

**Major Modification:
Proposal for the Addition of a New Field to the Masters of Education (MEd)
Program**

(Review and approval under the IQAP: Expedited Approvals)

Unit: Faculty of Education, Lakehead University

Proposed Modification: To add a second field, the first of which is Educational Studies, to the Master’s of Education program. The field of study would be called Education for Change. Within this field of study, there would be three areas of specialization: Environmental and Sustainability Education (ESE), Indigenous Education (IE), and Social Justice Education (SJE). See Figure One below.

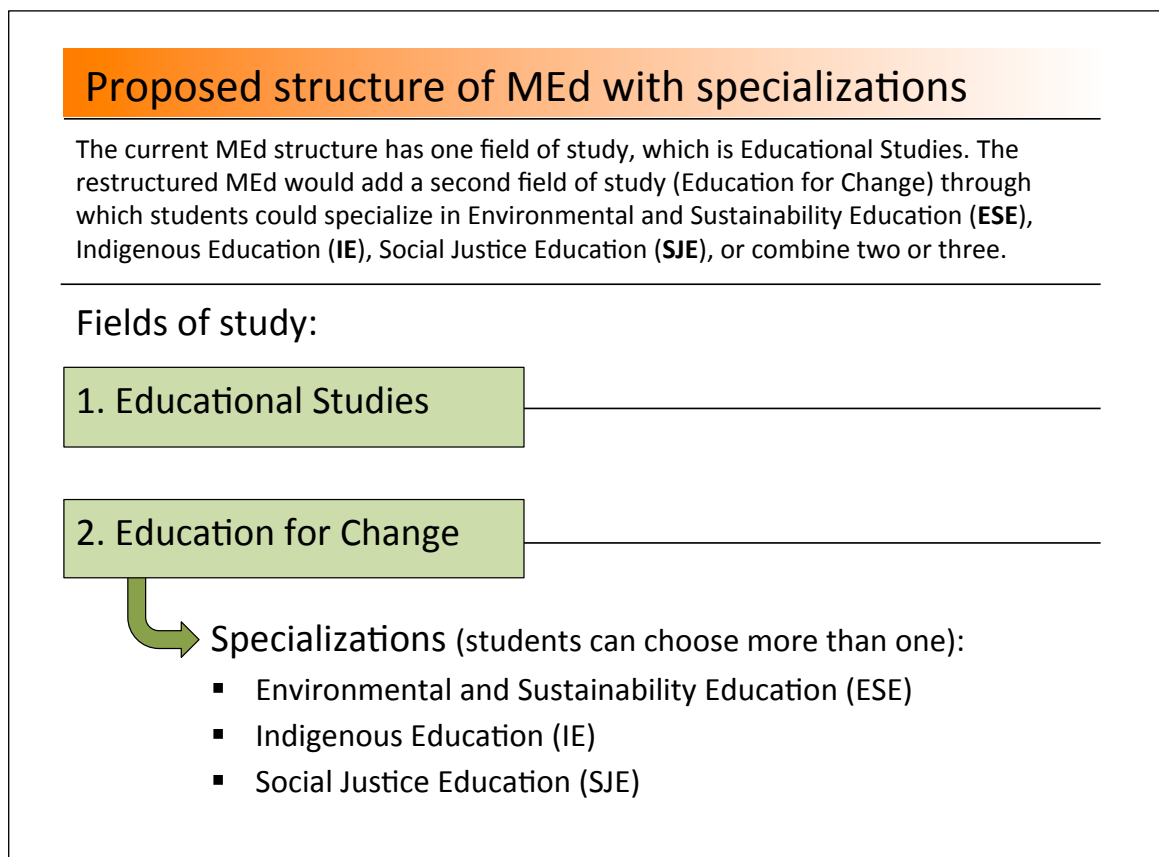


Figure One: Proposed MEd Program Structure

1.0 Introduction and Rationale

Context

The Faculty of Education at Lakehead University is home to a significant number of faculty members interested in one or more of the three areas of specialization within the new field of study in a re-structured MEd program. The existing field is Educational Studies, which includes a broad array of research fields including the three identified in this proposal as specializations. Under the proposed restructuring,

content areas such as science education, language and literacy, mathematics education, educational leadership, and environmental psychology (to name a few) would remain within the domain of Educational Studies, unless student interest also includes an environmental, Indigenous, and/or social justice education focus (for example, Indigenous science education).

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). Figure Two, below, illustrates the three specializations, including the overlap between and among them. Recognizing overlap is a crucial consideration because many topics of scholarly interest of students and faculty alike cannot easily be captured through one of the specialization areas alone.

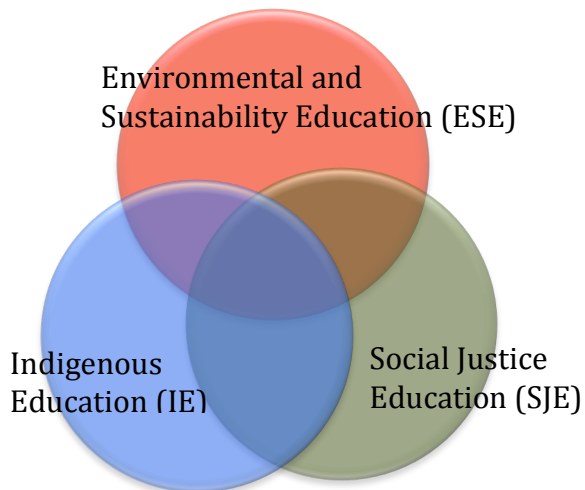


Figure Two:

Specializations within the proposed *Education for Change* field of study.

In the Education for Change option, students must choose one specialization, but also have the option of choosing more than one specialization if interested. Having the option to choose more than one mirrors the actual scholarly interests of many current students. As just four examples, one student is currently studying the environmental perspectives of Indigenous peoples participating in mining development as part of the process of self-determination (all 3 specializations, ESE, IE, SJE), another recently completed a thesis that examined the decolonization of environmental educators (EE, IE), another investigated Indigenous language revitalization as a force of social change (IE, SJE), and a number of others have taken inspiration from ideas related to both social and environmental justice (ESE, SJE). The nature of topics such as these cannot be captured through only one specialization, which is why we are offering the option to specialize in more than one. (At Lakehead University, the number of characters on transcripts and parchments is limited to 30, so the name of the degree (Master's of Education) and the chosen field of study (Educational Studies or Education for Change) would be included.)

Routes to completion of the MEd

Specialization options are offered through any of the three routes to completion of the program (i.e., course, portfolio, or thesis). Figure Three, below, provides a snapshot of the full course equivalent (FCE) allocations of all three routes. See "5.0 Program content" for further details on course offerings in each of the specialization areas.

Thesis Route: 3.0 FCEs (coursework) + 2.0 (Thesis)			
<i>Courses:</i>		<i>Thesis</i>	Route total
Required courses	1.5 FCE	+ 2.0	= 5.0
+ Specialization electives	1.0 FCE		
+ Additional electives	0.5 FCE		
= Total coursework:	3.0		

Portfolio Route: 4.0 FCEs (coursework) + 1.0 (Portfolio)			
<i>Courses:</i>		<i>Portfolio</i>	Route total
Required courses	1.5 FCE	+ 1.0	= 5.0
+ Specialization electives	1.0 FCE		
+ Additional electives	1.5 FCE		
= Total coursework:	4.0		

Course Route: 5.0 FCEs			
<i>Courses:</i>		Route total	
Required courses	1.5 FCE	= 5.0	
+ Specialization electives	2.0 FCE		
+ Additional electives	1.5 FCE		
= Total coursework:	5.0		

Figure Three: Snapshot of routes to completion of the MEd program and full course equivalent allocations.

Faculty capacity to support the Education for Change field of study

The proposed specializations reorganize teaching and scholarship that already takes place within the MEd program. The Faculty of Education has offered graduate courses in the Education for Change field of study for many years and built capacity in all three specializations such that these are now seen as areas of strength. Our aim is to capitalize on these strengths and market the program to maintain enrolment by continuing to draw students who are interested in the broad area of Education for Change. In these times of fierce competition for graduate students among universities, we see the proposed field of study and specializations as a key marketing strategy to remain competitive by both stabilizing our enrolment and by stimulating growth.

