 6-credit monograph, under the supervision of a mentor assigned by the School of Education, permits the student in the final stages of his/her program to use the knowledge acquired to inform the designing and composing of an original piece of scholarly writing. This document can take a variety of forms including a research report, a book, or a critical review of a body of literature. A successful graduate level monograph is an academic document that must meet the standards of scholarship established by the appropriate research community.

Prerequisite: Completion of all course requirements for the Master of Education degree with a concentration in Curriculum Studies or Educational Leadership, including GSE 706 – Exit Project Proposal.

GSE 702F Curriculum Studies Project 6 credits

This 6-credit independent project, under the supervision of a mentor assigned by the School of Education, permits the M.Ed. student in the final stages of his/her program to draw on various appropriate and significant experiences and insights to inform the designing of a novel unit of study and to facilitate the inquiry into its enactment. Each project will seek to inform practice through a significant research component.

Prerequisite: Completion of all course requirements for the Master of Education degree with a concentration in Curriculum Studies, including GSE 706 – Exit Project Proposal.

GSE 703F Educational Leadership Project 6 credits

This 6-credit independent project, under the supervision of a mentor assigned by the School of Education, permits the M.Ed. student in the final stages of his/her program to draw on various appropriate and significant experiences and insights and to apply this knowledge to a real-life problem in educational management or leadership. The student starts with an analysis of the problem and the design of a plan of action (to be approved by the mentor). However, it is expected that each project will seek to inform practice through a significant research component.

Prerequisite: Completion of all course requirements for the Master of Education degree with a concentration in Educational Leadership, including GSE 706 – Exit Project Proposal.

GSE 704F Art Exhibition and Supporting Documents 6 credits

The nature of the 6-credit art exhibition and supporting documents will be determined through consultation between the student and the supervisor.

Prerequisite: Completion of all course requirements for the Master of Education degree with a concentration in Art Education, including GSE 706 – Exit Project Proposal.

GSE 705 Thesis Proposal 3 credits

This 3-credit independent study, completed under the supervision of a thesis supervisor, leads to completion of a proposal, which is defended by the student prior to registration in the thesis. In addition to developing the proposal, the deepens understanding of research ethics and policies. Where pertinent to the proposed study, the student prepares ethics submissions.

Prerequisite: Completion of course requirements for the Master of Arts in Educational

GSE 706 Exit Project Proposal 3 -3-0

Under the supervision of a mentor, students will develop a proposal for the final Exit Project, either GSE 701, GSE 702, GSE 703, GSE 704, to be submitted to the Graduate Program Committee for approval. Stipulations regarding the proposal are provided in the Exit Project Booklet available to students.

GEA 522 The Principal 3-3-0

This course will examine the relationship of the school principal with various constituencies, including students, teachers, the larger educational community and parents. Expectations and skills related to the roles and responsibilities of the school principal will be explored.

GEA 523 School and Community Relations 3-3-0

This course is designed to facilitate the development of communication and leadership skills necessary for positive school and community interactions. Students will examine contemporary issues from both a theoretical and practical perspective and develop strategies which address a variety of complex situations.

GSL 582 Building Oral Competencies 3-3-0

This course provides students with an overview of theory related to the teaching of adults. It focuses on the application of this theory to the teaching of English as a second language to adults: the development of a needs analysis, selection and design of appropriate materials, and the involvement of adult learners in the learning process.

GSL 589F Individual Project in the Teaching of English 3-3-0

This course may be taken with the special permission of the School of Education. It provides an opportunity for a student to pursue an area of special interest in the field of second language teaching.

Programs leading to the Master of Education (M.Ed.) in Leadership, Societies, and Languages and the Master of Arts (M.A.) in Education: Leadership, Societies, and Languages

Graduate courses leading to the M.Ed. and M.A. degrees are normally offered during each of the four sessions: Fall, Winter, Spring, and Summer.

Course Offerings

In the M.Ed. and M.A. program, students pursue compulsory courses common to all students, in addition to some specific ones, depending on which program the student has opted for. Students who have completed graduate courses in Education at Bishop's University may be considered for advanced standing. The Admissions Committee of the School of Education may consider the transfer of a maximum of nine credits from the Principal's Professional Certificate Program, or the Certificate in Teaching English as a Second Language (TESL). Such transfer credits will only be considered for courses in which the grade received is at least 75%. Practicum courses are not eligible for such transfers. A maximum of nine credits from another institution may be applied to the M.Ed. and M.A. program. For more details on the Master's of Arts program, please refer to the M.A. Handbook.

