



Lakehead University Faculty of Education

REQUEST REPORT

Request Tracking Number: 2013-EDU-2938
Request Title: Master of Education for Change

Request Effective Date: Fall 2014
Request Status: In Workflow
Request can't be split

Request Contents

| Type | Title |
|---------------|--------------------------------|
| 1. New Degree | Master of Education for Change |
| 2. New Degree | Master of Education for Change |
| 3. New Degree | Master of Education for Change |

Request History

| Workflow Step | Workflow Action | User | Change Made | Comments | Date |
|---------------------------------------|-----------------|--------------|-------------|-----------------------|------------|
| Initiator | Approved | Diana Mason | No | Submitted to workflow | 11/29/2013 |
| Dean and Faculty Council Review Stage | Approved | John O'Meara | No | Approved | 12/02/2013 |

Supporting Documents

| File Name | Uploaded By | Upload Date | Size |
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Supporting Documents Audit Trail

| File Name | User | Date | Action |
|-----------|------|------|--------|
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Notes

| Date | User | Note |
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|----|------------|--|
| 1. | New Degree | MED.CHAN.CO - Master of Education for Change |
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Degree Details

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| <p>MED.CHAN.CO - Master of Education for Change Start Term: Fall 2014 End Term: No Specified End Date</p> |
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| <u>Required Information</u> |
| <p>Institution Unit Faculty of Education</p> |
| <p>Degree Type MED</p> |
| Major |
| Minor |
| Specialization |
| <p>Rationale</p> <p>Context The current Academic Plan articulates the commitment of Lakehead University to educate students who will “contribute to issues of social justice and environmental sustainability, locally, nationally, and globally.” The University is also committed to offering “quality programs” for Aboriginal students and to “ensure access, and provide the necessary academic support services to successfully recruit and retain Aboriginal students.” As well, the University has committed to fostering of “conditions whereby all people can flourish and continue to actively combat all forms of oppression and discrimination.” It is within the spirit of the Academic Plan that we propose to offer Education for Change as a new field of study, and three specializations within the field, of the MEd program. Why “Education for Change”? The proposed field of study, called Education for Change, would complement the existing field by capitalizing on specific strengths that we, as a faculty, demonstrate in our teaching and research, as well as on the scholarly interests of many of our MEd students. In the Faculty of Education at Lakehead, we are clearly on the side of social transformation, which is achieved when all members of society flourish and can participate in their worlds as empowered social agents. Creating the educational conditions whereby social change becomes real requires development, implementation, and evaluative research on educational efforts that foster social change as well as investigation of social forces both in and out of schools that perpetuate or increase injustice and oppression. Education for Change is an umbrella term for a wide variety of critical perspectives and issues, such as feminist pedagogy, queer pedagogy, anti-racist education, Indigenous education, peace education, environmental education, and social justice education. These different social movement educations each have their own histories and emphases, but all recognize the complexity of social transformation and thus demand intersectional analyses. Organization of the Education for Change field of study The strengths and interests of students and faculty are organized as three areas of specialization within the Education for Change field: Environmental and Sustainability Education (ESE), Indigenous Education (IE), and Social Justice Education (SJE). Students must choose one specialization, but also have the option of choosing more than one specialization if interested.</p> |
| <p>Requirements</p> <p>To complete the MEd degree, graduate students must successfully complete the equivalent of five full graduate courses. Graduate students must maintain minimum satisfactory academic standing as noted in the Faculty of Graduate Studies Master’s Regulations.</p> |

(a) Compulsory courses:

Education 5010 - Researching in Education

or

Education 5011 - Researching in Education for Change

and one of:

Education 5110 - Quantitative Research in Education

Education 5111 - Qualitative Research in Education

Education 5113 - Educational Research in Professional Contexts

Education 5117 - Indigenous Research Approaches

Education 5119 - Arts Integrated Research Approaches

(b) One Specialization Foundation Course from Specializations below

(c) Specialization Electives 2.0 FCE (four half-courses). Students must take four half-courses from the specialization electives list. (Note: not all courses will be offered each year and Special Topics elective courses in the specialization may be offered and will be advertised as such.)

(d) Additional Elective 1.5 FCE (three half-courses). Choice is open and can include other electives or research methods courses. Given intersectionality, the specialization foundation courses (Education 5016, 5017, 5018) might be of particular interest.

