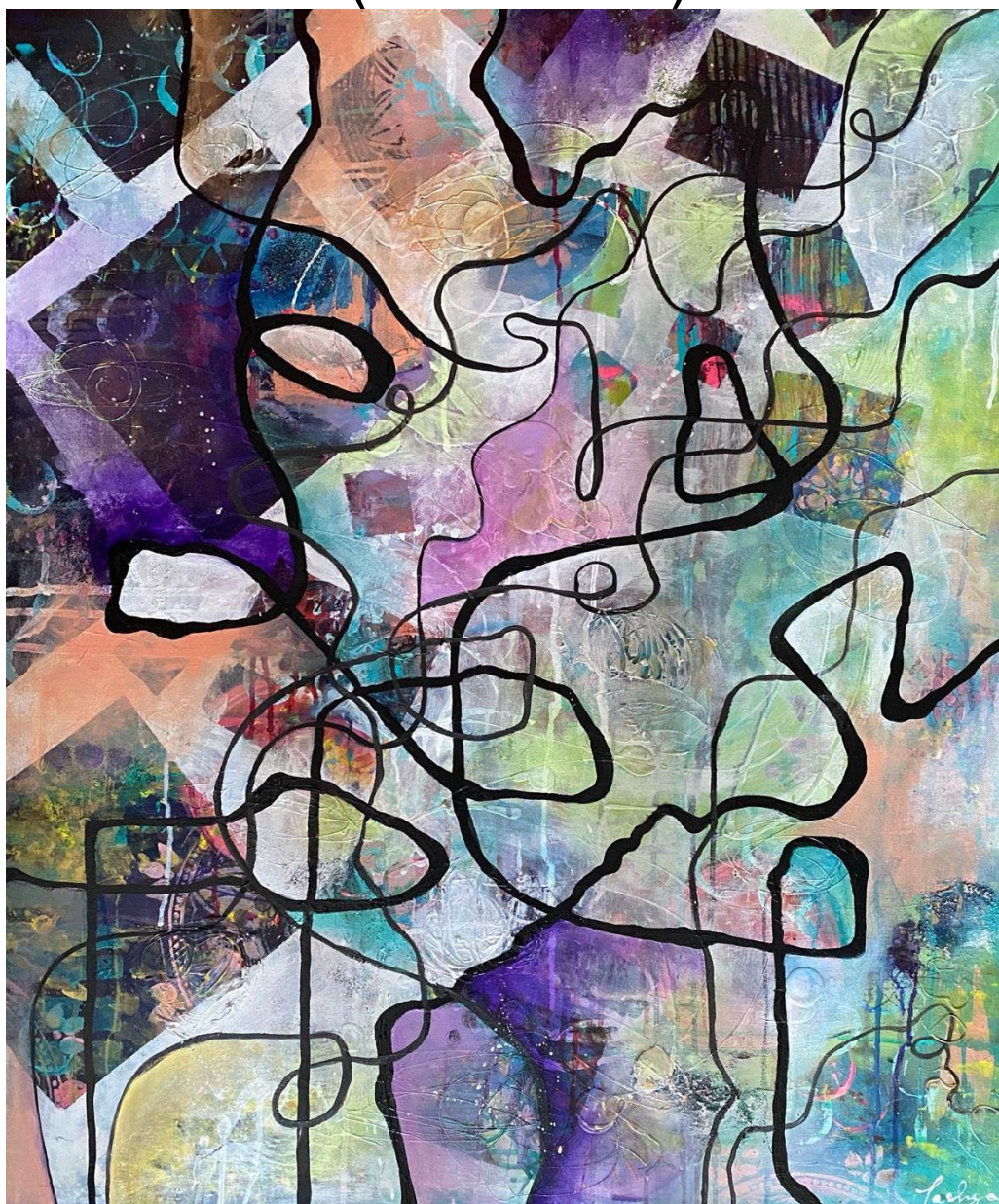


# Master of Education Program Handbook (2026-2027)



**Lakehead**  
UNIVERSITY

Graduate Studies  
and Research in Education

# Foreword

## Important

Faculty of Education Graduate Studies website  
<http://education.lakeheadu.ca/graduate/>


This Handbook is a guide to the Department of Graduate Studies & Research in Education at Lakehead University for Master of Education students. The Handbook is a modified version of earlier handbooks and we are grateful to previous contributors for their work. We are also thankful to Ms. Tashya Orasi, doctoral candidate, for creating the cover artwork for us. You can check out Tashya's other artwork here: <https://galleries.lakeheadu.ca/tashya-orasi.html>

Our website contains up-to-date information on program changes, course offerings, and other news. Please visit our [program website](#). For all other questions and concerns about graduate programs in the Department of Graduate Studies and Research, please contact the Chair, or Administrative Assistant. Our contact information and areas of responsibility are described next. Sometimes student queries are outside of our areas of responsibility; thus, we have included information for frequently contacted departments and services following the department contact information.

## Department Contact Information



**Dr. Meridith Lovell-Johnston**  
*Chair, Department of Graduate Studies & Research*  
Faculty of Education  
OH 1001L  
[gradchair.educ@lakeheadu.ca](mailto:gradchair.educ@lakeheadu.ca)


My preferred method of contact is email. 

### Contact me for

1. Questions or concerns about the Master of Education and Joint PhD programs
2. Questions about admissions, leaves of absence, program changes, or supervision
3. Thesis and portfolio processes and forms
4. Information about appeals



**Tina Falcigno**  
*Administrative Assistant, Department of Graduate Studies & Research*  
Faculty of Education  
BL 1007C  
Tel: (807) 343-8010 ext. 8706  
[gradadmin.educ@lakeheadu.ca](mailto:gradadmin.educ@lakeheadu.ca)

My preferred method of contact is email. 

### Contact me for

1. Questions about admission or program status
2. All forms: including for leaves of absence, program changes, or graduate assistantships.
3. Thesis and portfolio processes and forms
4. Information sessions and upcoming events

## Other Important Contacts for Graduate Students

### Faculty of Graduate Studies

*For general information about being a graduate student (not specific to the Faculty of Education) including applications and deferrals, funding (graduate assistantships and scholarships like OGS or SSHRC).*

General Support – [admin.grad@lakeheadu.ca](mailto:admin.grad@lakeheadu.ca) (no program inquiries)

Graduate Assistantships and Funding (Scholarships) – [funding.grad@lakeheadu.ca](mailto:funding.grad@lakeheadu.ca)

Applications to the Program, Deferrals – [gstudent@lakeheadu.ca](mailto:gstudent@lakeheadu.ca)

### Student Finance Contacts

*For information about tuition (your statement of account should be in MyInfo) and paying your fees.* [student.accounts@lakeheadu.ca](mailto:student.accounts@lakeheadu.ca)

### Lakehead University Education Libraries

Thunder Bay / Online – [edlib@lakeheadu.ca](mailto:edlib@lakeheadu.ca)

Orillia – [orlib@lakeheadu.ca](mailto:orlib@lakeheadu.ca)

### Academic Support Zone

*Support for academic matters and, particularly to book an appointment with the Writing Centre at either campus for writing support.* [academiczone.ssc@lakeheadu.ca](mailto:academiczone.ssc@lakeheadu.ca)

### Student Accessibility Services

*To request academic accommodations.*

Thunder Bay / Online – [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca)

Orillia – [oraccess@lakeheadu.ca](mailto:oraccess@lakeheadu.ca)

### Other Contacts

Office of Human Rights and Equity – [humanrights@lakeheadu.ca](mailto:humanrights@lakeheadu.ca) (807) 346-7773

Sexual and gender-based violence – [svcoordinator@lakeheadu.ca](mailto:svcoordinator@lakeheadu.ca) (807) 346-7785

Indigenous Student Services – [adm.issc@lakeheadu.ca](mailto:adm.issc@lakeheadu.ca)

International Student Affairs – [studentlife.intl@lakeheadu.ca](mailto:studentlife.intl@lakeheadu.ca)

Tech Help - <https://www.lakeheadu.ca/faculty-and-staff/departments/services/helpdesk>

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## Information in this Handbook

### Important

Lakehead University Academic Calendar  
<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx>

Lakehead University's regulations concerning graduate programs are found in the [Lakehead University Academic Calendar](#) (see figure below), which is henceforth referred to as "the Calendar." It is important to start from the home page of the current academic calendar. **Please note the date on the page to ensure it is the most current calendar.** This handbook summarizes the important information from the Calendar for students' convenience. Please see **Figure 1** for a screen capture of the Calendar home page which is referenced throughout subsequent sections.

Figure 1 Screenshot of Lakehead University Academic Calendar Showing Tabs Discussed

The online Academic Calendar is an official University document. It is a comprehensive guide that contains general information such as important dates, admission requirements and descriptions of all programs and courses offered at Lakehead.

It also contains pertinent information about all academic policies and regulations. This includes general regulations that apply to all students as well as specific regulations pertaining to the specific program in which a student is enrolled.

## Important University Regulations

Students should familiarize themselves with the general University regulations found following the [Regulations](#) tab on the academic calendar homepage. Additionally, Master of Education students must adhere to the regulations of both the Faculty of Graduate Studies and the Faculty of Education.

Some regulations apply to all graduate students. For example, continuous registration status, leaves of absence, time extensions, and grade conversions are common to all graduate

## Important

Faculty of  
Graduate Studies  
Regulations  
<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=27&chapterid=8319&loaduserredits=False>

Faculty of  
Education  
Regulations

programs. General regulations that apply to all graduate programs can be found on the Faculty of Graduate Studies webpage by following the [Regulations](#) tab, choosing “Graduate”.

Some regulations apply specifically to Master of Education students. For example, restrictions on the number of courses and regulations around thesis and portfolio defences are specified by the faculty. Regulations that apply specifically to the Faculty of Education can be found by following the *Regulations* tab, choosing “Graduate” and “[Faculty of Education](#).”

The Calendar is the definitive reference for any Lakehead University regulations and should be consulted when students have questions about university regulations or policies. The Chair or the Administrative Assistant can assist students in clarifying Lakehead University regulations and policies that are relevant to programs of study, but it is essential for students to familiarize themselves with the regulations and policies. Knowing and understanding the regulations are the sole responsibility of the student. Consulting the regulations early will help prevent surprises.

## Important Links

Lakehead International  
<https://www.lakeheadu.ca/international>

English Language Proficiency Requirements  
<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=26&chapterid=7138&loaduseredit=False>

# Admissions

## Admission Requirements

Usual minimum requirements for admission to the MEd program are:

- A four-year Bachelor's degree and Bachelor of Education or equivalent, each with at least a second class standing (B).

OR

- Two years relevant professional experience and a minimum B average in a four-year Bachelor's degree or equivalent.

Although the above requirements should be considered as minimum requirements for admission, equivalent qualifications may be considered at the discretion of the Chair and with the approval of the Dean of the Faculty of Graduate Studies. The University retains the right to select candidates and to limit enrolment in accordance with available resources.

Applicants to the Master of Education program may include references as an optional component of their application – these may be either academic or professional. A referee should be able to comment on the applicant's capacity for scholarly writing and potential for graduate-level research. If you are concerned about references, please contact the Office of Graduate Studies and Research in Education for further information. Applicants to the program are required to submit a Supplementary Form with their application outlining their relevant experience and goals for the program. Applications will not be assessed if the supplemental form is missing.

Applicants with an average between 70% and 75%, if accepted, are *initially admitted to the course-based route*. Once admitted, a student may request a transfer to the portfolio or thesis route after they have completed three courses with final grades exceeding 85% for students wishing to pursue a thesis. Requests must include a written confirmation from a full-time faculty member who has agreed to act as the student's supervisor. Typically, the request is also accompanied by a writing sample, such as a two-page mini proposal with background, objectives, and proposed methodology for the study. Applicants with an average over 75% may apply directly to the thesis or portfolio route *without restriction*.

Further information on admission requirements can be found in the [Admissions Requirements](#) tab of the Academic Calendar homepage.

## International Student Admissions

International applicants who have not completed a degree at a university where the primary language of instruction is English must meet the Faculty of Graduate Studies Master's Regulations regarding [Proficiency in the English Language](#). International applicants who have completed their previous studies in English may provide documentation from previous institutions to waive this requirement.

Applicants who do not meet English Language Proficiency may receive a *conditional offer* to the program and be required to successfully complete the Lakehead [Academic English Program](#) (AEP), or parts thereof, at their own expense in the first semester of the program. Students who do not successfully complete the AEP will be withdrawn from the M.Ed program. Applicants who receive a conditional offer will also be required to take EDUC 5713 *Foundations of Graduate Studies in Education* **in the first available semester**.