Several key resources support this initiative. We have a Canada Research Chair in Environmental Education, a Canada Research Chair in Indigenous Knowledge and Research, and a Canada Research Chair in Arts Integrated Studies who has a strong social justice focus. These CRCs provide a key component in the marketing and delivery of the restructured MEd program because all three focus on Education for Change in distinct yet overlapping ways.

We are the home base of the newly approved Centre for Place and Sustainability Studies, which supports work related to all three specializations. We also are the home of the refereed *Canadian Journal of Environmental Education*; the theme of the most recent volume was “Decolonizing and Indigenizing Environmental Education” which provides a good indication of how the journal routinely features intersectional analyses that make clear connections between environmental education, Indigenous education and social justice education.

One of the strengths of the MEd program at Lakehead University is the range of faculty involved in the three specialized areas, and the breadth and depth of perspectives, disciplinary backgrounds, and teaching and research experiences that they bring. The MEd program has been, and continues to be, attractive to many students with interests in ESE, IE, and SJE in both formal and informal settings (e.g., elementary and secondary schools, colleges and universities, government, non-governmental organizations, parks).

Modifying the program to create specializations, in accordance with standards and expectations of the University, would formalize one of our key strengths in teaching and research.

2.0 Learner outcomes

Learner outcomes for graduates of the MEd in the Education for Change field of study have significant overlap but will vary somewhat according to chosen specialization. In this section, learner outcomes are identified for each specialization. Each learner outcome aligns with course descriptions, content areas, and faculty expertise.

2.1 Environmental and Sustainability Education (ESE)

Depth and Breadth of Knowledge

- Demonstrate knowledge of the historical and philosophical foundations of ESE
- Demonstrate breadth of knowledge of research, theories and issues in education in general and both breadth and depth in ESE
- Critically analyze and synthesize current literature in areas of interest in ESE

- Integrate theory, research, and practice in ESE
- Understand environmental and social justice implications of ESE research, theory, and practice
- Understand implications of ESE research, theory, and practice for Aboriginal peoples

Knowledge of Methodologies

- Understand different research traditions and approaches within ESE research, including underlying epistemological and ontological assumptions related to issues of legitimation (i.e., what constitutes good and valuable research) and representation (i.e., who is one's audience and what are the best means to reach that audience)
- Critically evaluate quantitative, qualitative, and philosophical research in ESE, including their application to practice
- For those in the thesis route, in particular, select and utilize the best methodology and method for answering thesis research question(s)

Research and Scholarship

- Demonstrate understanding of and ability to critique underlying assumptions of ESE, including the influence of race, class, gender, sexuality, and ability
- Demonstrate ability to apply theory and research to educational practice
- For those in the thesis route, propose and conduct rigorous research in their area of expertise

Application of Knowledge

- Work at an advanced level to analyze, and address complex ESE problems and issues within schools or in other educational settings
- Demonstrated understanding of how to participate effectively in civic engagement for sustainable communities

Communication Skills

- Write clearly and persuasively
- Engage in clear and effective oral communication
- Communicate effectively to academic and professional audiences
- Promote scholarly inquiry in education in schools, colleges, universities, and other learning contexts
- Be comfortable engaging in respectful yet challenging discussions and debates

Awareness of the Limits of Knowledge

- Articulate gaps in ESE theory and research

- Assess the limits of their own knowledge and how this might influence their analyses and interpretations

Autonomy and Professional Capacity

- Be responsible for their own learning within the program and beyond
- Work independently and in teams to identify issues, analyze options, solve problems, and implement strategic solutions
- Demonstrate behaviour consistent with academic integrity and social and environmental responsibility
- Practice skills appropriate for leadership positions in their learning contexts (e.g., elementary or secondary schools, colleges, universities, government, non-governmental organizations, and other sites of learning)

2.2 Indigenous Education (IE)

Depth and Breadth of Knowledge

- Demonstrate knowledge of the historical and philosophical foundations of IE
- Demonstrate breadth of knowledge of research, theories and issues in education in general and both breadth and depth in IE
- Critically analyze and synthesize current literature in areas of interest in IE
- Integrate theory, research, and practice in IE
- Understand environmental and social justice implications of IE research, theory, and practice
- Understand implications of IE research, theory, and practice for Aboriginal peoples

Knowledge of Methodologies

- Understand different research traditions, protocols, and approaches within IE research, including underlying epistemological and ontological assumptions related to issues of legitimation (i.e., what constitutes good and valuable research) and representation (i.e., who is one's audience and what are the best means to reach that audience)
- Critically evaluate quantitative, qualitative, and philosophical research in IE, including their application to practice
- For those in the thesis route, in particular, select and utilize the best methodology and method for answering thesis research question(s)

Research and Scholarship

- Demonstrate understanding of and ability to critique underlying assumptions of IE, including the influence of race, class, gender, sexuality, and ability
- Demonstrate ability to apply theory and research to educational practice

- For those in the thesis route, propose and conduct rigorous research in their area of expertise

Application of Knowledge

- Work at an advanced level to analyze, and address complex IE problems and issues within schools or in other educational settings
- Demonstrated understanding of how to participate effectively in civic engagement for Indigenous communities

Communication Skills

- Write clearly and persuasively
- Engage in clear and effective oral communication
- Communicate effectively to academic and professional audiences
- Promote scholarly inquiry in education in schools, colleges, universities, and other learning contexts
- Be comfortable engaging in respectful yet challenging discussions and debates

Awareness of the Limits of Knowledge

- Articulate gaps in IE theory and research
- Assess the limits of their own knowledge and how this might influence their analyses and interpretations

Autonomy and Professional Capacity

- Be responsible for their own learning within the program and beyond
- Work independently and in relationship with Indigenous people to identify issues, analyze options, solve problems, and implement strategic solutions
- Practice skills appropriate for leadership positions in their learning contexts (e.g., elementary or secondary schools, colleges, universities, government, non-governmental organizations, and other sites of learning)

2.3 Social Justice Education (SJE)

Depth and Breadth of Knowledge

- Demonstrate knowledge of the historical and philosophical foundations of SJE
- Demonstrate breadth of knowledge of research, theories, and issues in education in general and both breadth and depth in SJE
- Critically analyze and synthesize current literature in areas of interest in SJE
- Integrate theory, research, and practice in SJE
- Understand environmental and social justice implications of SJE research, theory, and practice

- Understand implications of SJE research, theory, and practice for Aboriginal peoples and other marginalized groups

Knowledge of Methodologies

- Understand different research traditions and approaches within SJE research, including underlying epistemological and ontological assumptions related to issues of legitimation (i.e., what constitutes good and valuable research) and representation (i.e., who is one's audience and what are the best means to reach that audience)
- Critically evaluate quantitative, qualitative, and philosophical research in SJE, including their application to practice
- For those in the thesis route, in particular, select and utilize the best methodology and method for answering thesis research question(s)

Research and Scholarship

- Demonstrate understanding of and ability to critique underlying assumptions of SJE, including the influence of race, class, gender, sexuality, and ability
- Demonstrate ability to apply theory and research to educational practice
- For those in the thesis route, propose and conduct rigorous research in their area of expertise

Application of Knowledge

- Work at an advanced level to address, analyze, and address complex educational problems and issues within schools or in other educational settings
- Demonstrated understanding of how to participate effectively in civic engagement for SJE

Communication Skills

- Write clearly and persuasively
- Engage in clear and effective oral communication
- Communicate effectively to academic and professional audiences
- Promote scholarly inquiry in education in schools, colleges, universities, and other learning contexts
- Be comfortable engaging in respectful yet challenging discussions and debates

Awareness of the Limits of Knowledge

- Articulate gaps in SJE theory and research
- Assess the limits of their own knowledge and how this might influence their analyses and interpretations

Autonomy and Professional Capacity

- Be responsible for their own learning within the program and beyond
- Work independently and in teams to identify issues, analyze options, solve problems, and implement strategic solutions
- Demonstrate behaviour consistent with academic integrity and social and environmental responsibility
- Practice skills appropriate for leadership positions in their learning contexts (e.g., elementary or secondary schools, colleges, universities, government, non-governmental organizations, and other sites of learning)

3.0 Admission requirements

Admission to the MEd remains the same. The only difference is that, at the time of application, students would select either the Educational Studies or the Education for Change field of study. If a student chooses the latter, they will then be required to indicate their chosen specialization(s). As explained in the Introduction and Rationale, students may choose more than one, if desired.