1. Specialization in Environmental and Sustainability Education (ESE)

(a) Required Specialization Foundation Course:

Education 5016 Foundations of Environmental and Sustainability Education

(b) ESE Specialization Electives (four half-courses from):

5634 - Outdoor Education

5636 - Place-Based Education

5650 - Environmental Philosophies in Education

5656 - STSE (Science, Technology, Society & Environment) Education

5676 - Holistic and Contemplative Education

5696 - Wild Pedagogies

5750 - Education for Change Field Experience

2. Specialization in Indigenous Education (IE)

(a) Required Specialization Foundation Course:

Education 5017 - Foundations of Indigenous Education

(b) IE Specialization Electives (four-half-courses from):

Education 5537 - Indigenous Cultural Production

Education 5557 - Indigenous Language Revitalization

Education 5617 - Critical Indigenous Pedagogies

Education 5637 - Indigenous Peoples and Decolonization

Education 5677 - Cultivating Indigenous Well-Being

Education 5615 - Pedagogies of Race and Identity

Education 5616 - Cultural Studies in Education

Education 5117 - Indigenous Research Approaches

Education 5750 - Education for Change Field Experience

3. Specialization in Social Justice Education (SJE)

(a) Required Specialization Foundation Course:

Education 5018 - Foundations of Social Justice Education

(b) SJE Specialization Electives (four half-courses from):

Education 5234 - Policy and Change

Education 5316 - Issues in Special Education

Education 5411 - History of Education

Education 5412 - Philosophy of Education

Education 5417 - Sociology of Education

Education 5419 - Comparative and International Education

Education 5616 - Cultural Studies in Education

Education 5617 - Critical Indigenous Pedagogies

Education 5615 - Pedagogies of Race and Identity

Education 5618 - Gender and Education

Education 5638 - Children's Rights in Education

Education 5658 - Media and Digital Literacies

Education 5678 - Health Promotion

Education 5750 - Education for Change Field Experience

Note: Students may take a second specialization. They are required to take that specialization's Foundations course as well as 1.0 FCE (two half-courses) from the specialization electives list. However, a course, even one listed as an elective in more than one specialization, can only be counted for credit once, towards one specialization.

Budgetary Considerations

Student Enrolment

No

Student Enrolment Other Units

No

Additional Resources

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|---------------------------------------|
| No |
| Teaching Loads No |
| TeachingSupport Services No |
| Outside Support No |

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|----|------------|--|
| 2. | New Degree | MED.CHAN.PO - Master of Education for Change |
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Degree Details

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| <p>MED.CHAN.PO - Master of Education for Change Start Term: Fall 2014 End Term: No Specified End Date</p> |
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| <u>Required Information</u> |
| <p>Institution Unit Faculty of Education</p> |
| <p>Degree Type MED</p> |
| Major |
| Minor |
| Specialization |
| <p>Rationale</p> <p>Context The current Academic Plan articulates the commitment of Lakehead University to educate students who will “contribute to issues of social justice and environmental sustainability, locally, nationally, and globally.” The University is also committed to offering “quality programs” for Aboriginal students and to “ensure access, and provide the necessary academic support services to successfully recruit and retain Aboriginal students.” As well, the University has committed to fostering of “conditions whereby all people can flourish and continue to actively combat all forms of oppression and discrimination.” It is within the spirit of the Academic Plan that we propose to offer Education for Change as a new field of study, and three specializations within the field, of the MEd program. Why “Education for Change”? The proposed field of study, called Education for Change, would complement the existing field by capitalizing on specific strengths that we, as a faculty, demonstrate in our teaching and research, as well as on the scholarly interests of many of our MEd students. In the Faculty of Education at Lakehead, we are clearly on the side of social transformation, which is achieved when all members of society flourish and can participate in their worlds as empowered social agents. Creating the educational conditions whereby social change becomes real requires development, implementation, and evaluative research on educational efforts that foster social change as well as investigation of social forces both in and out of schools that perpetuate or increase injustice and oppression. Education for Change is an umbrella term for a wide variety of critical perspectives and issues, such as feminist pedagogy, queer pedagogy, anti-racist education, Indigenous education, peace education, environmental education, and social justice education. These different social movement educations each have their own histories and emphases, but all recognize the complexity of social transformation and thus demand intersectional analyses. Organization of the Education for Change field of study The strengths and interests of students and faculty are organized as three areas of specialization within the Education for Change field: Environmental and Sustainability Education (ESE), Indigenous Education (IE), and Social Justice Education (SJE). Students must choose one specialization, but also have the option of choosing more than one specialization if interested.</p> |
| <p>Requirements</p> <p>To complete the MEd degree, graduate students must successfully complete the equivalent of five full graduate courses including the portfolio. Graduate students must maintain minimum satisfactory academic standing as noted in the Faculty of Graduate Studies Master’s Regulations. Each student must plan a program in consultation with a faculty supervisor.</p> |