### **Admission with Advanced Standing**

Applicants who have taken graduate courses at another faculty/university may be granted credit for up to two half courses in their M.Ed program. Applicants must request that the course(s) be considered *at the time of application*. Such courses must be approved by the Graduate Studies in Education Master of Education Committee based on the following criteria:

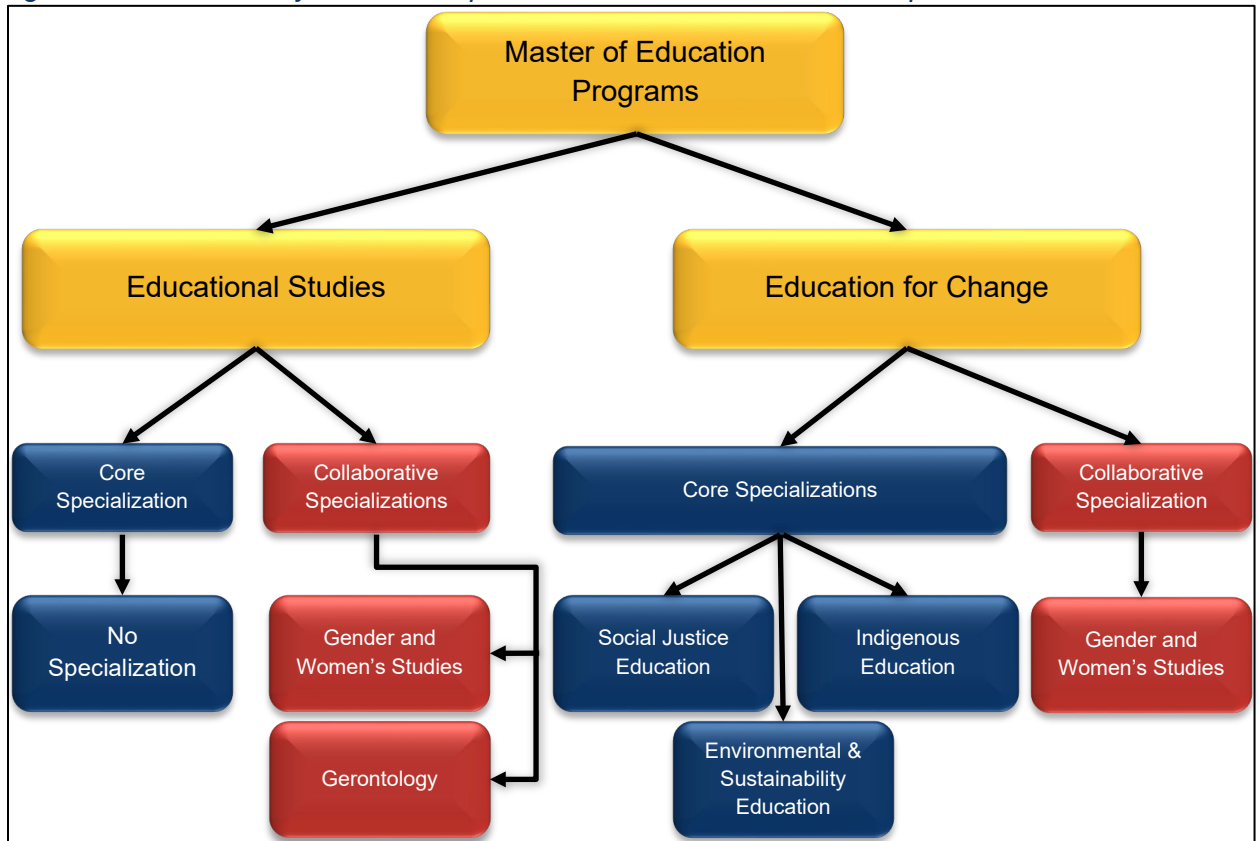
1. The courses have not been used as credit toward another degree, certificate, or diploma;
2. A minimum of B standing was obtained;
3. The courses are considered to be directly relevant to the program or area of specialization chosen by the applicant; and
4. The courses have typically been taken within three years of the time of admission to the MEd program.

# Master of Education Program Options

Lakehead  
University  
Academic  
Calendar  
[HYPERLINK  
"http://csdc.lakeheadu.ca/Catalog/View"](http://csdc.lakeheadu.ca/Catalog/View)

There are two fields of study in the Master of Education program: *Educational Studies* and *Education for Change*. Requirements for these are explained in the [Calendar entries](#), which contain the official information about the courses needed to meet the requirements for each. Within the Education for Change field, students choose from three specializations: *Social Justice Education*, *Indigenous Education*, and *Environmental and Sustainability Education*. The Educational Studies field has options for collaborative specializations with the departments of Gender and Women’s Studies and Gerontology. Students wishing to pursue these two collaborative specializations must apply to and be accepted by both departments. See the flowchart overview of the program below in **Figure 2**.

Figure 2 Fields of Study with Core Specializations and Collaborative Specializations



Students enrolled in the Master of Education program who would like to change their field of study to or from any of the core specializations (not the collaborative specializations) should complete the [Lakehead Graduate Request for Program Change](#) form and send it via email to the Administrative Assistant. We strongly recommend students contact their supervisor (if applicable) before changing their program specializations to ensure they have or will be able to have all the required courses to graduate from their program. Dual specializations are possible within the Education for Change field of study. If interested in declaring a dual specialization, students

should consult with the Chair to help plan their courses very carefully. General requirements for dual specializations are discussed in **Table 4**.

Students are responsible to make certain they are meeting program requirements. These may be found starting at the current academic calendar homepage and following the [Programs and Faculties](#) tab or navigating directly to the [Calendar entries](#). **Table 1**, below, presents the course codes and names of the compulsory courses for both fields of study and the specializations along with the typical terms in which they are offered. Please note that EDUC 5713 *Foundations of Graduate Studies in Education* may also be required for some students (and is helpful for all students). Students should consult their letter of offer to see whether EDUC 5713 is required.

Compulsory courses may be taken in any sequence (i.e., sometimes students take the second research course before the first research course, although this is not common). Students may take more than one of the second research courses or the foundations courses and the second and subsequent courses would be treated as electives.

Note, however, that students may not take both 5010 and 5011 for credit. Sometimes compulsory courses are offered in the spring and summer if there is particularly high interest in the fall and winter; however, students should not assume these courses will be offered consistently in spring or summer terms.

**Table 1 List of Compulsory Courses.**

Type	Course Code and Name	Term
<b>First Research Courses</b>	<b>Choose one (1)</b> EDUC 5010 Research in Education	Fall
	EDUC 5011 Research in Education for Change	Fall
<b>Second Research Courses</b>	<b>Choose one (1)</b> EDUC 5110 Quantitative Research	Winter
	EDUC 5111 Qualitative Research	Winter
	EDUC 5113 Research in Professional Contexts (for course or portfolio students only)	Winter
	EDUC 5117 Indigenous Research Approaches	Winter
	EDUC 5119 Arts-Integrated Research Approaches	Fall
<b>Foundation Courses for Education for Change</b>	<b>Choose one (1) that matches the title of your specialization</b> EDUC 5016 Foundations of Environmental and Sustainability Ed.	Fall
	EDUC 5017 Foundations of Indigenous Education	Fall
	EDUC 5018 Foundations of Social Justice Education	Fall

Once students have decided upon their Field of Study (either Educational Studies or Education for Change, and possibly a specialization), they must also determine which route they will take: course, portfolio, or thesis. The course route requires the successful completion of 10 M.Ed. courses. The portfolio and thesis routes both require independent projects under the guidance of a supervisor. The difference between them, their requirements, and considerations for how to approach the work of these routes is discussed in the [Advice on Program Planning](#) section later in this handbook.

## Educational Studies Field of Study, Requirements, and Electives

Most students enter the M.Ed in the Educational Studies field of study. Educational reflects a wide range of perspectives and approaches. The requirements for types of courses are presented in **Table 2**. All M.Ed students enrolled in Educational Studies must take an introduction research half-course (either EDUC 5010 or 5011) and an introduction to research methods half-course (selected from EDUC 5110, 5111, 5113, 5117, or 5119), although EDUC 5113 (Research in Professional Contexts) is not offered to thesis-based students. Please consult **Table 1** for the list of compulsory courses and when they are offered. Note EDUC 5713 may also be a required course for some students. All other courses are considered open electives. Open electives may come from areas of curriculum studies, policy, special education, and so on, or from any of the Education for Change areas. They may also include any number of EDUC 5414 Special Topics courses. See **Appendix C** for program planning templates for Educational Studies.

Educational Studies students (whether thesis, portfolio, or course route) may consider a specialization in Gerontology or Gender and Women's Studies (these must be applied for at the outset of the program). Students must take required course(s) from the Department of Gender and Women's Studies or Gerontology, which reduces the number of education electives available. These specializations are reflected in **Table 2**. Additionally, there are requirements for coursework or projects and interested students should contact the departments directly for more details.

**Table 2 General Course Requirements Within Each Route for the Educational Studies Field.**

	Thesis Route	Portfolio Route	Course Route
<b>Mandatory Courses</b>	1 introduction to research half-course (EDUC 5010 or 5011) <sup>a</sup> 1 research methods half-course (EDUC 5110, 5111, 5117, or 5119)	1 introduction to research half-course (EDUC 5010 or 5011) 1 research methods half-course (EDUC 5110, 5111, 5113, 5117, or 5119)	1 introduction to research half-course (EDUC 5010 or 5011) 1 research methods half-course (EDUC 5110, 5111, 5113, 5117, or 5119)
<b>Open Elective Courses</b>	<b>No Specialization</b> 4 half-courses <sup>b</sup> (2 full course equivalents)	<b>No Specialization</b> 6 half-courses (3 full course equivalents)	<b>No Specialization</b> 8 half-courses (4 full course equivalents)
	<b>GWS Specialization</b> WOME 5101 (1 FCE) and 2 open electives <sup>c</sup>	<b>GWS Specialization</b> WOME 5101 (1 FCE) and 4 open electives <sup>c</sup>	<b>GWS Specialization</b> WOME 5101 (1 FCE) and 6 open electives <sup>c</sup>
	<b>GERO Specialization</b> GERO 5710 and 5790 and 2 open electives <sup>d</sup>	<b>GERO Specialization</b> GERO 5710 and 5790 and 4 open electives <sup>d</sup>	<b>GERO Specialization</b> GERO 5710 and 5790 and 6 open electives <sup>d</sup>
<b>Thesis or Portfolio</b>	<b>Thesis</b> (2 full course equivalents)	<b>Portfolio</b> (1 full course equivalent)	n/a
<b>Total</b>	5 full course equivalents (5 FCEs)	5 full course equivalents (5 FCEs)	5 full course equivalents (5 FCEs)

Notes.

<sup>a</sup> Two half-courses = one full course equivalent (1 FCE); most MEd courses are half-courses, though we often just call them courses!

<sup>b</sup> Thesis students may wish to take 1 half course (0.5 FCE) as a directed study with their supervisor

- Course-based GWS students must complete the final paper of two courses (in addition to WOME 5101) with a topic related to Gender and Women's Studies. A one-page description of these assignments must be approved by the Education representative of the Women's Studies committee. Thesis and Portfolio students must complete their portfolio or thesis from a GWS perspective.
- Course-based Gerontology students must complete the final paper of two courses (in addition to GER 5710 and 5790) with aging as a construct. A one-page description of these assignments must be approved by one of the Education faculty affiliated with the Gerontology Specialization. Thesis and Portfolio students must complete their portfolio or thesis with aging as a perspective.

## Education for Change Field of Study, Requirements, and Electives

The Education for Change field of study offers three main specializations: Indigenous Education, Social Justice Education, and Environmental and Sustainability Education. The compulsory and elective courses are presented in **Table 3**.

All MEd students enrolled in Education for Change must take an introduction research half-course (either EDUC 5010 or 5011), an introduction to research methods half-course (selected from EDUC 5110, 5111, 5113, 5117, or 5119), although EDUC 5113 (Research in Professional Contexts) is not offered to thesis-based students. Please consult **Table 1** for the list of compulsory courses and when they are offered. Note EDUC 5713 may also be a required course for some students. All other courses are considered specialization electives (see **Table 5**) or open electives (that is, not connected to a specialization). Open electives may come from areas of curriculum studies, policy, special education, or from any of the other Education for Change areas. They may also include any number of EDUC 5414 Special Topics classes. See **Appendix C** for program planning templates for Education for Change.

MEd students enrolled in the Education for Change field of study and in the thesis, portfolio, or course route may consider a specialization in Gender and Women's Studies (these must be applied for and approved). Students in these specializations must take required course(s) from the Department of Gender and Women's Studies or Gerontology, which reduces the number of education electives available. These are reflected in **Table 3**. Collaborative specializations require special considerations for coursework or projects and interested students should contact the departments directly for more details.