Master of Arts in Education: Leadership, Societies and Languages (45 credits - with thesis) M.A. + CONLSL

Research Module

9 compulsory credits

GSE 510 Academic Reading and Writing

GSE 516 Educational Research for Practice

GSE 518 Seminar in Research Methods

Foundations courses

6 compulsory credits, 3 credits each from 2 of the 3 following themes

• Society, Culture, and Politics

GSE 502 Educational Philosophies

• Language, Literacy, and Learning

GSE 501 Psychology of Teaching and Learning

• Educational Practice and Leadership

GSE 503 Curriculum Explorations I

Electives Courses

6 credits to be taken from any of the following themes

• Society, Culture, and Politics

• Language, Literacy, and Learning

• Educational Practice and Leadership

More detailed information about specific course choices for each theme is available from the School of Education

Thesis documents

24 credits

GSE 705: Thesis Proposal (3 credits)

GSE 700: Thesis (21 credits)

Master of Education in Leadership, Societies and Languages (45 credits - without thesis)   MEd+ CONLSL

Research Module

6 compulsory credits

GSE 510: Academic Reading and Writing

GSE 516: Educational Research for Practice

Foundations courses

9 compulsory credits, 3 credits from each of the 3 following themes:

• Society, Culture, and Politics

GSE 502: Educational Philosophies

GSE 506: Globalization and Global Education

GSE 540: Sociological Perspectives in Schooling

• Language, Literacy, and Learning

GSE 501: Psychology of Teaching and Learning

GSE 523: Educational Neuroscience: Mind, Brain, and Teaching

• Educational Practice and Leadership

GSE 503: Curriculum Explorations I

GSE 574: Understanding Professional Development

GSE 575: Educational Leadership Theories

Elective Courses

30 credits to be taken from any of the following themes

• Society, Culture, and Politics

• Language, Literacy, and Learning

• Educational Practice and Leadership

More detailed information about specific course choices for each theme is available from the School of Education.

List of Courses

GSE 500   Selected Topics in Curriculum   3-3-0
This course has been designed to provide the student with the opportunity to examine recent developments in curriculum.

GSE 501   Psychology of Teaching and Learning   3-3-0
This course will examine ways to use the theories, principles and research methods of psychology to understand learning and to inform the teaching and curriculum processes. The implications of different theories of learning will be examined. Students will compare and contrast how the theories define knowledge and learning. Students are encouraged to explore in depth topics relevant to their practice.

GSE 502   Educational Philosophies   3-3-0
This course will examine the philosophical principles and theories that provide a foundation for education today. Through a critical review of philosophical perspectives, students will develop an understanding of the way in which these perspectives continue to shape current educational thinking and practice.

GSE 503   Curriculum Explorations I   3-3-0
This introductory course will examine curriculum as a socially constructed process. Students in the course will examine the principles and theories relating the various dimensions of the curriculum process: designing, planning, enacting and reflecting.

GSE 504   Curriculum Explorations II   3-3-0
This course is an extension of GSE 503, Curriculum Explorations I. Students will focus on using the knowledge acquired in GSE 503 and new knowledge constructed in GSE 504 to generate a curriculum design and the resources necessary to enact that design.
Prerequisite: GSE 503

GSE 505   Evaluation and Assessment   3-3-0
This course will focus on the role of evaluation and assessment of the learning process and will include an examination of their underlying principles. The practical implications of the school context on the learning process will be explored.

GSE 506   Globalization and Global Education   3-3-0
This course provides an overview and introduction to areas of research that inform the practice of global citizenship education. These include inter-disciplinary studies in globalization and education, transnational studies, postcolonial theory, citizenship education, social justice education, migration studies, and sociological and pedagogical approaches to education for social diversity. Students will engage current debates and implications of these for practice.

GSE 507   Origins of Modern Schooling   3-3-0
This course examines the trends and themes in educational history that have influenced and shaped contemporary school systems. The course will explore how schooling and concepts of education have changed over time, and will critically analyze the successes and failures of educational developments. Students will engage in historical thinking and research in order to understand how the educational past continues to impact education today.

GSE 508   History of Education Policy   3-3-0
This course explores the historical processes that have created current Canadian school systems, with a particular emphasis on Quebec. Through an analysis of public policy case studies, the course will assess the unfolding educational policy environment and how policymaking ideas and debates have impacted the current education landscape.

GSE 510   Academic Reading and Writing   3-3-0
This course has been designed to facilitate students' ability to (1) read, synthesize and analyze academic articles, books and other primary source texts and (2) express their knowledge and ideas in a scholarly fashion using the conventions defined by academic journals. Different types of research articles will be examined and strategies for reading each type explored.

GSE 511   Educational Statistics   3-3-0
This course is an introduction to statistical analysis methods. Topics to be covered include means, standard deviations, variances, sampling distributions, hypothesis testing z-tests, t-tests, correlation/regression and, if time permits, Chi-squared tests. This course emphasizes a conceptual understanding of statistics and their application in educational research rather than mechanical calculation.

GSE 516   Educational Research for Practice   3-3-0
This course leads participants to consider the relationship between approaches to educational research, knowledge, and practice. Participants explore, in-depth, the epistemological positions and basic principles of action research and the