As with the MEd program already, students who opt for the Education for Change field can choose either full-time or flex-time study.

Usual requirements for admission into the MEd program are (as described in the Course Calendar):

1. *An acceptable three year or four year Bachelor's degree and Bachelor of Education or equivalent, each with at least a second class standing (B).*
- OR*
2. *Two years professional experience and a minimum B average in a four-year Bachelor's degree or equivalent.*
 3. *As an exception to the Faculty of Graduate Studies Master's Regulations regarding Proficiency in the English Language, the admission to the MEd program requires a higher standard. English is the primary language of communication and instruction in the program. Applicants from other countries who have not completed a degree at a university where the primary language of instruction is English must pass the Test of English as a Foreign Language (TOEFL) with a minimum internet-based score of 100, or minimum 250 computer-based score, or minimum 600 paper-based score, or an equivalent demonstration of proficiency.*

Students also will be allowed to switch into the Education for Change field of study and choose specialization(s) after admission, provided they have time to meet the requirements, with approval of the Chair.

4.0 Structure

The MEd program currently offers three routes through which students can complete the program, namely, thesis, portfolio, and course, all of which will be available to Education for Change students. If they choose the thesis or portfolio route, their thesis or portfolio must have a specialization focus and must be supervised by core faculty members within that specialization. Education for Change students in the course route will be required to take additional elective courses in their specialization in order to meet program requirements.

5.0 Program content (see Appendix A for course descriptions)

Below are three tables that detail the course requirements and electives available in each of the specialization areas. Some courses are listed in all three tables, such as the required research methods course and many electives, reflecting the fact that scholarly research in these areas and thus course content often cuts across more than one specialization.

5.1 Environmental and Sustainability Education (ESE)

Thesis Route (3.0 FCE + thesis)	Portfolio Route (4.0 FCE + portfolio)	Course Route (5.0 FCE)
<i>Required</i> (1.5 FCE): 5010 Introduction to Research Approaches in Education 5XXX Foundations of Environmental and Sustainability Education ¹ and one of: 5111 Qualitative Research Methods 5110 Quantitative Research Methods 5XXX Indigenous Research Methods ⁴ 5XXX Arts Integrated Research ⁵	<i>Required</i> (1.5 FCE): 5010 Introduction to Research Approaches in Education 5XXX Foundations of Environmental and Sustainability Education ¹ and one of: 5111 Qualitative Research Methods 5110 Quantitative Research Methods 5113 Educational Research in Professional Contexts 5XXX Indigenous Research Methods ⁴ 5XXX Arts Integrated Research ⁵	<i>Required</i> (1.5 FCE): 5010 Introduction to Research Approaches in Education 5XXX Foundations of Environmental and Sustainability Education ¹ and one of: 5111 Qualitative Research Methods 5110 Quantitative Research Methods 5113 Educational Research in Professional Contexts 5XXX Indigenous Research Methods ⁴ 5XXX Arts Integrated Research ⁵

<p><i>ESE Electives (1.0 FCE).</i> Students must take two courses from the following non-exhaustive 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.)</p> <p>5634 Outdoor Ecological and Experiential Education</p> <p>5650 Environmental Philosophies in Education⁶</p> <p>5XXX Place-Based Education⁷</p> <p>5XXX STSE (Science, Technology, Society & Environment) Education⁸</p> <p>5XXX: Holistic and Contemplative Education⁹</p> <p>5XXX: Wild Pedagogies¹⁰</p> <p>5XXX Education for Change Field Experience</p> <p>5570 Directed Study (focused on thesis topic related to specialization and taken with thesis supervisor)</p>	<p><i>ESE Electives (1.0 FCE).</i> Students must take two courses from the following non-exhaustive 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.)</p> <p>5634 Outdoor Ecological and Experiential Education</p> <p>5650 Environmental Philosophies in Education⁶</p> <p>5XXX Place-Based Education⁷</p> <p>5XXX STSE (Science, Technology, Society & Environment) Education⁸</p> <p>5XXX: Holistic and Contemplative Education⁹</p> <p>5XXX: Wild Pedagogies¹⁰</p> <p>5XXX Education for Change Field Experience</p> <p>5570 Directed Study (focused on portfolio topic related to specialization and taken with portfolio supervisor)</p>	<p><i>ESE Electives (2.0 FCE).</i> Students must take four courses from the following non-exhaustive 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.)</p> <p>5634 Outdoor Ecological and Experiential Education</p> <p>5650 Environmental Philosophies in Education⁶</p> <p>5XXX Place-Based Education⁷</p> <p>5XXX STSE (Science, Technology, Society & Environment) Education⁸</p> <p>5XXX: Holistic and Contemplative Education⁹</p> <p>5XXX: Wild Pedagogies¹⁰</p> <p>5XXX EISJE Education for Change Field Experience</p>
<p><i>Additional Elective (0.5 FCE).</i> Choice is open and can include other ESE electives or research methods courses. Given intersectionality, the following courses might also be of particular interest.</p> <p>5635 Foundations of Indigenous Education²</p> <p>5611 Foundations of Social Justice Education³</p>	<p><i>Additional Electives (1.5 FCE).</i> Choice is open and can include other ESE electives or research methods courses. Given intersectionality, the following courses might also be of particular interest.</p> <p>5635 Foundations of Indigenous Education²</p> <p>5611 Foundations of Social Justice Education³</p>	<p><i>Additional Electives (1.5 FCE).</i> Choice is open and can include other ESE electives or research methods courses. Given intersectionality, the following courses might also be of particular interest.</p> <p>5635 Foundations of Indigenous Education²</p> <p>5611 Foundations of Social Justice Education³</p>
<p><i>Thesis (2.0 FCE).</i> Must have an ESE focus, must be</p>	<p><i>Portfolio (1.0 FCE),</i> Must have an ESE focus, must be</p>	

supervised by a Core Faculty member)	supervised by a Core Faculty member)	
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5.2 Indigenous Education (IE)

Thesis Route (3.0 FCE + thesis)	Portfolio Route (4.0 FCE + portfolio)	Course Route (5.0 FCE)
<p><i>Required</i> (1.5 FCE): 5010 Introduction to Research Approaches in Education</p> <p>5XXX Foundations of Indigenous Education²</p> <p>and one of: 5XXX Indigenous Research Methods⁴</p> <p>5111 Qualitative Research Methods</p> <p>5110 Quantitative Research Methods</p> <p>5XXX Arts Integrated Research⁵</p>	<p><i>Required</i> (1.5 FCE): 5010 Introduction to Research Approaches in Education</p> <p>5XXX Foundations of Indigenous Education²</p> <p>and one of: 5XXX Indigenous Research Methods⁴</p> <p>5111 Qualitative Research Methods</p> <p>5110 Quantitative Research Methods</p> <p>5113 Educational Research in Professional Contexts</p> <p>5XXX Arts Integrated Research⁵</p>	<p><i>Required</i> (1.5 FCE): 5010 Introduction to Research Approaches in Education</p> <p>5XXX Foundations of Indigenous Education²</p> <p>and one of: 5XXX Indigenous Research Methods⁴</p> <p>5111 Qualitative Research Methods</p> <p>5110 Quantitative Research Methods</p> <p>5113 Educational Research in Professional Contexts</p> <p>5XXX Arts Integrated Research⁵</p>
<p><i>IE Electives</i> (1.0 FCE). Students must take two courses from the following non-exhaustive 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.)</p> <p>5XXX Critical Indigenous Pedagogies¹¹</p> <p>5XXX Indigenous Peoples and the Politics of Decolonization¹²</p> <p>5XXX Indigenous Peoples and the Media¹³</p> <p>5XXX Cultivating Native</p>	<p><i>IE Electives</i> (1.0 FCE). Students must take two courses from the following non-exhaustive 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.)</p> <p>5XXX Critical Indigenous Pedagogies⁹</p> <p>5XXX Indigenous Peoples and the Politics of Decolonization¹²</p> <p>5XXX Indigenous Peoples and the Media¹³</p> <p>5XXX Cultivating Native</p>	<p><i>IE Electives</i> (2.0 FCE). Students must take four courses from the following non-exhaustive 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.)</p> <p>5XXX Critical Indigenous Pedagogies⁹</p> <p>5XXX Indigenous Peoples and the Politics of Decolonization¹²</p> <p>5XXX Indigenous Peoples and the Media¹³</p> <p>5XXX Cultivating Native</p>

