

Request for Calendar Change Form

Tracking No:
(Senate Secretary's Office
use only)

Date:

To	Secretary of Senate	
From	Name(Dean):	Faculty
	Dr. John O'Meara	Education
	Department the change relates to	
	Graduate Studies & Research in Education	
	Contact Person	
	Dr. Connie Russell	

Is the proposed calendar change Graduate

Instructions:

1. In all cases please complete and attach section 1 and 2
2. If the calendar change affect other departments/schools/faculties complete and attach section 3
3. If the answer to any of the questions below is yes, explain. Attach separate sheets with reference to the question

- | | | |
|--|---------------------------------|---|
| 1. Do the proposed changes affect other departments/ schools/faculties in terms of their calendar change? | Yes
<input type="checkbox"/> | No
<input checked="" type="checkbox"/> |
| 2. Is a transition plan needed for student in progress? | Yes
<input type="checkbox"/> | No
<input checked="" type="checkbox"/> |
| 3. Are the proposed changes likely to affect student enrollment in your department/school/faculty? | Yes
<input type="checkbox"/> | No
<input checked="" type="checkbox"/> |
| 4. Are the proposed changes likely to affect student enrollment in other departments/schools/faculties at Lakehead University? | Yes
<input type="checkbox"/> | No
<input checked="" type="checkbox"/> |
| 5. Will the proposed changes require additional teaching space and/or teaching staff and/or equipment and/or other resources? | Yes
<input type="checkbox"/> | No
<input checked="" type="checkbox"/> |
| 6 Will the proposed changes affect existing teaching loads within your department/school/faculty? | Yes
<input type="checkbox"/> | No
<input checked="" type="checkbox"/> |
| 7. Will the proposed changes increase demand for teaching support services such as the library, computing services and technical staff ? | Yes
<input type="checkbox"/> | No
<input checked="" type="checkbox"/> |
| 8. Will the proposed change require direct or in-kind support from outside the academic unit? | Yes
<input type="checkbox"/> | No
<input checked="" type="checkbox"/> |
| 9. Do the proposed changes include change in course(s) which is/are required core course(s) for a major? | Yes
<input type="checkbox"/> | No
<input checked="" type="checkbox"/> |
| 10. Do the proposed changes include a change in course which is | Yes | No |

- service/required course(s) in another program? Yes No
11. Do the proposed changes include change in course(s) which is/are open elective available to any student in any program? Yes No
12. Do the proposed changes include change in course(s) which is/are elective in a major i.e. restricted to students in a major? Yes No

Signatures:

Date approved by faculty council

09/01/2009

Section 1
Description of the Proposed Calendar Change: Adding a "Course Route" option to the program
Rationale of the Proposed Calendar Change(s): (Corresponding to Section 2 where required)
<input type="text"/> See attached

Section 2

Existing Calendar Entries:
(Page reference based on hard copy or
URL based on electronic version of
calendar)

Proposed Calendar Entries/Addition/ Deletion
-If only addition, specify page number and
placement in university calendar
-If only deletion, write Deleted

Section 3

The Faculty(ies) affected by the proposed calendar change

I have been consulted regarding the attached calendar change and understand the academic and budgetary implication on my Dept./School/Faculty.

I agree to this calendar change proposal

Yes

No

Name:

Faculty:

Date:

Signature of Dean

January 7, 2009

Proposal: MEd Course Route

Current Program:

Students can earn a MEd degree by successfully following one of two routes: 1) Thesis route, consisting of 6 half courses (3.0 fce) plus thesis (2.0 fce); or 2) Portfolio route, consisting of 8 half courses (4.0 fce) plus portfolio (1.0 fce).

Proposal:

We wish to add a third option: a Course route, consisting of 10 half courses (5.0 fce). We will retain both the Thesis and Portfolio routes to our program. We simply want to offer students another option for completing their program.

Rationale:

Our completion rate, while very reasonable compared to other Faculties of Education in Ontario, is certainly not 100%. A number of unsuccessful students manage to complete all of their courses but falter in the more independent work of the thesis or portfolio. The course-only route would be designed for students capable of graduate studies whose learning styles and/or employment constraints might be better met by the more structured learning environment that courses can provide. With this route available, we anticipate our completion rate would improve.

In addition, we believe that a course-only degree would be particularly attractive to full-time teachers who wish to pursue the MEd but do not have the luxury of much extra time for graduate work. In conversations with potential applicants such as these, a number have expressed anxiety about completing a thesis or portfolio and indicated interest in a course-only option. We thus believe that the course-only route may enhance our marketability and allow us to sustain and perhaps even grow our MEd program.

One of the limits to growth of our MEd program is faculty workload as existing faculty simply cannot be asked to do much more in terms of supervision of MEd theses and portfolios and PhD dissertations. The course-only route would allow us to admit more MEd students without unreasonably increasing faculty workload.

Other universities (including OISE/University of Toronto, home to one of the largest MEd programs in Ontario) offer a course-only MEd degree consisting of 10 half courses (5.0 fce).

Calendar Entry: The calendar entry for this route would follow the same format as the Thesis route and the Portfolio route. We would be requiring the same compulsory courses as in the Thesis route. (Portfolio students have 5112 Research Seminar, a research course specific to the portfolio process, as a required course instead of Quantitative or Qualitative Research Methods.)

Proposed Entry:

COURSE ROUTE

(a) Compulsory courses:

Education 5010 – Introduction to Research Approaches in Education
and either

Education 5110 – Quantitative Research Methods in Education

or

Education 5111 – Qualitative Research Methods in Education

(Students may take both 5110 and 5111, but the second will be taken as an elective course.)

(b) 4 FCE electives (eight half-courses) selected in consultation with the Chair of Graduate Studies and Research in Education and reflecting the student's area of interest.

Budgetary Implications: None. If we attract more students to our MEd program because of the course-only route, it would mean some of our graduate courses would have higher enrolments but this would not result in increased costs.