**Table 3 General Course Requirements Within Each Route for the Education for Change Field (Single Specialization).**

	Thesis Route	Portfolio Route	Course Route
<b>Mandatory Courses</b>	1 introduction to research half-course (EDUC 5010, 5011) <sup>a</sup> 1 research methods half-course (EDUC 5110, 5111, 5117, or 5119) 1 Foundations course in specialization area (EDUC 5016, 5017, or 5018)	1 introduction to research half-course (EDUC 5010 or 5011) 1 research methods half-course (EDUC 5110, 5111, 5113, 5117, or 5119) 1 Foundations course in specialization area (EDUC 5016, 5017, or 5018)	1 introduction to research half-course (EDUC 5010 or 5011) 1 research methods half-course (EDUC 5110, 5111, 5113, 5117, or 5119) 1 Foundations course in specialization area (EDUC 5016, 5017, or 5018)
<b>Specialization Elective Courses</b>	<b>Core Specializations</b> 2 half-courses <sup>b</sup> (1 full course equivalent)	<b>Core Specializations</b> 2 half-courses (1 full course equivalent)	<b>Core Specializations</b> 4 half-courses (2 full course equivalents)
	<b>GWS Specialization</b> WOME 5101 (1 FCE) and 1 half-credit specialization elective <sup>c</sup>	<b>GWS Specialization</b> WOME 5101 (1 FCE) and 1 half-credit specialization elective <sup>c</sup>	<b>GWS Specialization</b> WOME 5101 (1 FCE) and 3 half-credit specialization elective <sup>c</sup>
<b>Open Elective Courses</b>	1 half-course elective or 0 for GWS	3 half-course electives or 2 for GWS	3 half-course electives or 2 for GWS
<b>Thesis or Portfolio</b>	<b>Thesis</b> (2 full course equivalents)	<b>Portfolio</b> (1 full course equivalent)	n/a
<b>Total</b>	5 full course equivalents (5 FCEs)	5 full course equivalents (5 FCEs)	5 full course equivalents (5 FCEs)

Notes.

<sup>a</sup> Two half-courses = one full course equivalent (1 FCE); most MEd courses are half-courses, though we often just call them courses!

<sup>b</sup> Thesis students may wish to take 1 half course (0.5 FCE) as a directed study with their supervisor

<sup>c</sup> Course-based GWS students must complete the final paper of two courses (in addition to WOME 5101) with a topic related to Gender and Women's Studies. A one-page description of these assignments must be approved by the Education representative of the Women's Studies committee. Thesis and Portfolio students must complete their portfolio or thesis from a GWS perspective.

M.Ed students in the Education for Change field may undertake a double specialization. The relevant regulations can be found following the Academic Calendar entry for the [Education for Change M.Ed. programs](#). Interested students should contact the Chair early in the program for assistance in selecting courses. **Table 4** provides an overview of the course requirements for a double specialization. Students need to take both foundations courses and a number of electives. Note that although some elective courses are listed in the as being suitable for more than one specialization, students may only count a course towards a single specialization.

Thesis and portfolio students pursuing a dual specialization must have a supervisor and committee member who, between them, have specialization in both areas. The thesis or portfolio must have a clear focus on both specializations. The checklists can be found on page 67, 68 and 69.

**Table 4 General Course Requirements Within Each Route for the Education for Change Field (Dual Specialization).**

	<b>Thesis Route</b>	<b>Portfolio Route</b>	<b>Course Route</b>
<b>Mandatory Courses</b>	1 introduction to research half-course (EDUC 5010, 5011) a 1 research methods half-course (EDUC 5110, 5111, 5117, or 5119) 2 Foundations courses in both specialization areas (EDUC 5106, 5017, or 5018)	1 introduction to research half-course (EDUC 5010 or 5011) 1 research methods half-course (EDUC 5110, 5111, 5113, 5117, or 5119) 2 Foundations courses in both specialization areas (EDUC 5106, 5017, or 5018)	1 introduction to research half-course (EDUC 5010 or 5011) 1 research methods half-course (EDUC 5110, 5111, 5113, 5117, or 5119) 2 Foundations courses in both specialization areas (EDUC 5106, 5017, or 5018)
<b>Specialization Elective Courses</b>	First Specialization 1 half-course b (0.5 full course equivalent)	First Specialization 2 half-courses (1 full course equivalent)	First Specialization 4 half-courses (2 full course equivalents)
	Second Specialization 1 half-course b (0.5 full course equivalent) c	Second Specialization 2 half-courses (1 full course equivalent) c	Second Specialization 2 half-courses (1 full course equivalent) c
<b>Open Elective Courses</b>	n/a	n/a	n/a
<b>Thesis or Portfolio</b>	Thesis (2 full course equivalents), must address both areas	Portfolio (1 full course equivalent), must address both areas	n/a
<b>Total</b>	5 full course equivalents (5 FCEs)	5 full course equivalents (5 FCEs)	5 full course equivalents (5 FCEs)

Notes.

a Two half-courses = one full course equivalent (1 FCE); most MEd courses are (0.5 FCE)

b Thesis students may wish to take 1 half course (0.5 FCE) as a directed study with their supervisor

c One course may not be counted towards two specializations, even if it is listed as appropriate for both.

The above tables (2-4) provide a general overview of the course requirements for both fields of study and any specializations. However, more detailed information may be found in the [Calendar Entries](#) and these should be consulted carefully to ensure that program requirements are met.

## Specialization Electives

**Table 5** presents the elective courses for each specialization, and some that carry the code EDUC 5414. EDUC 5414 are special topics courses, and although some of them are offered regularly, they will not show in the degree audit tool as being from any specialization. These are added *manually* to a degree audit at graduation. This list is not comprehensive because new EDUC 5414 courses are being offered all the time. Note some elective courses are offered frequently and some are not. There is no guarantee that an elective course will be offered again in the next terms.

**Table 5 List of Specialization Electives and Special Topics Courses.**

	Environmental and Sustainability Ed.	Indigenous Education	Social Justice Education
<b>Course Calendar Courses</b>	EDUC 5634 Outdoor Education EDUC 5636 Place-based Education EDUC 5650 Environmental Philosophies in Education EDUC 5656 STSE (Science, Technology, Society, and Environment) Education EDUC 5676 Holistic and Contemplative Education EDUC 5696 Wild Pedagogies EDUC 5710 Animals in Education EDUC 5711 Activism in Education EDUC 5712 Climate Change Education EDUC 5719 Ecological Consciousness	EDUC 5410 Indigenizing Social Studies EDUC 5537 Indigenous Cultural Production EDUC 5557 Indigenous Language Revitalization EDUC 5615 Pedagogies of Race and Identity EDUC 5616 Cultural Studies in Education EDUC 5617 Critical Indigenous Pedagogy EDUC 5677 Cultivating Indigenous Well-Being	* <i>Any course in previous 2 columns plus</i> EDUC 5234 Policy and Change EDUC 5316 Issues in Special Education EDUC 5411 History of Education EDUC 5412 Philosophy of Education EDUC 5417 Sociology of Education EDUC 5419 Comparative and International Education EDUC 5618 Gender and Education EDUC 5638 Children's Rights in Education EDUC 5658 Media and Digital Literacies EDUC 5696 Wild Pedagogies EDUC 5714 School Improvement Planning EDUC 5716 Issues in Lifelong Learning
<b>Special Topics Courses</b>	EDUC 5414 Critical Food Education EDUC 5414 Place and Land in Teacher Education	EDUC 5414 Indigenous Peace and Conflict EDUC 5414 Indigenous Peoples & Decolonization EDUC 5414 Learning Through Relationships EDUC 5414 Place and Land in Teacher Education	* <i>Any course in previous 2 columns plus</i> EDUC 5414 Children's Participation EDUC 5414 Democracy in Education EDUC 5414 Popular Education EDUC 5414 Rural Medical and Health Education EDUC 5414 Student Activism in Education
<b>Thesis &amp; Portfolio Students</b>	EDUC 5570 Directed Study EDUC 5750 Field Experience: Education for Change	EDUC 5570 Directed Study EDUC 5750 Field Experience: Education for Change	EDUC 5570 Directed Study EDUC 5750 Field Experience: Education for Change

## **Collaborative Graduate Program with Specialty in Gerontology**

The Specialization in Gerontology requires students to complete *Gerontology 5710 - Research and Theory in Gerontology* (.5 FCE) and *Gerontology 5790 - Gerontology Research Seminar* (.5 FCE), plus complete a portfolio or thesis related to gerontology/aging, or, in the course route, complete the major assignments in two Education courses using aging as a construct. Students who have been approved by the Gerontology Graduate Committee receive academic counselling by the Gerontology Graduate Coordinator.

The thesis or portfolio, taken in Education, must have a Gerontological focus. Students must have a supervisor who is approved as a core faculty member in Gerontology. In exceptional circumstances, with approval of the Gerontology Graduate Committee, there may be joint supervision by a member of Education and a Gerontology faculty member. For more information visit the [Health Science Department website](#).

## **Collaborative Graduate Program with Specialty in Gender and Women's Studies**

The Specialization in Gender and Women's Studies consists of one full-year core course (1 FCE) *WOME 5101 - Theory and Methods in Women's Studies*, and a thesis or portfolio that must incorporate feminist scholarship. The proposed topic must be approved by representatives of both Education and the Women's Studies Graduate Committee. Course route students must take *WOME 5101* and must complete the major assignments from two additional courses on topics relevant for Gender and Women's Studies and incorporating feminist scholarship. For more information visit the

## Advice on Program Planning



The decision to pursue graduate studies in education is an exciting and often life-changing one. Students make this decision for reasons that may be personal, academic, or professional. Graduate education has the potential to introduce students to new ideas and knowledge, to new ways of thinking, to the conduct of research, and to alternative and creative applications of current knowledge. Graduate education provides students with opportunities to pursue personal, academic, and professional interests and goals in breadth through courses and directed study, and in depth through a thesis or portfolio.

Graduate studies in education may lead to several different pathways. It may lead to the development of professional knowledge and skills within a student's current professional role, new career possibilities within their profession, or to the decision to pursue doctoral studies. If considering doctoral studies, whether at Lakehead University or not, M.Ed students should be enrolled in the thesis route. Not all PhD programs require a thesis-based Masters program; however, many require either a thesis-based M.Ed program or evidence of research capacity.

The old adage "You get out of the degree what you put into it" is particularly true of graduate education. The successful completion of a graduate degree requires motivation, ownership, and active involvement, time, tenacity, and the ability to work independently and cooperatively. It is important to consider any graduate degree as a program, including the course-route, rather than as a collection of discrete courses. Conceptualizing the program as a whole enables students to plan a program tailored to their personal, professional, and academic interests and goals.

### ***Initial Contact/Orientation***

Prior to registering in the program, students may want to schedule an interview or telephone meeting with the Chair of the Department of Graduate Studies and Research. This process provides students with an overview of the program and assists them in the selection of courses. Appendix C provides a helpful checklist for planning and tracking progress through the program.

An orientation session will be held in early September for incoming MEd students. The session is intended to welcome new students and to acquaint them with the various program options. The sessions also give new M.Ed students the opportunity to meet other graduate students and faculty members. Continuing students are also encouraged to attend. Students from out of town, and those who cannot attend the session, are encouraged to contact the Chair or Administrative Assistant with any questions about the program and to participate, where applicable, via videoconferencing technology.

### ***Planning***

In planning their program, M.Ed students should give consideration to tentative completion dates or milestones for each phase of the program. The phases include:

1. Choosing between the two fields of study, which are Educational Studies and Education for Change. Students may also change once their program has started by completing a [Program Change Form](#) and return it to the Administrative Assistant. Please note that there is an administrative fee of \$50.00.
2. Education for Change students can choose among the three specializations, which are Indigenous Education (IE), Environmental and Sustainability Education (ESE), and Social Justice Education (SJE). Students may also change their specialization during the program, but this decision should be undertaken after consultation with the Chair ensure that students will be able to complete the required compulsory and elective courses.
3. Selection of compulsory courses and elective courses.
4. Choosing between course, portfolio, or thesis routes.

The Chair can assist students in the selection of courses, in resolving concerns, and in the selection of a supervisor for the portfolio or thesis.

**Sequence of Courses.** The compulsory courses should typically be completed early in the student's program (but there is no requirement to do so). These courses introduce students to the area of specialization and research design and methodologies.

**Electives in Other Departments, Schools, or Universities.** With permission of the Instructor and Chair, elective courses may include a maximum of one full graduate course (i.e., two half courses), or the equivalent, in another cognate academic unit (department or faculty). This will require a special permissions request that is accessed through [MyInfo](#). To take a course at another institution, students must plan at least one term ahead and should familiarize themselves with the information on the Faculty of Graduate and Studies' website pertaining to the [Ontario Visiting Graduate Student Application](#). Signatures from the Chair of the Department and the Dean of the Faculty of Graduate Studies are required, as well as signatures from the Ontario university where students are planning on taking the course. This can work out well, though universities are often unwilling to guarantee space prior to 10 days before the course starts; the uncertainty this creates can be stressful.

**Involvement in Research Activity.** Students are strongly encouraged to present their work and to attend events that involve them in research activity. Such events include seminars and guest lectures, the annual Graduate Education Students' Conference, and the annual University-wide Graduate Students' Conference.

Students should consider attending provincial, national, and international conferences as a participant or presenter. The Faculty of Education has some limited monies to help students defray the costs of presenting a paper at a conference. The application, including procedures,

can be found under the [Forms for Graduate Students](#). Proposals for presenting a paper at a conference are submitted well in advance. For example, the annual conference of the *Canadian Society for the Study of Education* (CSSE) is held each year in late May, but the proposal deadline is in the preceding fall. There are numerous conferences in many fields of education that might interest students.

The Faculty of Graduate Studies may also support conference travel for presenters; please check their website for details.