<p>Well-Being¹⁴</p> <p>5XXX Pedagogies of Race and Identity¹⁵</p> <p>5XXX Cultural Studies in Education¹⁶</p> <p>5XXX Indigenous Research⁴</p> <p>5XXX Education for Change Field Experience</p> <p>5570 Directed Study (focused on thesis topic related to specialization and taken with thesis supervisor)</p>	<p>Well-Being¹⁴</p> <p>5XXX Pedagogies of Race and Identity¹⁵</p> <p>5XXX Cultural Studies in Education¹⁶</p> <p>5XXX Indigenous Research⁴</p> <p>5XXX Education for Change Field Experience</p> <p>5570 Directed Study (focused on portfolio topic related to specialization and taken with portfolio supervisor)</p>	<p>Well-Being¹⁴</p> <p>5XXX Pedagogies of Race and Identity¹⁵</p> <p>5XXX Cultural Studies in Education¹⁶</p> <p>5XXX Indigenous Research⁴</p> <p>5XXX Education for Change Field Experience</p>
<p><i>Additional Elective</i> (0.5 FCE). Choice is open and can include other IE electives or research methods courses. Given intersectionality, the following courses might also be of particular interest.</p> <p>5XXX Foundations of Environmental and Sustainability Education¹</p> <p>5611 Foundations of Social Justice Education³</p>	<p><i>Additional Electives</i> (1.5 FCE). Choice is open and can include other IE electives or research methods courses. Given intersectionality, the following courses might also be of particular interest.</p> <p>5XXX Foundations of Environmental and Sustainability Education¹</p> <p>5611 Foundations of Social Justice Education³</p>	<p><i>Additional Electives</i> (1.5 FCE). Choice is open and can include other IE electives or research methods courses. Given intersectionality, the following courses might also be of particular interest.</p> <p>5XXX Foundations of Environmental and Sustainability Education¹</p> <p>5611 Foundations of Social Justice Education³</p>
<p><i>Thesis</i> (2.0 FCE). Must have an IE focus, must be supervised by a Core Faculty member)</p>	<p><i>Portfolio</i> (1.0 FCE), Must have an IE focus, must be supervised by a Core Faculty member)</p>	

5.3 Social Justice Education (SJE)

Thesis Route (3.0 FCE + thesis)	Portfolio Route (4.0 FCE + portfolio)	Course Route (5.0 FCE)
<p><i>Required</i> (1.5 FCE):</p> <p>5010 Introduction to Research Approaches in Education</p> <p>5XXX Foundations of Social Justice Education³</p> <p>and one of:</p> <p>5111 Qualitative Research Methods</p>	<p><i>Required</i> (1.5 FCE):</p> <p>5010 Introduction to Research Approaches in Education</p> <p>5XXX Foundations of Social Justice Education³</p> <p>and one of:</p> <p>5111 Qualitative Research Methods</p>	<p><i>Required</i> (1.5 FCE):</p> <p>5010 Introduction to Research Approaches in Education</p> <p>5XXX Foundations of Social Justice Education³</p> <p>and one of:</p> <p>5111 Qualitative Research Methods</p>

5110 Quantitative Research Methods 5XXX Indigenous Research Methods ⁴ 5XXX Arts Integrated Research ⁵	5110 Quantitative Research Methods 5113 Educational Research in Professional Contexts 5XXX Indigenous Research Methods ⁴ 5XXX Arts Integrated Research ⁵	5110 Quantitative Research Methods 5113 Educational Research in Professional Contexts 5XXX Indigenous Research Methods ⁴ 5XXX Arts Integrated Research ⁵
<i>SJE Electives (1.0 FCE).</i> Students must take two courses from the following non-exhaustive 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.) ED 5234 Policy and Change 5316 Issues in Special Education 5412 Philosophy of Education 5417 Sociology of Education ED 5419 Comparative and International Education 5XXX Cultural Studies in Education ¹⁶ 5XXX Critical Indigenous Pedagogies ¹¹ 5XXX Pedagogies of Race and Identity ¹⁷ 5XXX Gender and Education ¹⁸ 5XXX Children's Rights ¹⁹ 5XXX Media and Digital Literacies ²⁰ 5XXX Health Promotion ²¹ 5XXX Education for Change Field Experience 5570 Directed Study	<i>SJE Electives (1.0 FCE).</i> Students must take two courses from the following non-exhaustive 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.) ED 5234 Policy and Change 5316 Issues in Special Education 5412 Philosophy of Education 5417 Sociology of Education ED 5419 Comparative and International Education 5XXX Cultural Studies in Education ¹⁶ 5XXX Critical Indigenous Pedagogies ¹¹ 5XXX Pedagogies of Race and Identity ¹⁷ 5XXX Gender and Education ¹⁸ 5XXX Children's Rights ¹⁹ 5XXX Media and Digital Literacies ²⁰ 5XXX Health Promotion ²¹ 5XXX Education for Change Field Experience 5570 Directed Study	<i>SJE Electives (2.0 FCE).</i> Students must take two courses from the following non-exhaustive 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.) ED 5234 Policy and Change 5316 Issues in Special Education 5412 Philosophy of Education 5417 Sociology of Education ED 5419 Comparative and International Education 5XXX Cultural Studies in Education ¹⁶ 5XXX Critical Indigenous Pedagogies ¹¹ 5XXX Pedagogies of Race and Identity ¹⁷ 5XXX Gender and Education ¹⁸ 5XXX Children's Rights ¹⁹ 5XXX Media and Digital Literacies ²⁰ 5XXX Health Promotion ²¹ 5XXX Education for Change Field Experience

(focused on thesis topic related to specialization and taken with thesis supervisor)	(focused on portfolio topic related to specialization and taken with portfolio supervisor)	
<p><i>Additional Elective</i> (0.5 FCE). Choice is open and can include other SJE electives or research methods courses. Given intersectionality, the following courses might also be of particular interest.</p> <p>5XXX Foundations of Environmental and Sustainability Education¹</p> <p>5635 Foundations of Indigenous Education³</p>	<p><i>Additional Electives</i> (1.5 FCE). Choice is open and can include other SJE electives or research methods courses. Given intersectionality, the following courses might also be of particular interest.</p> <p>5XXX Foundations of Environmental and Sustainability Education¹</p> <p>5635 Foundations of Indigenous Education³</p>	<p><i>Additional Electives</i> (1.5 FCE). Choice is open and can include other SJE electives or research methods courses. Given intersectionality, the following courses might also be of particular interest.</p> <p>5XXX Foundations of Environmental and Sustainability Education¹</p> <p>5635 Foundations of Indigenous Education³</p>
<p><i>Thesis</i> (2.0 FCE). Must have an SJE focus, must be supervised by a Core Faculty member)</p>	<p><i>Portfolio</i> (1.0 FCE), Must have an SJE focus, must be supervised by a Core Faculty member)</p>	