(a) Compulsory courses:

Education 5010 - Researching in Education

or

Education 5011 - Researching in Education for Change

and one of:

Education 5110 - Quantitative Research in Education

Education 5111 - Qualitative Research in Education

Education 5113 – Educational Research in Professional Contexts

Education 5117 - Indigenous Research Approaches

Education 5119 - Arts Integrated Research Approaches

(b) One Foundations Course from Specializations below

(c) Specialization Electives 1.0 FCE (two half-courses). Students must take two half-courses from the specialization electives list. (Note: not all courses will be offered each year and Special Topics elective courses in the specialization may be offered and will be advertised as such.)

(d) Additional Elective 1.5 FCE (three half-courses). Choice is open and can include other electives or research methods courses. Given intersectionality, the specialization foundation courses (Education 5016, 5017, 5018) might be of particular interest.

(e) Education 5909 (9909) – Master’s Portfolio (1.0 FCE). Must have a focus on the specialization(s) and must be supervised by a Core Faculty member.

1. Specialization in Environmental and Sustainability Education (ESE)

(a) Required Specialization Foundation Course:

Education 5016 Foundations of Environmental and Sustainability Education

(b) ESE Specialization Electives (two half-courses from):

5634 - Outdoor Education

5636 - Place-Based Education

5650 - Environmental Philosophies in Education

5656 - STSE (Science, Technology, Society & Environment) Education

5676 - Holistic and Contemplative Education

5696 - Wild Pedagogies

5750 - Education for Change Field Experience

5570 - Directed Study (focused on portfolio topic related to specialization(s) and taken with portfolio Supervisor)

2. Specialization in Indigenous Education (IE)

(a) Required Specialization Foundation Course:

Education 5017 - Foundations of Indigenous Education

(b) IE Specialization Electives (two half-courses from):

Education 5117 - Indigenous Research Approaches

Education 5537 - Indigenous Cultural Production

Education 5557 - Indigenous Language Revitalization

Education 5615 - Pedagogies of Race and Identity

Education 5616 - Cultural Studies in Education

Education 5617 - Critical Indigenous Pedagogies

Education 5637 - Indigenous Peoples and Decolonization

Education 5677 - Cultivating Indigenous Well-Being

Education 5750 - Education for Change Field Experience

Education 5570 - Directed Study (focused on thesis topic related to specialization(s) and taken with thesis Supervisor)

3. Specialization in Social Justice Education (SJE)

(a) Required Specialization Foundation Course:

Education 5018 - Foundations of Social Justice Education

(b) SJE Specialization Electives (two half-courses from):

Education 5234 - Policy and Change

Education 5316 - Issues in Special Education

Education 5411 - History of Education

Education 5412 - Philosophy of Education

Education 5417 - Sociology of Education

Education 5419 - Comparative and International Education

Education 5615 - Pedagogies of Race and Identity

Education 5616 - Cultural Studies in Education

Education 5617 - Critical Indigenous Pedagogies

Education 5618 - Gender and Education

Education 5638 - Children's Rights in Education

Education 5658 - Media and Digital Literacies

Education 5678 - Health Promotion

Education 5750 - Education for Change Field Experience

Education 5570 -Directed Study (focused on portfolio topic related to specialization(s) and taken with portfolio

Supervisor)

Note: Students may take a second specialization. They are required to take that specialization's Foundations course as well as 1.0 FCE (two half-courses) from the specialization electives list. However, a course, even one listed as an elective in more than one specialization, can only be counted for credit once, towards one specialization. The portfolio must have a clear focus on both specializations and must be supervised by a Core Faculty member of one of the specializations with a committee member from the other specialization.

Budgetary Considerations

Student Enrolment

No

Student Enrolment Other Units

No

Additional Resources

No

Teaching Loads

No

TeachingSupport Services

No

Outside Support

No

| | | |
|----|------------|--|
| 3. | New Degree | MED.CHAN.TH - Master of Education for Change |
|----|------------|--|