## Thesis, Portfolio or Course Route?

MEd students should consider carefully which route – course, portfolio or thesis – best meets their personal, professional, and scholarly interests and goals.

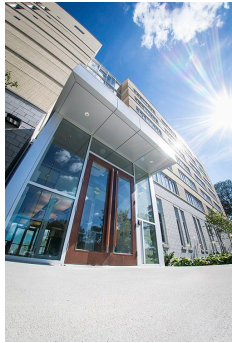
**Course Route.** The course route allows students to gain breadth of knowledge of the wider education field, to be critical consumers of research, and be able to apply that research in various educational settings. Course route students in either field may informally decide to focus on a particular area of Education, maintaining that interest across many courses.

**Portfolio.** A portfolio may involve research or the application of theoretical knowledge to a practical problem in the profession. A portfolio allows the candidate flexibility in:

1. The type of problem or topic selected for study;
2. The processes through which a problem is examined, developed, implemented, or evaluated; and
3. The range of forms that may be used for reporting.

The final portfolio must include an introduction, relevant literature review, description of how the task(s) were created, as well as, at minimum, one task such as a resource for professionals in the field. A portfolio committee consists of the Supervisor and one committee member. Students may be attracted to the portfolio route if they are keen on creating something of immediate practical value. A portfolio is equivalent to two half courses (1 full course equivalent).

**Thesis.** A thesis requires in-depth examination of a research problem. The thesis committee includes the Supervisor and one committee member. Before the graduate student meets the requirements for satisfactory completion of the M.Ed degree, the thesis must be approved by the thesis committee, an internal examiner (a Lakehead faculty member who is not serving on the committee), and an external examiner from another university. Some details on the timing of this process can be found in [Appendix A](#). Students may be attracted to the thesis route if they like the idea of conducting original research on a question of interest that will contribute to our collective knowledge in the field of Education. A thesis is equivalent to four half courses (two full course equivalents); This weighting reflects the commitment to research and analysis required for a thesis. Full-time students typically finish the thesis route in five or six terms.



## ***MEd Thesis Route***

There is valuable information that can be found on the [Graduate Programs](#) webpage and especially the thesis procedures. These procedures should be reviewed by thesis students and their supervisors. Please use this link and the information below to answer any questions about the Thesis Route.

### **Why Undertake a Thesis?**

Undertaking a thesis is typically more complex and intensive than doing course work. Students undertake a thesis to answer a question or address a problem on a particular topic of interest. Doing a thesis is excellent preparation for doing a PhD for interested students or those drawn to the idea of conducting original research.

### **Minimum Requirements for the Thesis Route**

The thesis route requires a minimum 75% entry from students' undergraduate degree. Students can switch into the thesis route after starting the M.Ed program, but must meet this criterion, as well as finding a supervisor willing to supervise their thesis. Students who wish to switch to the thesis route but who entered the program with less than a 75% average may apply to the Chair after completing three courses. At that time, students must have an average of 85% based on completed courses in the M.Ed program and a faculty member willing to supervise their thesis. The Chair can be consulted by students who think they might want to switch routes. Students wishing to change to the thesis route will need to submit a [Program Change Form](#) and return it to the Administrative Assistant, along with a mini-proposal of approximately two pages where they describe the background, objectives, and proposed methodology. This will help in planning the transition and making the most of the remaining coursework.

## **Preparing for the Thesis in Year 1**

### **Aligning Course Work to Support Thesis Work (Year 1)**

Students who enter the program as a full-time student aiming to embark on a thesis are advised to find a supervisor in the first months. Meeting with a supervisor can help tailor the first six courses toward the thesis. Thesis students typically complete their six courses in the first year. In many courses, it will be possible to focus extra readings and major assignment topics on areas that will support a student's thesis work.

### **Finding a Supervisor (During Year 1)**

**M.Ed students pursuing a thesis** will need to find a supervisor who is working in their area of interest and willing to supervise their thesis work. A list of designated faculty supervisors is found in Appendix B. Some advice on switching to the thesis route:

- Speak with the Chair and speak with fellow students about their experiences.

- Set up a meeting with potential supervisors and meet with them to discuss supervision. Advice for approaching potential supervisors and establishing timelines and expectations for the supervisor-student relationship are found in Appendix A.

At the start, most students will not likely know the exact question they want to research but should have a general idea of the topic of interest. M.Ed students pursuing the thesis route should inform the Graduate Office once a faculty member has agreed to be their supervisor.

Students may, in rare instances, encounter difficulties in working with their supervisor, which may lead them to consider changing supervisors. Because of the potential significance of a change of supervisor, students should carefully consider their options if they are encountering difficulties in working with their supervisor. In such cases, the student should first consult with the supervisor in order to discuss the nature of the problem and to determine what steps might be taken to remedy the problem. Students are encouraged to consult with the Chair, who will work with both the student and supervisor towards a resolution. A student wishing to change supervisors must submit a request to the Chair. Once approval of the Chair has been obtained, the Chair will notify the original supervisor and committee member.

#### Optional: **Directed Study Course ED 5570 (Year 1)**

**M.Ed students pursuing a thesis** may want to complete a directed study as an elective course with their supervisor. The directed study is an opportunity to read in the area of interest and lay the groundwork for the literature review component of the proposal. It is also an opportunity for a supervisor to determine whether a student will need writing guidance. A directed study might comprise reading 40–50 journal articles in the research area and writing brief summaries for each, recording what may be most relevant to the topic and methodology. These annotations allow students to gain an understanding of the field and the supervisor to read and assess their understanding of the literature. This can serve as the beginning of the literature review. Students may choose to use bibliographic software (e.g., *Zotero*) in order to build a database of articles, books, and other resources on their topic. Consult with the library for further suggestions. Other formats for the directed study can also be agreed upon by the student and supervisor and proposed to the Chair.

Students and their supervisors must complete the [application for a directed study form](#) that may be requested from the Administrative Assistant or accessed through the faculty member's MyInfo profile. The registration deadline is typically around August 15<sup>th</sup> for a fall course, November 15<sup>th</sup> for a winter course, and April 15<sup>th</sup> for a spring or summer course. Adhering to these timelines will enable the title to be entered on the student's transcript.

#### **Foundations and Electives (Year 1)**

In addition to the first and second research courses, students may need to do a foundations course (if enrolled in the Education for Change field) and then three more electives (one of which could be the directed study). Wherever possible, students should enrol in courses that will contribute to their knowledge of their thesis area. Students in one of the specializations in the

Education for Change field must choose some of their electives from specific groups, according to the guidelines laid out earlier in the Education for Change Field of Study section.

### **Committee Member (Year 1)**

As they are ending their coursework and beginning their thesis work by creating a thesis proposal, M.Ed students pursuing a thesis will need to discuss possible committee members with their supervisor. Committee members must have Faculty of Graduate Studies status with the Faculty of Education and be a full-time faculty member or an adjunct professor. A list of potential committee members is found in Appendix B. In exceptional circumstances, supervisors may propose Lakehead faculty members who do not meet these criteria to the Chair for consideration.

Once the student and supervisor have reached agreement on a committee member, supervisors typically approach a faculty member to invite them to be the committee member on a thesis committee. Some supervisors may request that the student approaches the potential committee member. In either case, a supervisor and the committee member will have a discussion about how they want to proceed. Regardless of how often the committee member wishes to see the proposal, they should be aware of the methods to be used and be in agreement before the proposal is fully written. The committee should meet to agree upon the central components of the proposal, including the research question(s), literature review, and methods. The supervisor should let the Administrative Assistant know who is serving on the committee.

## **Development of a Thesis Proposal**

### **Developing a Research Question (End of Year 1)**

Students should meet with their supervisor during the last half of their coursework (typically towards the end of year 1) to narrow their focus and agree upon a research question. A research question must be specific enough that it can be answered with the 100 pages maximum of a master's thesis. Furthermore, it must be answerable. Finally, it should be a question that has not been answered repeatedly in the research literature; that is, it must make a contribution to knowledge. A research focus should be determined as early as feasible. Although it is not possible to settle on the research question before students have explored the literature, they may use the readings in courses and for assignments to begin to review the literature in their area of interest. This strategy will enable students to make the best use of their courses.

Attend student/faculty presentations and the Graduate Education Students' Conference. Invitations to presentations are circulated by the department and provide both a platform to explore new ideas and to understand how graduate research works. Students should evaluate ideas that they find interesting and follow up on leads from the literature. In addition, it is an excellent idea to build a file of references, articles, and papers that might be useful in developing a proposal. Students should consult faculty members, especially their supervisor, about ideas for their thesis. As the process begins, students should be prepared to revise their idea and, quite possibly, to narrow their topic or problem further. It is important to collaborate with the thesis supervisor to develop a realistic plan that can be accomplished in a reasonable time frame.



## Developing a Plan

Once students and their supervisor have agreed upon a research question and the question has also been approved by the committee member, students should develop a backwards timeline (see [Appendix A](#)). The timeline will lay out when students need to complete the different aspects of their thesis. The following headings give a general outline of the steps.

## Elements of a Proposal

The Proposal typically<sup>1</sup> comprises the first three chapters of a thesis: the introduction including the research question; the literature review; a methodology chapter; and references. Proposals vary; what is described here is one typical way they often look. In the Faculty of Education, thesis proposals are typically approximately 20 pages in length, double spaced, although this may also vary.

The proposal must follow the Publication Manual of the American Psychological Association (7th edition) in matters of style (i.e., headings, citations, and language use), except where a compelling case can be made to diverge (e.g., some arts-based research might break some conventions; this must be cleared with a student's supervisor, committee member, and the Chair).

*Proposal Introduction.* The introduction to a thesis is a brief introduction to the topic, providing a context of the topic, the purpose of the work, research questions, and significance of the thesis. It may also include a theoretical framework. Many students also position themselves in the introduction, which means to identify one's *position* in relation to the topic and potential research participants. Such positioning might convey insider or outsider status and a student's key identities that shape their worldview and how they view and articulate the research problem under investigation.

*Proposal Literature Review.* The literature review is the foundation of a thesis. A review will include a broad summary of what is known about the topic generally and then increasingly narrowing it to the very specific question under investigation. The literature review should not simply be a list of article summaries; instead, it should be a synthesis as well as an argument. It positions one's research in the field and is an argument, using the literature, to delineate why it is important to conduct the research being proposed and to establish that the researcher (student) has sufficient understanding of the breadth of research in the topic of study.

*Proposal Methodology.* The methodology chapter outlines the approach to the research and the methods – how students will go about carrying out their research and the limitations of

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<sup>1</sup>Some approaches to research may differ significantly in important respects from the model presented here. Students are encouraged to do work that resonates with their research question and should always be prepared to support their choices with relevant references to appropriate literature. Some supervisors' expectations may also differ somewhat; discussing expectations helps to keep the progress running smoothly. Suggestions for working with supervisors and establishing appropriate expectations are presented in Appendix A.

their approach. It should begin with the research questions, justify the chosen approach, and then lay out the plan. The chapter should be very specific, rather than vague, because it is a blueprint for the actual steps that students will take to conduct their research. Some students include a chart of their research questions and the data they will gather in order to answer the questions. Any instruments to be used, such as surveys and interview questions, should be included, typically in an appendix to the thesis proposal. Wherever possible, make use of instruments and methods that have already been used in the literature.

### **Supervisor Feedback on the Proposal**

Students should negotiate with their supervisor to agree upon when to meet and how feedback might be obtained. After each meeting, it is good practice to send a brief email to confirm the next steps that have been agreed upon by the supervisor and student. The Faculty of Graduate Studies suggests a turnaround time of 10 working days for student work once it goes to a supervisor or a committee member. However, it might be unreasonable to expect such turnaround for work delivered just prior to a planned holiday and work that is unpolished usually takes longer. Supervisors may also send it back without a full read. While waiting for feedback on work submitted, there is almost always something else to work on!

Developing a researchable question and writing a literature review takes time and a number of exchanges of the draft with the supervisor will take place. Developing a system to track thesis drafts is recommended, such as by date and initials for the commenter. Students are wise to bear in mind that feedback is meant to strengthen the work and is not an accusation of lack of ability or potential as an M.Ed scholar. While a supervisor may do some minor editing, it is not their role to copy edit, though it is their responsibility to not approve the work until the writing is very polished. Students might consider finding someone, perhaps colleagues in the program, to read first drafts before sending them to their supervisor. Be sure to offer reciprocity.

### **Sending the First Clean Draft to the Committee Member**

Once the proposal is clean and ready to go (usually after three or four drafts), the supervisor asks the student to send it to the committee member. The committee member should be given advance notice about when it is coming and will endeavour to provide feedback within 10 working days.

Once the draft is returned with comments, the student and supervisor should speak and discuss the work involved in addressing the committee member's comments. The edited draft may need to be returned to the committee member one or more times, depending on the comments.