1. Formerly 5414 Special Topics: Trends and Issues in Environmental Education
2. Formerly 5635 Issues in Aboriginal Education
3. Formerly 5611 Critical Pedagogy
4. Formerly 5414 Special Topics: Approaches to Indigenous Research
5. Formerly 5414 Special Topics: Arts-Based Inquiry
6. Formerly 5650 Environmental Ethics in Education
7. Formerly 5414 Special Topics: Place-Based Education
8. Formerly 5414 Special Topics: STSE (Science, Technology, Society & Environment) Education
9. Formerly 5414 Special Topics: Holistic and Contemplative Education
10. Formerly 5414 Special Topics: Wild Pedagogies
11. Formerly 5414 Special Topics: Critical Indigenous Pedagogies
12. Formerly 5414 Special Topics: Aboriginal Peoples and the Politics of Decolonization
13. Formerly 5414 Special Topics: Indigenous Peoples and the Media
14. Formerly 5414 Special Topics: International Seminar on Cultivating Native Well-Being
15. Formerly 5414 Special Topics: Pedagogies of Race and Identity
16. Formerly 5414 Special Topics: Cultural Studies in Education
17. Formerly 5414 Special Topics: Pedagogies of Race and Identity
18. Formerly 5414 Special Topics: Gender and Education
19. Formerly 5414 Special Topics: Children's Rights
20. Formerly 5414 Special Topics: Media and Digital Literacies
21. Formerly 5414 Special Topics: Health Promotion

6.0 Mode of delivery

As in the MEd generally, we will use a range of delivery modes to meet the needs of the diverse group of students who will opt for the Education for Change field. The MEd program offers courses in the fall, winter, spring and summer. Some of the required and elective courses are held on campus, while other required and elective courses are available online. On-campus and online offerings are determined by several factors, including faculty scheduling and need to have a balance of offerings each term.

7.0 Assessment of teaching and learning

- Successful completion of courses is in accordance with assessment of learning within each course, particularly required and elective courses in each of the specializations, as guided by MEd expectations. Assessment of learning is done through a variety of assignment tasks, such as term papers, oral presentations, facilitation of discussion, and weekly assessment of readings.
- Portfolio route: approved by supervisor and committee member
- Thesis route: approved by supervisor, committee member, internal, and external reviewers
- Student exit survey
- Student survey as part of IQAP MEd review

8.0 Resources for undergraduate programs.

With the BEd enrolment numbers currently in flux (with the cyclical job market and the new 2-year BEd), we are anticipating a decline in enrolment in the BEd program, at least in the short term. We expect that we will shift some resources into the MEd program as needed, when it grows.

9.0 Resources for graduate programs

This proposal is not for a new program, but for the creation of a new field of study with specialization options. As such, there are no additional resources required as existing faculty, staff, physical and financial resources are already in place.

9.1 Faculty and Staff

Organized by specialization, listed below are all core and adjunct faculty who have supervisory status through the Faculty of Graduate Studies and a brief indication of their relevant scholarly expertise:

9.1.1 Environmental and Sustainability Education.

Core Faculty. All have FGS-approved MEd supervisory privileges in the Faculty of Education. Listed in alphabetical order:

- Dr. Paul Berger, Associate Professor
Inuit education; intercultural education; social justice and education; critical pedagogy; environmental education; climate change education
- Dr. Joan Chambers, Assistant Professor, Reviews Co-Editor of the *Canadian Journal of Environmental Education*
Ecological literacy; teaching and learning in school science; environmental education; ecosocial theory; climate change education

- Dr. David Greenwood, Associate Professor and Canada Research Chair in Environmental Education, and Director of the Centre for Place and Sustainability Studies
Place studies in education; ecosystems within specific "places" in a global and interconnected context
- Dr. Lisa Korteweg, Associate Professor, Associate Editor of the *Canadian Journal of Environmental Education*
Social justice in education; teaching as activism, students as activists; Aboriginal education, decolonizing teaching, decolonizing curriculum, culturally responsive pedagogy; environmental education, decolonizing/Indigenizing environmental education, land-based pedagogies
- Dr. Tom Puk, Professor
Ecological consciousness and ecological literacy; nature-embedded embodied experience
- Dr. Connie Russell, Associate Professor, Chair of Graduate Studies and Research in Education, and Editor of the *Canadian Journal of Environmental Education*
Critical environmental education; social justice education, particularly feminist pedagogy, queer pedagogy, fat pedagogy; human/animal relations, critical animal studies, humane education

Adjunct professor with supervisory status:

- Dr. Brent Cuthbertson, Associate Professor, School of Outdoor Recreation, Parks, and Tourism, and Adjunct Faculty Member in Education
Development of an ethical sense of place in nature-based travel and backcountry leadership; relationships with nature in organized programming, ethical uses of technology in the backcountry.

9.1.2 Indigenous Education.

Core Faculty. All have FGS-approved MEd supervisory privileges in the Faculty of Education. Listed in alphabetical order:

- Dr. Seth Agbo, Associate Professor
Indigenous schooling; comparative and international education with emphasis on education in developing countries; Inter-cultural teaching/ educational administration; university/school partnerships for school improvement; professional development/teacher effectiveness; community-school relationships
- Dr. Paul Berger, Associate Professor
Inuit education; intercultural education; social justice and education; critical pedagogy; environmental education; climate change education
- Dr. Judy Iseke, Associate Professor and Canada Research Chair in Indigenous Education
Indigenous theorizing and storytelling; culture and technology; Indigenous language revitalization

- Dr. Lisa Korteweg, Associate Professor
Social justice in education; teaching as activism, students as activists; Aboriginal education, decolonizing teaching, decolonizing curriculum, culturally responsive pedagogy; environmental education, decolonizing/Indigenizing environmental education, land-based pedagogies
- Dr. John O'Meara, Professor and Dean
Algonquian languages (Ojibwe, Cree, Delaware); general linguistics; second-language learning; verbal art (oral literature)
- Dr. Sandra Wolf, Associate Professor
Anthropology of Aboriginal education; academic, emotional, and cultural resilience; stories and the practice of Aboriginal storytelling as a critical expression; teaching as a practice of social justice

Adjunct professor with supervisory status:

- Dr. Kristin Burnett, Associate Professor, Department of Indigenous Learning, and Adjunct Faculty Member in Education.
First Nations history, race and colonization; settler studies, women and gender history; the social history of health and medicine; the relationship between health, race, and settlement in western Canada; food sovereignty and colonialism in northern First Nations communities.

9.1.3 Social Justice Education

Core Faculty. All have FGS-approved MEd supervisory privileges in the Faculty of Education. Listed in alphabetical order:

- Dr. Paul Berger, Associate Professor
Inuit education; intercultural Education; social justice education; critical pedagogy; environmental education
- Dr. Hope Fennell, Professor
Studies in leadership; women in leadership; teacher education
- Dr. David Greenwood, Associate Professor and Canada Research Chair in Environmental Education
Place studies in education; ecosystems within specific "places" in a global and interconnected context
- Dr. Sonja Grover, Professor
International human rights and humanitarian law; children and youth human rights
- Dr. Michael Hoechsmann, Associate Professor and Chair of Orillia Undergraduate Studies
New, multi- & digital literacies; media education; cultural studies and/of youth
- Dr. Judy Iseke, Associate Professor and Canada Research Chair in Indigenous Education
Indigenous theorizing and storytelling; culture and technology; Indigenous language revitalization

- Dr. Don Kerr, Associate Professor and Chair of Professional Development in Education
Liberal theory; ethics; moral education; social justice in education; epistemology; teacher education
- Dr. Lisa Korteweg, Associate Professor, Associate Editor of the *Canadian Journal of Environmental Education*
Social justice in education; teaching as activism, students as activists; Aboriginal education, decolonizing teaching, decolonizing curriculum, culturally responsive pedagogy; environmental education, decolonizing/Indigenizing environmental education, land-based pedagogies
- Dr. Connie Russell, Associate Professor, Chair of Graduate Studies and Research in Education, and Editor of the *Canadian Journal of Environmental Education*
Critical environmental education; social justice education, particularly feminist pedagogy, queer pedagogy, fat pedagogy; human/animal relations, critical animal studies, humane education
- Dr. Pauline Sameshima, Associate Professor and Canada Research Chair in Arts Integrated Studies
Arts integrated inquiry; interdisciplinary research; narrative inquiry; curriculum theory; cultural studies and social thought in education
- Dr. Teresa Socha, Associate Professor and Chair of Undergraduate Studies in Education
Health promotion; health and physical education curriculum implementation; food security in Aboriginal communities; physical self-concept; fat studies and critical obesity discourse
- Dr. Gerald Walton, Associate Professor and Assistant Dean
Media and education; variations in sexual orientation identity and gender identity; education policies related to safety and violence in schools; bullying and social difference