Degree Details

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|---|
| <p>MED.CHAN.TH - Master of Education for Change Start Term: Fall 2014 End Term: No Specified End Date</p> |
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| <u>Required Information</u> |
| <p>Institution Unit Faculty of Education</p> |
| <p>Degree Type MED</p> |
| Major |
| Minor |
| Specialization |
| <p>Rationale</p> <p>Context The current Academic Plan articulates the commitment of Lakehead University to educate students who will “contribute to issues of social justice and environmental sustainability, locally, nationally, and globally.” The University is also committed to offering “quality programs” for Aboriginal students and to “ensure access, and provide the necessary academic support services to successfully recruit and retain Aboriginal students.” As well, the University has committed to fostering of “conditions whereby all people can flourish and continue to actively combat all forms of oppression and discrimination.” It is within the spirit of the Academic Plan that we propose to offer Education for Change as a new field of study, and three specializations within the field, of the MEd program. Why “Education for Change”? The proposed field of study, called Education for Change, would complement the existing field by capitalizing on specific strengths that we, as a faculty, demonstrate in our teaching and research, as well as on the scholarly interests of many of our MEd students. In the Faculty of Education at Lakehead, we are clearly on the side of social transformation, which is achieved when all members of society flourish and can participate in their worlds as empowered social agents. Creating the educational conditions whereby social change becomes real requires development, implementation, and evaluative research on educational efforts that foster social change as well as investigation of social forces both in and out of schools that perpetuate or increase injustice and oppression. Education for Change is an umbrella term for a wide variety of critical perspectives and issues, such as feminist pedagogy, queer pedagogy, anti-racist education, Indigenous education, peace education, environmental education, and social justice education. These different social movement educations each have their own histories and emphases, but all recognize the complexity of social transformation and thus demand intersectional analyses. Organization of the Education for Change field of study The strengths and interests of students and faculty are organized as three areas of specialization within the Education for Change field: Environmental and Sustainability Education (ESE), Indigenous Education (IE), and Social Justice Education (SJE). Students must choose one specialization, but also have the option of choosing more than one specialization if interested.</p> |
| <p>Requirements</p> <p>To complete the MEd degree, graduate students must successfully complete the equivalent of five full graduate courses including the thesis. Graduate students must maintain minimum satisfactory academic standing as noted in the Faculty of Graduate Studies Master’s Regulations. Each student must plan a program in consultation with a faculty supervisor.</p> |

(a) Compulsory courses:

Education 5010 - Researching in Education

or

Education 5011 - Researching in Education for Change

and one of:

Education 5110 - Quantitative Research in Education

Education 5111 - Qualitative Research in Education

Education 5117 - Indigenous Research Approaches

Education 5119 - Arts Integrated Research Approaches

(b) One Foundations Course from Specializations below

(c) Specialization Electives 1.0 FCE (two half-courses). Students must take two half-courses from the specialization electives list. (Note: not all courses will be offered each year and Special Topics elective courses in the specialization may be offered and will be advertised as such.)

(d) Additional Elective (0.5 FCE). Choice is open and can include other electives or research methods courses. Given intersectionality, the specialization foundation courses (Education 5016, 5017, 5018) might be

of particular interest.

(e) Education 5901 (9901) – Master’s Thesis (2.0 FCE). Must have a focus on the specialization(s) and must be supervised by a Core Faculty member.

1. Specialization in Environmental and Sustainability Education (ESE)

(a) Required Specialization Foundation Course:

Education 5016 Foundations of Environmental and Sustainability Education

(b) ESE Specialization Electives (two half-courses from):

5634 - Outdoor Education

5636 - Place-Based Education

5650 - Environmental Philosophies in Education

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(a) Required Specialization Foundation Course:

Education 5017 - Foundations of Indigenous Education

(b) IE Specialization Electives (two half-courses from):

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Education 5616 - Cultural Studies in Education

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Education 5677 - Cultivating Indigenous Well-Being

Education 5750 - Education for Change Field Experience

Education 5570 - Directed Study (focused on thesis topic related to specialization and taken with thesis Supervisor)

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(a) Required Specialization Foundation Course:

Education 5018 - Foundations of Social Justice Education

(b) SJE Specialization Electives (two half-courses from):

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Education 5316 - Issues in Special Education

Education 5411 - History of Education

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Education 5618 - Gender and Education

Education 5638 - Children's Rights in Education

Education 5658 - Media and Digital Literacies

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Education 5750 - Education for Change Field Experience

Education 5570 -Directed Study (focused on thesis topic related to specialization(s) and taken with thesis Supervisor)

Note: Students may take a second specialization.They are required to take that specialization's Foundations

course, and the thesis must have a clear focus on both specializations and must be supervised by a Core Faculty member of one of the specializations with a committee member from the other specialization. An elective course, even one listed as an elective in more than one specialization, can only be counted for credit once, towards one specialization

Budgetary Considerations

Student Enrolment

No

Student Enrolment Other Units

No

Additional Resources

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Teaching Loads

No

TeachingSupport Services

No

Outside Support

No