### **Signing Off on the Proposal**

When the supervisor and committee member are both satisfied that the proposal is clean and the proposed research is feasible, they will sign off on the proposal using a form supplied by the Administrative Assistant. Some students experience difficulty during the internal or external examination of their thesis, either because the methodology chapter was deemed to not be sufficiently detailed, because it was deemed not to be enough work to be considered thesis-level research, or for other reasons. The supervisor and committee member endeavour to help the

student to be successful under examination, but scholars have their own backgrounds, experience, and expectations for thesis work. Ideally, the work will be seen to be 'strong' as opposed to 'acceptable' heading into examination to increase the chances of success.

### **Ethics Application (4-5 weeks)**

If thesis research involves human subjects who might participate in surveys and/ or interviews, students must apply for an ethics review by the Lakehead Senate Research Ethics Board (REB). The application is available through the *Romeo Research Portal* (via [datatel/myInfo](#)). Instructions on completing an REB application can be found [here](#). REB applications must be approved before students can begin to gather data, and this may require a number of revisions to the REB protocol based on feedback from the REB. Although students will write the ethics application and upload it to the system, their supervisors are the designated Principal Investigator (PI) in the system. They will need to approve of the application and submit to the Chair for approval. Once the Chair or Chair's designate approves it, it will be submitted to the REB for a full review.

Plan on one week for the Chair/designate approval process for very clear and complete submissions, and an extra week under consideration for each time a resubmission is required. The REB usually takes three weeks, after they have completed a preliminary review for completeness, but this can vary. Students may be asked to revise the application for additional detail or clarification, which would delay approval.

This [information page](#) can be very helpful in developing the REB proposal. Additionally, it can be helpful to see examples of REB proposals, and a student's supervisor may have examples that can be shared.

## **Completing the Thesis**

### **Data Gathering**

To "gather data" means to administer a survey, conduct interviews, engage in participant observation, etc. Before going out to gather data, students need to have thought about how the data will be analysed. Qualitative or quantitative software are options that can help to label the data (audio recordings, student work, survey data, etc.) in a way that will support analysis. The supervisor may help with this part or, and students may receive some training on data analysis software from the Department of Graduate Studies. Students may consider utilizing equipment to assist in gathering data (audio or video recorders, for example) which are available for loan through the Lakehead University libraries, or software such as Zoom, which will provide transcripts of interviews, for example.

As part of their REB applications, students will be expected to plan for secure data storage for a period of at least seven years, following the 2022 revised [TriCouncil Policy Statement](#). This is something that students should discuss with their supervisors.

### **Data Analysis**

Supervisors may provide advice on analytic procedures. Supervisors may need to have access to the data that students have collected and coded in the case of qualitative research, and to data, tests, and analysis in the case of quantitative research. This should be written into the REB application. It is anticipated that students will do independent reading on the data analysis methods that are most relevant to their work. Lakehead M.Ed students can access some data analysis software through the Technology Services Centre [service catalogue](#), such as SPSS for quantitative data analysis and NVivo for qualitative data analysis.

### **First Draft of Analysis Chapter**

Once students have completed analysis, a draft of the results can be written and then sent to their supervisor. After some discussion and exchange of the draft, likely a few times, students can then turn their attention to their final chapters.

### **Discussion and Conclusion**

The draft will undergo a “back and forth” with a student’s supervisor until they agree that the whole thesis is complete and polished. Then, the student may be asked to send the draft to the committee member or the supervisor may do this themselves. Providing committee members with advance notice is always good practice. There will be at least one round of revisions but there may be a number of rounds. All revisions should be read by supervisors and agreed upon before the work goes back to the committee member. The supervisor and committee member will sign off on the MEd Thesis Report Form, available from the Administrative Assistant, when they believe a thesis is sufficiently complete and clean to be put forward for examination.

### **Length of Thesis**

A thesis should not exceed one hundred (100) pages in length, exclusive of references and appendices. Requests to go more than 10% above the page limit must be approved by the supervisor, committee member, and Chair. A rationale must be provided to the Chair for consideration.

## **Thesis Examinations**

**Internal Examiner.** The supervisor is responsible for finding an Internal Examiner who is “arm’s length” from the student. Typically, this is someone with expertise in the area. The Internal Examiner must be a faculty member at Lakehead University, a member of the Faculty of Education or an adjunct. The student will send the Department a PDF and Word copy of the thesis to the Administrative Assistant to be forwarded to the Internal Examiner for examination. On the request of the examiner, the student will be asked to provide a hard copy. The thesis must be free of typographical and grammatical errors. The formatting should conform to APA guidelines.

Once the supervisor and committee member have signed off on the thesis, the Chair reviews it before it is sent to the Internal Examiner. If the Chair is satisfied that the thesis conforms to formatting and other specifications, the Chair requests that the Administrative Assistant forwards

it to the Internal Examiner in PDF and Word. At this point, the student, supervisor, and committee member should not contact the Internal Examiner about the thesis.

The Department handles the examination. The student may not contact the Internal Examiner during this time. The Department supplies the Internal Examiner with a copy of the Examiner's Report on Thesis/Dissertation, and a copy of the thesis. When assessment of the thesis is complete, this form is returned to the Department; often, the examiner also provides comments in the manuscript.

Four weeks from the confirmed receipt of the thesis are allotted for completion of the examination. Once the forms and thesis have been completed and returned, the exam findings are sent by the Chair to the supervisor who sends the report to the student and the committee member. The Department sends the examiner's report to the Faculty of Graduate Studies.

Please see the [Faculty of Education Master's Regulations](#) for a description of possible outcomes of the Internal examination, including appreciable revisions and rejection.

**Finding an External Examiner.** While the thesis is being examined internally, the supervisor will locate a potential External Examiner. The External has expertise in the area and must also be at "arm's length" from both the supervisor and the student. Students may discuss potential External Examiners with their supervisor. The supervisor typically contacts the potential External, sending the thesis abstract, to determine willingness and availability, then completes the proposed external examiner form.

The Administrative Assistant then contacts the proposed External for a CV (curriculum vitae), although the supervisor could also do this when first approaching the External, and the Chair reviews the application for suitability. As part of the application form, the Faculty of Graduate Studies asks supervisors to complete a one-page summary of the External's suitability to examine the thesis. If satisfied, the application is sent to the Faculty of Graduate Studies. The supervisor may not contact the External Examiner at any time after initial contact; the student may not contact the External Examiner.

**External Examination.** Once all parties have signed off on the thesis, the Chair reviews it before it is sent out to the External Examiner. If the Chair is satisfied, it is sent to the External Examiner in PDF and Word. If the External requests a hard copy, the Administrative Assistant requests one from the student.

The Department, not the student or supervisor, handles the examination. The Department supplies the External Examiner with a copy of the "Examiner's Report on Thesis/Dissertation" and a copy of the thesis. When assessment of the thesis is complete, this form is returned to the Department; often, the examiner also provides comments in the manuscript.

Four weeks from the confirmed receipt of the thesis are allotted for completion of the examination. Once the forms and thesis have been completed and returned, the exam findings are sent by the Chair to the supervisor who sends the report to the student and the committee member. The Department sends the examiner's report to the Faculty of Graduate Studies and to the Internal Examiner.

Please see the Faculty of Education [Master's Regulations](#) for a description of possible outcomes of the External examination, including appreciable revisions and rejection.

### **Preparing and Submitting the Final Thesis**

After receipt of a favourable External Examination and after any required changes are made to the satisfaction of the supervisor, the student shall submit a PDF to the Chair for review. If approved, the Chair forwards the copy as the official copy to the Faculty of Graduate Studies.

Students should send this official version to their supervisor and committee member for their records.

Students shall submit the following forms to the Faculty Graduate Studies (Appendix D):

- Licence to the University
- Non-Exclusive Licence to Reproduce Theses – What You Should Know
- Non-Exclusive Licence to Reproduce Theses – Form
- Exit Survey

### ***MEd Portfolio Route***

#### **Why Undertake a Portfolio?**

Undertaking a portfolio is typically more intensive and independent than course work but is less work than a thesis. The portfolio is a collection of conceptually connected creative, scholarly, and technical tasks for professional use. Sometimes, it is a single, larger task. The strength of the portfolio option is that it enables students to connect theory and practice by producing authentic resource materials in order to contribute to classrooms and other work sites. The portfolio route is considered to be a terminal degree, not opening the door to future PhD studies.

Undertaking a portfolio often stems from a professional interest in contributing in a practical way to the field. A portfolio should be "authentic." Archbald and Newman (1992) suggest that the authenticity of tasks can be judged on the basis of three components:

1. it is a result of disciplined inquiry;
2. it builds upon prior knowledge; and
3. it is of personal and professional value once completed.

## **Overview**

Both students and faculty should keep in mind that a portfolio is worth one (1) Full Course Equivalent (FCE) and this weighting should be reflected in the amount of work required for completion of a portfolio.

The final portfolio must be approved by the committee, which is comprised of the supervisor and a committee member. There is no internal or external examiner. It is recommended that there be a final meeting of student, supervisor, and committee member to assist with the process of critical self-reflection after the completion of the portfolio.

## **Preparing for the Portfolio in Years 1 and 2**

### **Aligning Course Work to Support Portfolio Work (Year 1)**

When students embark on a portfolio, they are well advised to meet with a supervisor and tailor courses toward the portfolio topic. Students typically complete the eight courses in the first three or four terms. In many courses, it will be possible to focus extra readings and major assignment topics on areas that will support a student's portfolio work.

### **Finding a Supervisor (During Year 1)**

M.Ed students pursuing a portfolio will need to find a supervisor who is working in their area of interest and willing to supervise their portfolio work. A list of designated faculty supervisors is found in Appendix B. Some advice on switching to the portfolio route:

- Speak with the Chair and speak with fellow students about their experiences.
- Set up a meeting with potential supervisors and meet with them to discuss supervision. Advice for approaching potential supervisors and establishing timelines and expectations for the supervisor-student relationship are found in Appendix A.

At the start, most students will not likely know the exact topic they want to research but should have a general idea of their interests. M.Ed students pursuing the portfolio route should inform the Graduate Office once a faculty member has agreed to be their supervisor.

Students may, in rare instances, encounter difficulties in working with their supervisor, which may lead them to consider changing supervisors. Because of the potential significance of a change of supervisor, students should carefully consider their options if they are encountering difficulties in working with their supervisor. In such cases, the student should first consult with the supervisor in order to discuss the nature of the problem and to determine what steps might be taken to remedy the problem. Students are encouraged to consult with the Chair, who will work with both the student and supervisor towards a resolution. A student wishing to change supervisors must submit a request to the Chair. Once approval of the Chair has been obtained, the Chair will notify the original supervisor and committee member.

### **Optional: Directed Study Course ED 5570 (Year 1)**

M.Ed students pursuing a portfolio may want to complete a directed study as an elective course with their supervisor. The directed study is an opportunity to read in the area of interest and lay the groundwork for the literature review component of the proposal. It is also an opportunity for a supervisor to determine whether a student will need writing guidance. A directed study might comprise reading 40–50 journal articles in the research area and writing brief summaries for each, recording what may be most relevant to the topic and methodology. These annotations allow students to gain an understanding of the field and the supervisor to read and assess their understanding of the literature. This can serve as the beginning of the literature review. Students may choose to use bibliographic software (e.g., Zotero) in order to build a database of articles, books, and other resources on their topic. Consult with the library for further suggestions. Other formats for the directed study can also be agreed upon by the student and supervisor and proposed to the Chair.

Students and their supervisors must complete the [application for a directed study form that](#) may be requested from the Administrative Assistant or accessed through the faculty member's MyInfo profile. The registration deadline is typically around August 15th for a fall course, November 15th for a winter course, and April 15th for a spring or summer course. Adhering to these timelines will enable the title to be entered on the student's transcript.

### **Foundations and Electives (Year 1)**

In addition to the first and second research courses, students may need to do a foundations course (if enrolled in the Education for Change field) and then five more electives (one of which could be the directed study). Wherever possible, students should enroll in courses that will contribute to their knowledge of their portfolio area. Students in one of the specializations in the Education for Change field must choose some of their electives from specific groups, according to the guidelines laid out earlier in the Education for Change Field of Study section.

### **Committee Member (Year 1)**

As they are ending their coursework and beginning their portfolio work by creating a portfolio proposal, M.Ed students pursuing a portfolio will need to discuss possible committee members with their supervisor. Committee members must have Faculty of Graduate Studies status with the Faculty of Education and be a full-time faculty member or an adjunct professor. A list of potential committee members is found in Appendix B. In exceptional circumstances, supervisors may propose Lakehead faculty members who do not meet these criteria to the Chair for consideration.

Once the student and supervisor have reached agreement on a committee member, supervisors typically approach a faculty member to invite them to be the committee member on a portfolio committee. Some supervisors may request that the student approaches the potential committee member. In either case, a supervisor and the committee member will have a discussion about how they want to proceed. Regardless of how often the committee member wishes to see the proposal, they should be aware of the methods to be used and be in agreement before the proposal is fully written. The committee should meet to agree upon the central components of the

proposal, including the research question(s), literature review, and methods. The supervisor should let the Administrative Assistant know who is serving on the committee.

### Developing a Portfolio Proposal

Students should meet with their supervisor during the last half of their coursework (typically in term 2 or 3) to narrow the focus and agree upon the overarching theme, the scope of the literature review, and the main tasks to be included and accomplished. Students can use the readings in courses and for assignments to begin to review the literature in the area of interest. This strategy will enable students to make the best use of their courses.