Adjunct professors with supervisory status:

- Dr. Lori Chambers, Professor, Women's Studies
Contemporary legal issues; queer studies; feminist theory; feminist pedagogy; history of women and the law,; alternative and non-traditional families; historical legal construction of illegitimacy, cohabitation, marriage and the family; food access in Sandy Lake First Nation
- Dr. Jennifer Roth, Associate Professor, Women's Studies
Feminist law and literature; cyberfeminism; feminist cultural studies and fan studies; women and leadership; feminist pedagogy
- Dr. Jane Nicholas, Associate Professor, Women's Studies
Cultural studies; gender history; masculinity; feminist pedagogy

9.2 Physical & financial resources. In addition to faculty noted above who will contribute expertise for course development and delivery as well as for portfolio and

thesis supervision, other resources also demonstrate capacity of the Faculty of Education to offer specializations in an Education for Change field of study. With the exception of the creation of an elective Field Experience course (which is, in fact, simply a variation of our existing Directed Study course), all courses have been offered before as either calendared courses or special topics courses that we will now calendar.

These specializations should contribute to our financial sustainability as it is designed to not only ensure that our current enrolment numbers are stable but that the program can grow by explicitly marketing a strong feature of our existing program, that is, our strength in ESE, IE, and SJE.

Two key financial components thus underlie the rationale for marketing the proposed field. One is a stability component to ensure consistent enrolment in the future (especially if the job market for new teachers improves for our BEd graduates thereby removing some of them from what has lately been a strong pool of applicants). The other is a growth component. As an approximation, we expect to stabilize our enrolment so that we can meet our annual target of 50 incoming MEd students, and add five students in each of the specialization areas per year, which is a growth of approximately fifteen students per year. These additional students translate into approximately \$600,000 over two years (calculating \$40,000 per student over two years).

Course route students do not require additional resources. Additional students who choose the portfolio and thesis routes to completion of the program will need faculty supervision. With an equitable supervisory workload spread across the faculty listed above, we do not require additional faculty at this time to support the new field of study.

Financial resources to support MEd students are already in place. Graduate Assistantships are available to all qualified full-time MEd students who want them. MEd students are also mentored in preparing external funding applications for OGS and SSHRC scholarships and many students working in this field of study have been particularly successful at securing these. As well, many faculty members conducting research relevant to this field of student have external grants and thus are able to hire students as Research Assistants.

Other resources already in place for all MEd students include the Education Library that provides support and service for education-specific research and scholarship, technology support within the faculty, and offices and computers available in computer labs for graduate students.

Resources in the form of Canada Research Chairs and their labs or Centres also complement our ability to offer the MEd through the proposed field of study as do other faculty-based or university departments or initiatives, namely:

- *Canada Research Chair in Environmental Education*. As described in a Lakehead University media release,¹ Dr. David Greenwood “has long been interested in the applicability of ‘place studies’ to education. His research focuses on situating and connecting individuals, communities, histories, cultures, and ecosystems within the context of their specific ‘places,’ in a global, interconnected context. He says the intersection of place and environment invites broad questions regarding the purpose and practice of education in the 21st century. . . . His research program asks how educators should respond to the growing complexities been people, place, and planet.” Dr. Greenwood will be teaching and supervising MEd both ESE and SJE students.

- *Centre for Place and Sustainability Studies (CPSS)*. Recently established, the purpose of the Centre is to “incubate and support diverse place and sustainability related research, education, and outreach initiatives within the LU community, in the region, and internationally in order to create the conditions for social and ecological justice” and “draws from a growing international movement of ‘place-focused’ sustainability studies as foci for inquiry across academic disciplines, and from Aboriginal and grassroots communities around the world who are ‘place attached’ and working to improve the wellbeing of local people and the places in which they live.”² All MEd students are encouraged to participate in Centre activities, including guest lectures, workshops, and research and community projects; these will be particularly of interest to Education for Change students.

- *Canadian Journal of Environmental Education (CJEE)*. As stated on the journal’s website,³ the CJEE “seeks to further the study and practice of environmental education by providing a thoughtful forum for researchers, scholars, practitioners, and post-secondary students.” It is one of the most highly ranked refereed journals in the field. It is edited by Dr. Connie Russell; other Core Faculty have been actively involved with the journal, including Dr. Lisa Korteweg as Associate Editor, Dr. Joan Chambers as Reviews Co-Editor, Dr. David Greenwood as a Guest Editor, Drs. Brent Cuthbertson and Tom Puk as authors and reviewers, and Dr. Paul Berger as reviewer. Education for Change students will have opportunities to be involved with the journal as have graduate students in the past.

¹ <http://communications.lakeheadu.ca/news/?display=news&nid=754>

² <https://www.lakeheadu.ca/sites/default/files/uploads/106/docs/Senate/October%2019%202012/Item%2010.2%20-%20Centre%20for%20Place%20and%20Sustainability%20Studies%20-%202012.pdf>

³ cjee.lakeheadu.ca/

- *Canada Research Chair in Indigenous Knowledge and Research.* As stated on the Canada Research Chair website,⁴ Dr. Judy Iseke focuses her research “on Indigenous storytelling. She works with community Elders to explore oral traditions, stories and histories of Indigenous families and communities. Her goal is to improve understanding of the complex and diverse needs and responsibilities involved with Indigenous knowledges. Iseke also looks at the nature of storytelling in Indigenous media and ways it aids in retaining, affirming and applying Indigenous knowledges. As well, she researches the roles of Indigenous languages and storytelling in educating community members and the next generation. Iseke's research represents a timely response to the need for Indigenous interpretations of Indigenous knowledges, languages and cultures. It also promotes better understanding of community-based Indigenous research and how it can be organized by scholars, Elders and communities.”
- *Department of Aboriginal Education.* As stated on webpage of the Department of Aboriginal Education,⁵ “Aboriginal Education is a high priority at Lakehead University, and in the Faculty of Education, evidenced by the very creation of the Department of Aboriginal Education, the inclusion of five Aboriginal scholars, and a significant research agenda among Aboriginal and non-Aboriginal faculty members. There is no other such department in any publicly funded university in Canada. With a critical mass of Aboriginal faculty on board with diverse scholarly expertise in Aboriginal Education, we are able to contribute to topics of interest to Aboriginal people in graduate education.”
- *Office of Aboriginal Initiatives.* Although not housed within the Faculty of Education, the Office of Aboriginal Initiatives provides services and resources for students across campus, including MEd students. Its mandate, as described on the Aboriginal Initiatives webpage, is to “provide leadership in Aboriginal development and to advance, within the University community, an understanding of Aboriginal culture, heritage, and language through activities which heighten the awareness of Aboriginal issues and identity.”⁶
- *Canada Research Chair in Arts Integrated Studies.* Dr. Sameshima’s work as the CRC in Arts Integrated Studies is described on the Canada Research Chairs website⁷ this way: “Arts integrated studies—interdisciplinary projects that use the arts in the research process—have the potential to bring together diverse groups and disciplines to find innovative ways to view, analyze, represent and disseminate research. Artist-researchers use stories, plays, documentaries, paintings, poetry and other modes to

⁴ <http://www.chairs-chaires.gc.ca/chairholders-titulaires/profile-eng.aspx?profileId=1957>

⁵ <http://education.lakeheadu.ca/aboriginaleducation/>

⁶ <https://www.lakeheadu.ca/faculty-and-staff/departments/services/ai>

⁷ <http://www.chairs-chaires.gc.ca/chairholders-titulaires/profile-eng.aspx?profileId=3021>

improve understanding. [Dr.] Sameshima aims to create learning opportunities for specific groups and the public at large to engage with research. She believes creativity-building strategies in education and business sectors can support Canada's economic growth. [Her] research will help nurture a generation of young people who are able to synthesize, critically analyze and expand interdisciplinary views, and will lead to citizens who are more creative, informed and engaged." Dr. Sameshima will be teaching and supervising SJE students in particular.

