

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.