It is worth attending student presentations and the Graduate Education Students' Conference to evaluate ideas that are of interest and follow up the leads from the literature. Build a file of references, articles, and papers that might be useful in developing the proposal. Consult faculty members about ideas for the portfolio. Talk with other students about their experiences. In consultation with their supervisor, students should be prepared to revise their idea and, quite possibly, to narrow the topic or problem further. It is vital to consult with a student's supervisor to develop a realistic plan that can be accomplished in a reasonable time frame.

### Deciding on Portfolio Tasks

The portfolio must include a minimum of an introduction, literature review, description of how the task(s) were completed (similar to a methodology), and one task from, or similar to those in, the list presented as Table 6. Typically, portfolios also include a reflection on the process of their creation. The literature review must reflect the student's knowledge of scholarship relevant to the subject of their portfolio. What is selected for inclusion in the portfolio is at the discretion of the committee, guided by general principles of the program. For example, a video produced by a student which demonstrates an inquiry-based teaching method might be supported by a relevant literature review and a glossary of terms. It is recommended that portfolios include a variety of components (creative, technical, and scholarly) such that a portfolio could include one creative component, one technical contribution, and one scholarly contribution, but this depends on the breadth and depth of the tasks. A list of suggested portfolio tasks follows, but students may propose alternative tasks to their supervisors.

**Table 6 Suggested Portfolio Tasks.**

Written/Print Format Tasks	Media or Alternative Format Tasks
<ul style="list-style-type: none"> <li>● resource manual</li> <li>● proposal for a new curriculum- overview</li> <li>● position paper ready for submission for consideration for publication to a field- based or scholarly journal</li> <li>● policy manual on some administrative or other school matter, for example, a policy manual on school safety</li> <li>● glossary of terms for a subject area</li> </ul>	<ul style="list-style-type: none"> <li>● illustrated or non-illustrated children's story book</li> <li>● a play that teaches something</li> <li>● a collection of physical resources for teaching a specific topic within a discipline area</li> <li>● a video or multimedia production as a teaching tool or policy resource</li> <li>● development of a website</li> <li>● a series of paintings accompanied by a research journal, all focused on a particular theme</li> <li>● a music composition</li> </ul>

<ul style="list-style-type: none"> <li>• application for funding (for example, research, school project, district-wide project, etc.)</li> <li>• a rebuttal or critique paper</li> <li>• an annotated bibliography of physical resources and artifacts for teaching a particular topic</li> <li>• a policy analysis suitable for submission to a legislative body (such as a government, school board, etc.)</li> <li>• an organizational analysis (for example, of a school board)</li> <li>• a job shadow analysis of an administrative position</li> <li>• a curriculum plan for a new subject area or particular topic</li> <li>• a resource kit on First Nations art, literature, and/or music</li> <li>• a resource kit on teaching an ethnically diverse class</li> <li>• a resource kit for the special education teacher or teacher with special education students in the class</li> <li>• a comparative education analysis</li> </ul>	<ul style="list-style-type: none"> <li>• a series of educational blogs or podcasts for teachers</li> </ul>
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### Development of A Portfolio Proposal

Once an overarching theme has been agreed upon by the student and supervisor, as well as the scope of the literature review, and the task(s), it will need to be approved by the committee member. Students should develop a backwards timeline (see [Appendix A](#)). The timeline will lay out when students need to complete the different aspects of the portfolio. The following headings give a general outline of the steps.

#### Writing a Portfolio Proposal

The portfolio proposal must provide:

1. an introduction
2. a literature review, including a compelling rationale for how the various tasks will make an original contribution to the specified field;
3. a description of the task(s) and the process that will be used in their creation
4. references; and
5. any other content considered by the committee to be important. As well, a vehicle for critical self-reflection should also be identified in the proposal; this might involve a self-assessment rubric or a reflective report on the effectiveness of the portfolio in achieving purposes, the effectiveness of the various processes engaged in, and questions or issues left unanswered.

Proposals in the Faculty of Education are typically about 20 pages in length, but this can vary. The proposal and the portfolio tasks, where appropriate, must follow the *Publication Manual of the American Psychological Association* (7th edition) in matters of style. If any of the tasks of the

portfolio involve the collection of data on human subjects, the student must prepare a submission for the Research Ethics Board. This may be submitted once the portfolio proposal is approved by the committee.

### **Supervisor Feedback on the Proposal**

Students should consult with their supervisor to agree on when they will meet and how feedback will be obtained. After each meeting with a supervisor, it is good practice to send a brief email to confirm the next steps that have been agreed upon by the supervisor and the student. The Faculty of Graduate Studies suggests a turnaround time of 10 working days for student work once it goes to a supervisor or a committee member. However, it might be unreasonable to expect such turnaround for work delivered just prior to a planned holiday and work that is unpolished usually takes longer. Supervisors may also send it back without a full read. While waiting for feedback on work submitted, there is almost always something else to work on!

Writing the proposal takes time and a number of exchanges of the draft with the portfolio supervisor will take place. Developing a system to track proposal drafts is recommended, such as by date and initials for the commenter. Students are wise to bear in mind that feedback is meant to strengthen the work and is not an accusation of lack of ability or potential as an M.Ed scholar. Although a supervisor may do some minor editing, it is not their role to copy edit, though it is their responsibility to not approve the work until the writing is very polished. Students might consider finding someone, perhaps colleagues in the program, to read first drafts before sending them to their supervisor. Be sure to offer reciprocity.

### **Sending the First Clean Draft to the Committee Member**

Once the proposal is clean and ready to go (usually after three or four drafts), the supervisor asks the student to send it to the committee member. The committee member should be given advance notice that it is coming and will endeavour to provide feedback within 10 working days.

Once the draft is returned with comments, the student and supervisor should speak and discuss the work involved in addressing the committee member's comments. The edited draft may need to be returned to the committee member one or more times, depending on the comments.

### **Signing Off on the Proposal**

When the supervisor and committee member are both satisfied that the proposal is clean and the proposed tasks feasible, they will sign off on the proposal using a form supplied by the Administrative Assistant.

### **Ethics Application (4-5 weeks)**

If a portfolio incorporates human subjects who might participate in surveys and/ or interviews, students must apply for an ethics review by the Lakehead Senate Research Ethics Board (REB). The application is available through the Romeo Research Portal (via [datatel/myInfo](#)). Instructions on completing a REB application can be found [here](#). REB applications must be approved before students can begin to gather data, and this may require a number of revisions to the REB protocol

based on feedback from the REB. Although students will write the ethics application and upload it to the system, their supervisors are the designated Principal Investigator (PI) in the system. They will need to approve of the application and submit to the Chair for approval. Once the Chair or Chair's designate approves it, it will be submitted to the REB for a full review.

Plan on one week for the Chair/designate approval process for very clear and complete submissions, and an extra week under consideration for each time a resubmission is required. The REB usually takes three weeks, after they have completed a preliminary review for completeness, but this can vary. Students may be asked to revise the application for additional detail or clarification, which would delay approval.

This [YouTube instructional video](#) can be very helpful in developing the REB proposal. Additionally, it can be helpful to see examples of REB proposals and a student's supervisor may have examples that can be shared.

## **Completing the Portfolio**

### **First Draft of The Portfolio**

Once students have completed the portfolio tasks and assembled the portfolio, they can send the full first draft to their supervisor. Please note that whenever possible, the Library requires all portfolio documents to be submitted as one document, so keep this in mind in the early stages. Once this draft has gone back and forth with the supervisor until it is polished – and the supervisor agrees that the whole portfolio is complete – the supervisor will ask the student to send it to the committee member. Providing committee members with advanced notice is always good practice. There may be one round or more of revisions. All revisions should be read by the supervisor and agreed upon before the work goes back to the committee.

### **Length of Portfolio**

A portfolio should not exceed one hundred (**100**) pages in length, inclusive of tasks, references, and appendices.

## **Approval and Submission of the Final Portfolio**

When the supervisor and committee members are satisfied that a portfolio is complete, the Department of Graduate Studies and Research will prepare the MEd Portfolio Report Form, for signature by the supervisor and committee member.

### **Final Portfolio**

The student shall submit a PDF to the Chair for final review of formatting and inclusion of required components. If approved, the Chair arranges for the portfolio to be available publicly through the Lakehead Education Library. In some cases, physical copies of the portfolio may be required. Students should send this official version to their supervisor and committee member for their records.

## Important

D2L/Desire2Learn  
<http://www.myourselink.lakeheadu.ca/>  
Course Timetable  
<https://www.lakeheadu.ca/timetable>

# General Program Information and Regulations

## Taking Courses

If students are unsure about regulations or procedures, have questions, or need advice about any aspect of the program, our offices are in the Bora Laskin Building (BL 1007) and Heritage Place (Orillia). We would be pleased to assist; however, we ask that you complete a Program Checklist (**Appendix C**) before your meeting. Email addresses and phone numbers can be found on pages 1 and 2. The academic calendar is the definitive source for program information and students are responsible for knowing all policies and regulations related to their programs.

Questions about the program and course selection should be addressed to the Chair. We have developed Program Planning templates to assist in planning for and tracking completion of program requirements. These are found in [Appendix C](#).

**Table 7 Understanding Course Code Types.**

Type	Timetable	Format and Examples
On Campus	LEC	Thunder Bay – Ex: FA, WA, SA, AA <sup>a</sup> (consecutive number: FA, FB, FC, etc.) Orillia – Ex: FAO, WAO, SAO, AAO <sup>a</sup> (consecutive: FAO, FBO, FCO, etc.)
Online	ZOOM WEB	Synchronous – FDE, WDE, SDE, ADE (consecutive: FDE, FDF) + time/date Asynchronous – FDE, WDE, SDE, ADE (consecutive: FDE, FDF) + no time
Hybrid		Hybrid Courses may be offered – these would have a time/date listed and students may register for either the LEC or ZOOM section, as convenient.

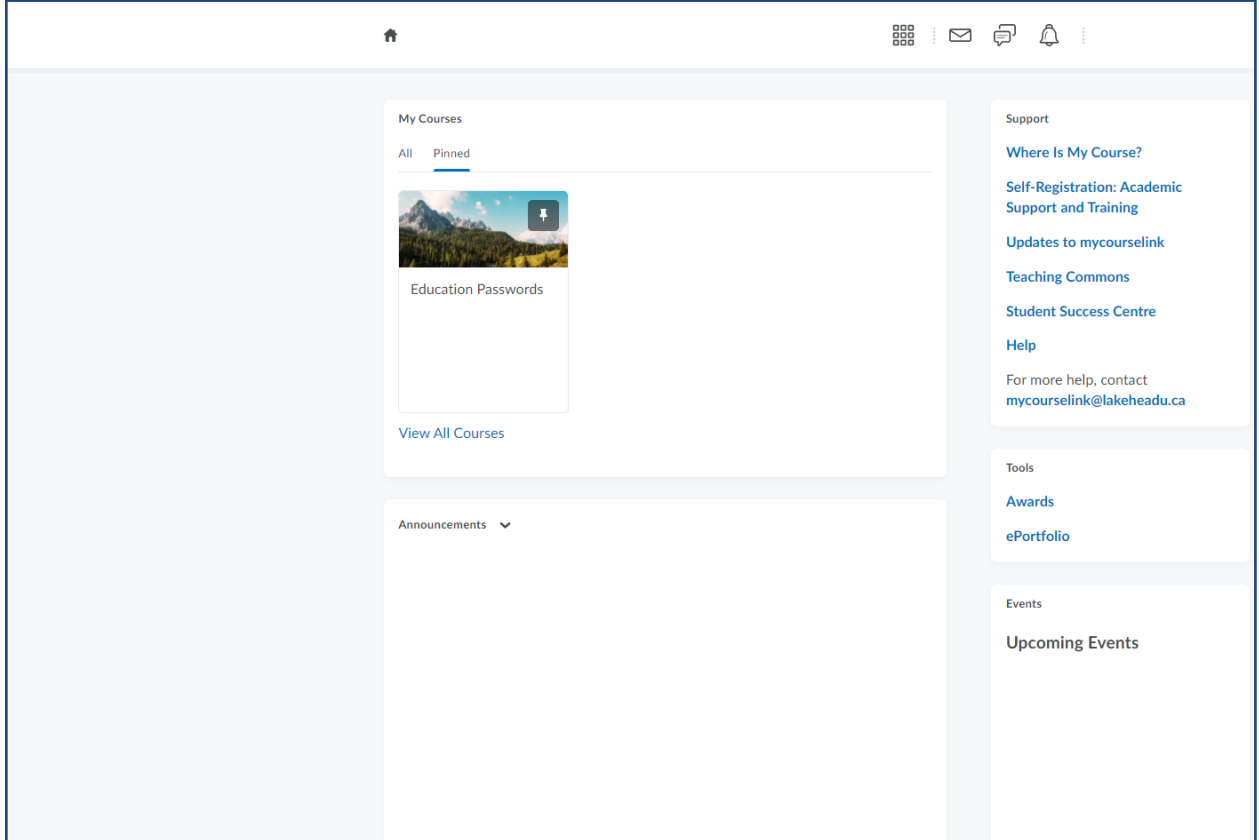
Notes.