10.0 Other quality indicators

- a) *Faculty Quality*: As demonstrated by the attached CV's, core faculty involved in the MEd are strong. All have minimum FGS Masters supervisory status and most have FGS Doctoral supervisory status. All have completed PhD's, active research programs with publications relevant to at least one specialization, and most have been successful in attracting external research funding from SSHRC or other funding bodies.

- b) *Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience*: As this proposal is not a new program proposal but rather is a proposal to create specializations in an existing program, the program structure and faculty research, described in sections 4.0 (Structure), 5.0 (Program Content), and 9.0 (Resources for graduate programs), remain the same. The Faculty of Education has already developed a reputation for high-quality courses and rigorous graduate level research in the field of Education for Change. The field of study, then, merely offers students the opportunity for recognition of their specialization(s) in this area in each of the three routes of study (course, portfolio, and thesis)

Appendix A: Required and Elective Course Descriptions

Calendar entries will be finalized and, where necessary, moved through the calendar change process, upon approval of the proposal.

Over time, additional courses may be included as specialization electives. We will follow our existing procedures for offering new MEd courses, namely course proposals being submitted to the Chair, reviewed by the Standing MEd Committee, and if accepted, being taught as a Special Topics course. After the course has been offered three times with sufficient enrolment, a formal calendar change may be considered by Faculty Council.

Methods Courses Relevant to All Specializations

EDUC 5010 Introduction to Research Approaches in Education (.5 FCE)
A critical introduction to major paradigms and basic issues in educational research. This course is normally taken as the first course in the program.

EDUC 5110 Quantitative Research Methods in Education (.5 FCE)
The design and analysis of quantitative research including measurement concepts, validity, reliability and methods for the analysis of empirical data. Students must complete a compulsory 12-hour lab component.

EDUC 5111 Qualitative Research Methods in Education (.5 FCE)
Examination of the assumptions, characteristics, methods, and criteria for trustworthiness within a naturalistic paradigm. The course includes a theoretical component and fieldwork in natural settings.

EDUC 5113 Educational Research in Professional Contexts (.5 FCE)
This course is designed especially for current or future education professionals. Students will cover topics such as practitioner (teacher) research, action research, data literacy, knowledge mobilization, new communication tools of research, and other issues that inform research-based educational work (policy, teaching, curriculum, leadership).

EDUC **5XXX** Indigenous Research Methods (.5 FCE)
(formerly 5414 Special Topics)
This course provides an introduction to the theoretical underpinnings that support Indigenous research approaches and techniques for collecting, analysing, writing, and using data, including the pressing need for research to respond to the lived experiences of Indigenous communities, protocols for gathering data in reciprocal relationship with Indigenous peoples, and collective validation.

EDUC **5XXX** Arts Integrated Research (.5 FCE)
(formerly 5414 Special Topics: Arts-Based Inquiry) This course is designed for researchers interested in multi-modal creative arts practices involving research

integration of the visual and literary arts (including narrative and poetic inquiry), dance, drama, and music in research.

Elective Courses Relevant to All Specializations

EDUC 5570 Directed Study (.5 FCE)

Directed study under the direction of a faculty member on a specialized topic of interest to the student is subject to the availability of an instructor and approval of the Chair of Graduate Studies and Research in Education. Note: Normally no more than one Directed Study course is permitted in a student's program.

EDUC **5XXX** Education for Change Field Experience (.5 FCE) **(new)**

This variation of a Directed Study course provides an opportunity for students to engage in applied Education for Change research or work experience outside the university, thereby linking theory with practice. Under the direction of a faculty member, students will apply to take the course after identifying a suitable experience themselves, organizing the experience, and determining learning outcomes and mechanisms for critical reflection on the field experience. Subject to availability of an instructor and approval of the Chair of Graduate Studies and Research in Education. Note: Normally no more than one Field Experience course is permitted in a student's program. (A variation of the current Directed Studies approval form will be developed to facilitate this process.)

Required and Elective Courses in Environmental and Sustainability Education (ESE)

EDUC **5XXX** Foundations of Environmental and Sustainability Education (.5 FCE) (formerly 5414 Special Topics: Trends and Issues in Environmental Education)

The history of environmental and sustainability education within Canadian and international contexts and emerging trends and issues in the field will be examined. Investigations will provide students with an understanding of the breadth and depth of environmental and sustainability education, its underlying assumptions, as well as key debates in the field.

EDUC 5634 Outdoor Ecological and Experiential Education (.5 FCE)

An examination of the theoretical and practical underpinnings of ecological education and experiential learning, as well as the fusion of the two into one perspective. The course involves indoor and outdoor activities. The term "ecological education" is used in a holistic, interdisciplinary manner while "experiential learning" describes a way of interacting in order to derive meaning. The course focuses on human involvement within the natural world in order to achieve self-actualization. [**Addition to calendar:** A course fee of \$100 for field activities may be required.]

EDUC 5650 Environmental Philosophies in Education (.5 FCE)

(new title, formerly Environmental Ethics in Education)

Revised description: An examination of historical and contemporary environmental philosophies found primarily in Western traditions, including but not limited to animal rights, deep ecology, ecofeminism, environmental ethics, and environmental justice. The theoretical and practical implications of these for education will be explored.

EDUC 5XXX Place-Based Education (.5 FCE)
(formerly 5414 Special Topics)

An examination of place responsive living and learning means exploring the relationship between education and the places we and others live our lives. Sample course themes include investigations into the relationship between culture and environment, difference and relationship, mobility and rootedness, place-making and place-destroying, contestation and consensus, stability and change, and sustainability and unsustainability.

EDUC 5XXX STSE (Science, Technology, Society & Environment) Education (.5 FCE)

(formerly 5414 Special Topics)

Investigating the social, political, economic, and cultural aspects of science, technology and the relationships among science, technology, society and environment is a way of contextualizing science for students. Several approaches to STSE will be examined (e.g., historical, philosophical, and sociological) as will the infusion of environmental education within science education.

EDUC 5XXX Holistic and Contemplative Education (.5 FCE)
(formerly 5414 Special Topics)

Drawing on holistic and alternative education theories, wisdom traditions, contemplative practice, the arts, and local place knowledge, participants will craft their own unique journeys as learners and education researchers in a way that is experiential, embedded, and reflective. Diverse ways of knowing and being (physical, mental, emotional, spiritual, social, and ecological) will be explored to identify and practice multiple paths toward more holistic ways of living and learning in and outside of schools and universities.

EDUC 5XXX Wild Pedagogies (.5 FCE)
(formerly 5414 Special Topics)

This course challenges dominant cultural ideas about control – of each other, of nature, of education, and of learning. An important part of education can include intentional activities that provide fertile ground for personal and purposeful experience without controlling the outcomes, hence wild pedagogies. The course will have a field component, whether in wilderness or urban wild places. A course fee of \$250 for field activities will be required.

Required and Elective Courses in Indigenous Education (IE)

EDUC 5635 Foundations of Indigenous Education (.5 FCE)

(new title, formerly Issues in Aboriginal Education)

Aboriginal Education will be viewed from a bi-cultural perspective. The focus will be on historical and current issues influencing curriculum design, instructional and learning styles, measurement and assessment, public policy-making and administration in Aboriginal Education.

EDUC 5XXX Critical Indigenous Pedagogies (.5 FCE)
(formerly 5414 Special Topics)

This course builds on a disparate Indigenous scholars' philosophies and pedagogies who use critical frameworks of decolonization and anti-colonialism. Themes include conceptualizing and honouring Indigenous thought from multiple global perspectives, the disputed intersections of Indigeneity with feminism and other critical standpoints, assimilation within schooling, and placed-based pedagogies.