<sup>a</sup> F=fall, W=winter, S=spring, A=summer

## Online and On-Campus Courses

Many courses in the program are offered via asynchronous online learning using the Desire2Learn (D2L) platform. It is possible to complete the entire program in either field via online courses. On-campus students typically also take one or several online courses each term.

Figure 3 Screenshot of Desire2Learn (D2L) / Mycourselink Learning Management System



Mandatory courses are scheduled every year according to the schedule laid out in **Table 1**. Specialization and open electives may be offered every year, but most rotate. Students are encouraged to consult the current [Course Timetable](#) from the academic calendar homepage to see course offerings.

## Important Links

Applying to the M.Ed Program  
<https://www.lakeheadu.ca/admissions/how-to-apply/applying-to-graduate-studies>

Admission Requirements for the M.Ed Program  
<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=27&chapterid=7817&topicgroupid=25489&loaduserredits=False>

Figure 4 Screenshot of Timetable for Selecting Courses

The screenshot shows the Lakehead University website's 'Timetable' page. The header features the university's name and logo, along with navigation links for 'STUDENTS', 'FACULTY & STAFF', 'ALUMNI', 'GIVE', 'VISIT', and 'APPLY NOW'. A search bar is located in the top right corner. The main content area is titled 'Timetable' and includes a sidebar with a 'Home' button and a list of navigation options: Programs, Admissions, Campus Life, Indigenous, International Students, Research and Innovation, and About. The main text explains that an Academic Timetable provides a listing of classes and includes instructions on how to register for classes. It also lists helpful tools such as the Academic Calendar, information on how to pick and register for classes, and a Pre-Build My Registration Guide.

Students living outside Thunder Bay sometimes take face-to-face summer compressed courses in July. Courses offered on campus during the month of July are typically scheduled Monday to Thursday for 2.5 hours each day for three (3) weeks. A limited number of courses are available face-to-face each term in Orillia, if numbers warrant.

### **Maximum Number of Courses per Term**

The maximum number of half-courses (.5 FCE) that can be taken per term are:

- fall term 3
- winter term 3
- spring/summer term 4 (2 in the spring session; 2 in the summer session).

Course-based students who complete the maximum number of courses in each term may complete their M.Ed degrees in as little as 12 months of consecutive study. Note that this option is not for everyone; the workload of multiple courses (readings, papers, discussion posts, research), especially coupled with a graduate assistantship or supply teaching, is incredibly difficult to maintain, not even counting other demands in life such as other paid work and family responsibilities. Typically, students take about two courses per term in fall or winter and one course per term in spring and summer. Remember, however, that M.Ed students must maintain continuous enrolment, either taking at least one course or a placeholder each term.

## Important Links

Lakehead International  
<https://www.lakeheadu.ca/international>

### *Maximum Number of Courses per Degree*

In exceptional circumstances, students may apply to the Chair of Graduate Studies and Research in Education to take **one** extra course during their degree. For the Course route this is the 11<sup>th</sup> course, for the Portfolio route this is the 9<sup>th</sup> course, and for the Thesis route this is the 7<sup>th</sup> course. This might happen, for example, if a compulsory course was missed or a student changed routes or specializations. Tuition is typically charged in these cases.

### **Full-time /Full-time Flex Graduate Student**

All M.Ed. students are considered to be full-time graduate students, and **must maintain continuous registration** (see [Continuance of Registration](#)) for each term (fall, winter, spring, and summer) for the duration of their study. Unless students are on a leave of absence or are a full-time flex student (who is registered in the seventh or subsequent term), tuition will be charged for each semester (although spring and summer are considered to be one term for tuition purposes).

According to Faculty of Graduate Studies policy, a full-time graduate student must:

1. be registered as a full-time graduate student;
2. be pursuing full-time studies; and
3. not be employed full-time (i.e., classified full-time by the employer).

The M.Ed may be taken on a full-time or full-time flex basis:

- **Full-time** provides up to six terms (two years) of continuous full-time registration. Tuition is payable per term until completion. MEd students registered on a full-time basis are expected to complete their degree within two years.
- **Full-time flex** provides up to twelve terms (four years) of continuous registration; tuition is payable per term for the first six terms, followed by up to six additional terms during which no fees are payable. MEd students registered on a flex time basis are expected to complete their degree within four years. Since this option is intended for working professionals, students admitted to the flex option are not eligible for financial support through a graduate assistantship and are typically not eligible for most scholarships or bursaries.

### **International Students**

International students should contact [Lakehead International](#) early in the application process for graduate studies at Lakehead University. They provide orientation, visa support, and general support for international students.

The decision to study abroad should not be taken lightly. Some of the challenges facing international students include:

- moving far from home

## Important Links

Leave of Absence Policy

<https://www.lakeheadu.ca/programs/graduate/resources/leave>

Lakehead Financial Services  
<https://www.lakeheadu.ca/faculty-and-staff/departments/services/finance>

Lakehead International  
HYPERLINK  
"https://www.lakeheadu.ca/international"  
<https://www.lakeheadu.ca/international>

- adjusting to a new culture
- lack of knowledge of the Canadian education system
- cold winters (sometimes below -20 degrees Celsius)
- learning in a second or third language
- academic English writing
- finances
- almost no financial support for international students
- strong competition for minimum wage jobs

Unfortunately, very little financial support for international students, who are expected to fund their education independently. International students are typically ineligible for most scholarships or bursaries, or to work as graduate assistants. Lakehead International might have information on potential funding or other resources to support international students.

International students who expect to apply for a post-study work permit after finishing the MEd should plan to take at least 50% of the program as face-to-face courses. It is strongly recommended that international students start with only one or two courses in their first term.

## Continuance of Registration

Except for recognized leaves of absence (see below), all graduate students **must maintain continuous registration** from the time of initial registration until they have completed the requirements of their program. It is the student's responsibility to ensure they are registered for courses or for the appropriate placeholder courses by the deadline for each term. Students who have failed to register by the deadline and have not applied for a Leave of Absence will be registered in a University placeholder course and will be assessed appropriate fees.

Students who have failed to register for two consecutive terms will be considered to have left the program and will be withdrawn. Students then wanting to complete their program must apply for re-admission and pay the application fee.

## Leave of Absence

A leave of absence may be requested in exceptional circumstances (for example, a limited term of external employment closely related to the program of study, health problems, parenting or compassionate grounds). Students may take a maximum of three Leaves of Absence during their programs. Typically, applications for a leave of absence must be received prior to the term of the requested leave. Cases will be considered on an individual basis by the Faculty of Graduate Studies on the recommendation of the Department.

A graduate student granted a leave of absence will not be required to pay a continuance registration fee and will not have access to University faculty or facilities. Leaves of absence will be considered for up to three terms; for each term granted, a "stop-the-clock" policy will prevail with respect to completion of degree requirements. Please become familiar with the relevant

## Important Links

Time Extension Policy  
<https://www.lakeheadu.ca/programs/graduate/resources/time-extension>

Important Dates and Deadlines  
<https://www.lakeheadu.ca/students/academic-success/important-dates>

Fees and Tuition  
<https://www.lakeheadu.ca/students/finances/tuition-fees/fees>

Refund Policy  
<https://www.lakeheadu.ca/students/finances/tuition-fees/refund-policy>

[Leave of Absence policy](#) and complete the appropriate [Leave of Absence](#) form. Thesis or portfolio students will need to have their supervisors sign the form as well.

Completed Leave of Absence application forms should be forwarded to the Administrative Assistant, and at this point, students should also drop any courses for which they are registered in the Leave of Absence term(s). Students will be formally notified of the status of their application by the Faculty of Graduate studies, typically by email

Leaves of absence may impact OSAP loan repayment and, for international students, student visas. Please check with [Financial Services](#) and [Lakehead International](#), respectively, about any effects of taking a Leave of Absence on OSAP or student visas.

### **Time Extension**

A Time Extension in a graduate program may be granted on a per term basis, for up to three terms. Approval for the first term beyond the calendared Period of Study (two complete years or six terms for full time students and four complete years or twelve terms for flex-time students) is at the discretion of the Department. Recommendations for the second term time extension and for the final term time extension must be sent by the Chair of Graduate Studies and Research in Education to the Faculty of Graduate Studies Council for consideration. Students must provide an adequate description of the grounds for requesting time extensions. Please become familiar with the [Time Extension Request policy](#) and complete the appropriate [Time Extension Request](#) form. Thesis or portfolio students will need to have their supervisors sign the form as well. Completed application forms should be forwarded to the Administrative Assistant.

A graduate student who does not complete the required courses and/or portfolio or thesis within one of the prescribed periods of study (i.e., two complete years or six terms for full time students and four complete years or twelve terms for flex-time students) and does not receive an approved [Time Extension](#) is considered to have failed the program and will be withdrawn from the program.

### **Important Dates**

Please refer to the [Important Dates](#) tab on the current [Academic Calendar](#) homepage for important dates that affect the program. These include start and end dates for terms and sessions and the last date to add and withdraw from courses. Missing key deadlines may affect the payment of fees, grades on transcripts, or continuance in the program.

## Graduate Fees and Financial Support

### Important Links

Graduate Assistant Collective Agreement  
[https://www.lakeheadu.ca/sites/default/files/uploads/63/CUPE\\_2017\\_-\\_2020.pdf](https://www.lakeheadu.ca/sites/default/files/uploads/63/CUPE_2017_-_2020.pdf)

Graduate Assistant Contract  
<https://www.lakeheadu.ca/sites/default/files/forms/GA%20Assignment%20of%20Work%20Form.pdf>

### Fees

Students are responsible for the timely payment of all program-related and miscellaneous fees. All such fees must be paid in full before students can graduate. Information on fees can be found by following the [Fees](#) tab on the [Academic Calendar](#) homepage.

**Unpaid Fees - Unconfirmed Registration.** The University reserves the right to cancel registration if the required fees are not paid by the last day to register in any given academic term. All charges and outstanding fees accrued to the date of cancellation will remain due and payable on the student's account as defined in the [Refund Policy](#) and Schedule.

**Delinquent Accounts.** Students with an unpaid balance from a previous term will not be permitted to register in a subsequent term until their accounts have been paid. Students will not have access to final grades, including official transcripts and/or degree/diploma certificates. The University uses the services of outside collection agencies and reserves the right to use any legal means to reclaim monies owing.

**Financial Support.** Students are encouraged to acquaint themselves with the current Lakehead University Calendar for information on Financial Aid to Graduate Students. Award details, applications centres, requirements, and deadline dates are provided. Interested qualified candidates are encouraged to apply.

### Graduate Assistantships

A Graduate Assistantship is a paid position (employment) which provides some full-time students with the opportunity to work closely with one or more faculty members in various capacities supporting undergraduate teaching and research activities within the University. As per their [collective agreement](#), the number of required hours to work is 270 hrs - 130 in the fall term and 140 in the winter term, and graduate students will sign a [Graduate Assistant Assignment of Work](#) (contract) Form outlining their supervisor's expectations. This is on average 10 hours/week and faculty supervisors will fill out job performance reviews at the end of the student's work term. Students with Graduate Assistantships must be available to work on campus (Thunder Bay or Orillia) during normal on-campus working hours; thus, distance education students are ineligible for graduate assistantships. As per Faculty of Graduate Studies policy and the collective agreement:

- Eligibility Requirements: Domestic students, full time registration, not working full time externally, available to work from one of the two campuses, not flex time student, not registered as a distance education student.

## Important Links

Lakehead Graduate Funding Page  
<https://www.lakeheadu.ca/programs/graduate/graduate-funding>

Application for Internal Scholarships and Bursaries  
<https://myawards.lakeheadu.ca/>

SSHRC Graduate Scholarships (M)  
[https://www.nserc-crsng.gc.ca/students-etudiants/pg-cs/cgsm-bescm\\_eng.asp](https://www.nserc-crsng.gc.ca/students-etudiants/pg-cs/cgsm-bescm_eng.asp)

Ontario Graduate Scholarship  
<https://osap.gov.on.ca/OSAPPortal/en/A-Z/ListOfAid/PRDR019245.html>

Eligible students receive funding for Graduate Assistantships for two years. In the Faculty of Graduate Studies, the Graduate Funding Officer ([funding.grad@lakeheadu.ca](mailto:funding.grad@lakeheadu.ca)) will send incoming students paperwork to sign in the summer prior to their first term. Funding carries over to the second year if the student remains enrolled. Students are given the option to be paid biweekly or to apply their Graduate Assistantship towards their tuition payments. Students are responsible to pay for any tuition outstanding after the graduate assistantship funding is applied to the tuition. If a Graduate Assistant leaves their position, which sometimes happens, the value of the Graduate Assistantship for that term is reduced and outstanding tuition becomes payable. Also, Graduate Assistantships take place in Fall and Winter, so students who enter the program in spring, rather than fall, will be assessed tuition costs for spring/summer in their first year.