EDUC 5XXX Indigenous Peoples and the Politics of Decolonization (.5 FCE)
(formerly 5414 Special Topics)

This course examines the intersections of Aboriginal and Indigenous perspectives and knowledges focusing on the voices of Aboriginal and Indigenous peoples. Two sources of colonizing - that from outside that is directed at Aboriginal and Indigenous peoples and that which is from within - will be examined. The focus of the course is on decolonizing the mind by understanding the politics of colonization, de-universalizing language and language politics, examining politics and traditions and the practice of speaking out, exploring Indigenous approaches to healing, and challenging colonized culture and suppression agencies.

EDUC 5XXX Indigenous Peoples and the Media (.5 FCE)
(formerly 5414 Special Topics)

Cultural productions in which Indigenous peoples engage to tell stories include media, film, photography, newspapers and written texts. This course will endeavor to understand Indigenous texts through examining media, film, and multimedia sources written and produced by Indigenous peoples (including experimental and independent productions). This course will involve literature/productions from Indigenous authors, storytellers, filmmakers, photographers and activists whose compelling stories and productions engage in decolonizing, cultural vitalization and self-determination.

EDUC 5XXX Cultivating Native Well-Being (.5 FCE)
(formerly 5414 Special Topics: International Seminar on Cultivating Native Well-Being)

Through a comparative study of issues associated with the education of Indigenous peoples and communities on an international scale, the role of Indigenous culture and language in cognitive, social, psychological, spiritual and physical well-being will be examined, particularly how culture, language and education are deeply intertwined processes that shape, prepare us for, and guide

us through all aspects of our life. This course will help educators develop a knowledge base and set of skills that will enable them to work well with Indigenous students in a variety of settings.

EDUC 5XXX Pedagogies of Race and Identity (.5 FCE)

(formerly 5414 Special Topics)

This course begins with a theoretical analysis of key concepts of race, identities, and representations within the social and cultural contexts of educational and other institutional settings. These underpinnings provide a theoretical understanding of how race, culture, identity, class, and gender are discursive and relational formations that intersect with knowledge and power. The second half of the course focuses on strategies aimed at institutional change in schools and other educational/social settings

EDUC 5XXX Cultural Studies in Education (.5 FCE)

(formerly 5414 Special Topics)

It has become a common notion in the field of education that theory and practice need to become “culturally responsive”—in other words, curriculum and pedagogy need to reflect an understanding of learners’ cultures. But culture is an elusive concept with diverse and competing meanings. What precisely is it about culture (or cultures) that educators ought to be responsive to? Whose cultures and what aspects of culture should be privileged and for what purpose? How do we as educators respond to the reality of local and planetary cultural change? This course examines major themes in the broad field of cultural studies and considers their implications for the broad field of education.

Required and Elective Courses in Social Justice Education (SJE)

EDUC 5611 Foundations of Social Justice Education (.5 FCE)

(new title, formerly Critical Pedagogy)

The social, cultural and political contexts of learning, both in and out of schools, will be examined from a critical perspective. Issues to be explored and problematized include knowledge production and power relations, various “isms” in educational theory and practice, hegemony, praxis, experience, empowerment, resistance, and the relationship between education and advocacy.

EDUC 5234 Policy and Change (.5 FCE)

Policy development, analysis, and implementation of change processes in educational organizations will be examined. Special attention will be paid to the roles and concerns of various agencies and actors in developing and implementing policy change in education.

EDUC 5316 Issues in Special Education (.5 FCE)

Contemporary issues in special education including alternative conceptions of exceptionality, and diverse approaches to the education of the exceptional student will be examined. Other topics will include an examination of policy, legal

and ethical considerations in the identification, placement and education of exceptional students. Models for working with families of special needs children and advocacy in relation to the special needs student will also be examined.

EDUC 5412 Philosophy of Education (.5 FCE)

This course takes as its organizing principle the notion that teachers are necessarily philosophers. Emphasis will be placed on three areas of study: ethics; pedagogy and curriculum; and power and knowledge.

EDUC 5417 Sociology of Education (.5 FCE)

A study of the social contexts within which schools operate, the social relations which constitute and are constituted by school communities, and political influences upon schools, communities, and knowledge. Throughout our analyses of tests, media, and personal accounts, a persistent focus will be maintained on the socio-political dynamics which affect sociological research in education. Two premises define this focus: (1) as educators and inquirers, we do not stand outside of social relations; and (2) when mapping social relations in education we must begin with ourselves.

EDUC 5419 Comparative and International Education (.5 FCE)

Comparative and international education provides the framework for understanding how social, economic, political, historical, cultural and educational forces determine educational needs and outcomes in various societies. The course will examine the growing globalization and internationalization of education, and outline the objectives, methods, and approaches of comparative education as well as broad cross-cultural perspectives of the traditions, missions, structures, and environments of primary, secondary, tertiary institutions, and lifelong learning in different systems.

EDUC 5XXX Cultural Studies in Education (.5 FCE)

(formerly 5414 Special Topics)

It has become a common notion in the field of education that theory and practice need to become “culturally responsive”—in other words, curriculum and pedagogy need to reflect an understanding of learners’ cultures. But culture is an elusive concept with diverse and competing meanings. What precisely is it about culture (or cultures) that educators ought to be responsive to? Whose cultures and what aspects of culture should be privileged and for what purpose? How do we as educators respond to the reality of local and planetary cultural change? This course examines major themes in the broad field of cultural studies and considers their implications for the broad field of education.

EDUC 5XXX Critical Indigenous Pedagogies (.5 FCE)

(formerly 5414 Special Topics)

This course builds on a disparate Indigenous scholars’ philosophies and pedagogies who use critical frameworks of decolonization and anti-colonialism. Themes include conceptualizing and honouring Indigenous thought from

multiple global perspectives, the disputed intersections of Indigeneity with feminism and other critical standpoints, assimilation within schooling, and placed-based pedagogies.

EDUC 5XXX Pedagogies of Race and Identity (.5 FCE)

(formerly 5414 Special Topics)

This course begins with a theoretical analysis of key concepts of race, identities, and representations within the social and cultural contexts of educational and other institutional settings. These underpinnings provide a theoretical understanding of how race, culture, identity, class, and gender are discursive and relational formations that intersect with knowledge and power. The second half of the course focuses on strategies aimed at institutional change in schools and other educational/social settings

EDUC 5XXX Gender and Education (.5 FCE)

(formerly 5414 Special Topics)

This course examines the intersection of education and gender, beginning with a critical examination of the concept of gender as a construct of social, ideological, and political influences. Exploring “common sense” understandings of what we think we know about gender and the ways that processes of education and schooling contribute to such understandings will be a central theme of the course. Not merely and simplistically implicated in perpetuating ideologies of gender that underlie gender privilege, oppression, and power, education will also be assessed for its emancipatory potential and facilitator of equity and social justice.

EDUC 5XXX Children’s Rights (.5 FCE)

(formerly 5414 Special Topics)

The concept of children’s rights as an aspect of fundamental universal human rights and changes in the view of children’s legal, educational, social, cultural, economic and political rights since the enactment of the *Canadian Charter of Rights and Freedoms* and the *U.N. Convention on the Rights of the Child* and other U.N. initiatives in this area are examined. Comparisons of children’s rights issues cross-culturally and internationally are addressed.

EDUC 5XXX Media and Digital Literacies (.5 FCE)

(formerly 5414 Special Topics)

Situated in a context of a broader history of literacy, core concepts and practical applications from the tradition of media education (Media Literacy 1.0) and digital or new literacy (Media Literacy 2.0) will be examined. The course both considers the cultural lives of contemporary young people in an era of media saturation, and explores the possibilities of bringing “out-of-school literacies” in to school settings.

EDUC 5XXX Health Promotion (.5 FCE)

(formerly 5414 Special Topics)

Current trends and issues in health education and promotion and its application to schools will be critically examined. Because health does not exist in a social vacuum, a collective rather than individualistic analysis of health education and promotion will be used.