Postings for Graduate Assistantships in Education are typically made in **August**. Students are encouraged to apply for positions of interest to them, listing them in order of preference. Every effort is made to accommodate these requests, however **the teaching needs of the faculty have precedence and receiving a posting to one of a student's preferred positions is not guaranteed**. Further details on Graduate Assistantships can be obtained by contacting the Chair. The number of graduate assistantships available for international M.Ed students is unfortunately extremely limited.

## Scholarships and Bursaries

Information regarding graduate funding, both internal and external to Lakehead University, can be obtained through the [Lakehead Graduate Funding](#) page on the Faculty of Graduate Studies website. There are some internal scholarships and bursaries that are awarded without students needing to apply. The Faculty of Graduate Studies funding pages describe additional awards and bursaries for which some full-time domestic students may be eligible to apply. Many of these use the [My Awards portal](#).

External scholarships include the Master's Scholarship of the [Social Sciences and Humanities Research Council](#) (SSHRC) and the [Ontario Graduate Scholarship](#) (OGS). Most scholarships require application in the fall for a spring award, so it is recommended that students apply the year before beginning full-time study. Full-time students may also apply in the fall of their first year for the following academic year. It is students' responsibility to determine eligibility by locating and reading the program websites or contacting the Faculty of Graduate Studies. The Department of Graduate Studies and Research in Education hosts a graduate funding workshop in the fall and it is highly recommended to attend if students are considering applying for these awards. External scholarships, the deadlines for which are mostly in the fall term for the next academic year, are highly competitive. It is important for applicants to consult with their supervisor on the proposal and expect to write several drafts. Additionally, Dr. Walton is available to provide feedback on proposals once they have passed through a student's supervisor.

## Academics and Satisfactory Academic Standing

### **Minimum Satisfactory Academic Standing** (Faculty of Graduate Studies regulations):

Graduate students must maintain at least a B overall average (70% or higher) in their courses with no more than one full course equivalent graded C (60-69%). A mark of less than 60% in a graduate course constitutes **failure**. A graduate student with a mark of 50 - 59% in a graduate course may repeat the course. No more than one full course equivalent may be repeated. If, after exercising this avenue for improving course marks, a student is still unable to achieve the minimum B overall average, the student will not be permitted to continue in the program. Course marks below 50% are unacceptable in a graduate program. A graduate student with such a mark will not be permitted to continue in the program. Courses with a mark below 50% may not be repeated to raise the grade.

Ultimately, M.Ed students are responsible for understanding the regulations on academic standing and how these affect their continued progress in their programs. If experiencing problems in their courses, students should reach out to their course instructors or to the Chair. That being said, there are a number of regulations that can affect a student's standing including: incomplete grades, opportunities to petition for reappraisal of a course grade, academic integrity violations, or withdrawing from courses. These are discussed later in this section.

**Note:** Students must be registered in the year in which they intend to graduate. Students must apply to graduate. Application forms are available through [MyInfo](#). Refer to the current [Academic Calendar](#) for deadlines and fees.

### **Grading System**

Course standings in the graduate programs will be reported as follows:

A+	90	to	100%
A	80	to	89%
B	70	to	79%
C	60	to	69%
Fail	01	to	59%
F	0	Academic Dishonesty	
INC		Incomplete	

To maintain registration as a graduate student, a student must achieve and maintain satisfactory academic standing at all times. A student whose academic performance does not meet the minimum standing will be withdrawn from the program.

### **Incomplete Grades**

An incomplete grade may, at the discretion of the instructor and in consultation with the student, be assigned to a course when the instructor believes that the student has not yet completed all the requirements of the course for a valid reason. In such cases, when a percentage grade would

normally be assigned to the course, the instructor must also assign a numeric grade for work completed to the point of submission, unless stipulated in the course syllabus that a student will be deemed to have failed the course if a particular component had not been completed, in which case the student would be assigned a failing grade expressed as a portion of the entire course mark. Incomplete grades will not be included in the calculation of the student's average. The Chair must approve the assignment of an incomplete grade.

The instructor is obliged to set the due date for the additional work in order to permit submission of the revised grade to the Office of Enrolment Services before the beginning of the following term. To clear an incomplete grade, the student must complete the outstanding work and a *Change of Grade* form from the instructor must be received by the Office of Enrolment Services. Grades that are not cleared by the appropriate date, typically by the end of the next term (4 months), will be converted to the numeric grade assigned (students who have not successfully completed the required component needed to pass the course will receive the failing grade) and at that point will be included in the student's average. Pass/Fail courses with a grade of INC will be converted to F.

### ***Reappraisal and Academic Appeals***

Please refer to the [University Regulations, VI Reappraisal and Academic Appeals](#) in the Academic Calendar for information. There are very strict deadlines during which Reappraisal and Appeals may be filed.

### ***Academic Integrity***

The Faculty of Education, in accordance with university regulations, maintains a strict policy regarding academic dishonesty. Rules and penalties for infractions are outlined in the Student Code of Conduct – Academic Integrity. This comprehensive policy lays out students' rights and responsibilities, as well as timelines and possible penalties.

**Plagiarism.** The consequences of plagiarizing can be severe. As noted in Section IX: Academic Misconduct of the University Calendar, the "minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be a zero for the work concerned." In many cases, a zero on a major assignment will result in a failure in the course altogether, which in turn will result in withdrawal from the program. The university regulations can be found by looking in the Academics Calendar by linking to the [Policies and Procedures](#) tab.

Resources to Support Academic Integrity. Lakehead University offers a module on Desire2Learn called [Academic Integrity Matters](#). This module is designed to help students to understand what academic integrity is and how to avoid contravening the [Academic Integrity policy](#).

**AI tools at Lakehead.** Generative AI tools are now at a point where they can produce high-quality outputs that are very complex. They also can be used to offload cognitive tasks that may be part of a course's learning objectives. Thus, care and diligence are needed when navigating the use of this new technology. If used inappropriately or dishonestly, the utilization of these tools could be considered cheating or plagiarism and can threaten academic integrity. More details about AI tools at Lakehead are available under [Student Conduct](#).

## Harassment and Discrimination Policy

Lakehead University has established a comprehensive policy on [harassment and discrimination](#), including sexual harassment. This document is available from the Office of Human Resources. Students who have concerns may consult with the Chair of The Department of Graduate Studies & Research in Education, and may access the Office of Human Rights and the VP Student Affairs ([admin.ohre@lakeheadu.ca](mailto:admin.ohre@lakeheadu.ca)).

In conjunction with the policy on harassment and discrimination, Lakehead University has also implemented a policy on [Sexual and Gender-based Violence](#), which includes not only sexual assault, but also may include sexism, racism, ableism, homophobia, or transphobia. The primary purpose of the policy is to outline the University's response to sexual violence.

Lakehead's [Office of Human Rights and Equity](#) provides resources and support for members of the university community who have experienced harassment or discrimination. Please consult Lakehead University's [Equity, Diversity and Inclusion Action Plan 2019-2024](#) to understand Lakehead commitment to supporting the principles of Equity, Diversity, and Inclusion.

## Graduate Computer Facilities

Accounts are necessary for access to computer systems including Lakehead email. Accounts are set up by the Technology Services Centre when students register. If students have difficulties accessing their account, they can contact the helpdesk at ext. 7777 (807-346-7777 or at [helpdesk@lakeheadu.ca](mailto:helpdesk@lakeheadu.ca)). Students have full access to electronic mail and Internet services through the campus network.

## Library Information for MEd Students

All M.Ed students at Lakehead University have access to physical libraries on both the Thunder Bay and Orillia campuses, as well as access to online library collections through the Library website.

On the Thunder Bay campus, M.Ed students have access to the [Chancellor Paterson Library](#) and the [Thunder Bay Education Library](#) (in the Bora Laskin Building). The Orillia Campus libraries include the [Harvie Legacy Library](#) (University Avenue) and the [Orillia Education Library](#). The



library's print and online collections support the teaching and research programs of the university, both graduate and undergraduate.

All graduate students are able to use all of the print and online resources available through all Lakehead libraries.

**General library assistance** is available through any of the following methods:

- Call 807-343-8010 Ex 8719 (Thunder Bay & Online) or 705-330-4010 x2252 (Orillia) for assistance.
- Email library questions to [edlib@lakeheadu.ca](mailto:edlib@lakeheadu.ca) (Thunder Bay & Online) or [orlib@lakeheadu.ca](mailto:orlib@lakeheadu.ca) (Orillia).
- For live chat support from a librarian, students can also use the [ASK, a Librarian Research Chat Service](#) that is available through the library website while searching.

**In depth library research support** with a Librarian is also available. Contact:

- If in Thunder Bay or studying online, students should contact the Education Librarian, Gisella Scalese, for assistance. An appointment can be booked [online](#); or by email at [gscalse@lakeheadu.ca](mailto:gscalse@lakeheadu.ca) or call 807-343-8719.
- If on the Orillia Campus, students should contact the Orillia Campus Librarian for assistance, Chris Tomasini at [ctomasin@lakeheadu.ca](mailto:ctomasin@lakeheadu.ca) or call 705.330.4010 ext. 2260

The [Graduate Education Library Guide](#) provides online assistance to help course-based, portfolio, and thesis students through the various stages of the library research process.

## ***Borrowing Materials***

### **Lakehead University Photo Identification Card:**

Upon registration, Thunder Bay students should visit the Chancellor Paterson Library to receive their Lakehead University Photo Identification Card (available at the Paterson Library Circulation Desk 807-343-8225) – this is the library card for both the Education and Chancellor Paterson libraries.

On the Orillia campus, students should visit the bookstore at the University Avenue location with their student ID number, to obtain a Lakehead University Photo Identification Card.

If not physically present on a Lakehead University campus, students can request a Lakehead University Photo Identification Card [online](#).

### **Borrowing:**

Students should become familiar with the [Borrowing Privileges](#) information and policies and manage their library account by clicking on the [My Library Account](#) link on the library website. Through My Library Account, students are able to check information on the materials they have borrowed, any recalls that have been placed, and renewal status of books.

If outside of Thunder Bay or Orillia while enrolled at Lakehead University as a graduate student, M.Ed students continue to have access to the following library services: borrowing of most library materials; access to online resources, and research assistance.

## ***Starting Points for Library Research***

It is recommended that students start searching via the Education Library [website](#). The [Education Library website](#) contains links to education-related search tools, library guides, and information. Please contact the library for more information on any of the starting points outlined below:

**Finding Books. M.Ed students** can search for books (print and ebooks) using the [OMNI search system](#), which is the default search on the library homepage. Omni search help and tips are available on the [Getting Started with Omni](#) Guide.

**Searching for Journal Articles.** The OMNI search system integrates journal articles into the search engine. However, you can also search [the journal databases](#) directly. We recommend: CBCA Complete (for Canadian Education journal articles); ERIC; and Education Source. Consult the [Education Graduate Student Library Guide](#) for additional searching information and/or to book a research consultation for additional search strategies.

**Connecting from Off-Campus.** When students are off campus and would like to access restricted e-resources, a Lakehead University proxy page will appear that will prompt for the

student's Lakehead University username and password. Students will then remain logged in and can search all the restricted resources until the browser is closed. If a student is having issues connecting to library resources, they should contact the library as noted above.

**Books and Journal Articles Not Available at Lakehead.** Use Omni to Find Books and Journal Articles at Lakehead University and Beyond:

Lakehead's [OMNI search system](#) allows you to search all of Lakehead's electronic resources, as well as print resources at Lakehead and at nearly all other Ontario university libraries. With OMNI you can place requests for print materials and digitization of chapters and articles from across Ontario, but if you need an item you can't find via OMNI, please use our blank request form [found here](#).

**Borrowing from Other Libraries in Canada.** Lakehead University M.Ed students may present their Lakehead University Photo Identification card to borrow items from other Ontario University libraries, as well as other participating university libraries in Canada. These items may be returned to the lending library OR to any other university library. Please note that all reciprocal borrowers are required to adhere to the policies in place at the lending library, including fees and fines policies.

**Purchase Suggestions.** Feel free to recommend book titles or other items not currently available in our collections. In order to recommend a title for purchase, please send an email to the Education Librarian, Gisella Scalese, [gscalese@lakeheadu.ca](mailto:gscalese@lakeheadu.ca), or to the Orillia Campus Librarian, Chris Tomasin, [ctomasin@lakeheadu.ca](mailto:ctomasin@lakeheadu.ca).

### ***Citation Management Software***

Citation management software is recommended to assist with creating bibliographies and managing references. Zotero is an open access source that is easy-to-use and will help **collect, organize, cite, and share** research sources. More information on using Zotero can be found [here](#). Other possibilities include Microsoft Endnote, or other proprietary software.

### ***Open Access and Scholarly Communication***

Information on open access journals and publishing, including questionable publishing, is available on the [Open Access and Scholarly Communications](#) page.

# Appendix A: Planning for The Thesis or Portfolio

## Approaching a Potential Supervisor

Plan to approach potential supervisors before the end of the second term (first year). This way, students will be able to receive guidance and start to work towards your thesis or portfolio proposal. At this time, students might take a directed study course (EDUC 5570) with their supervisor in lieu of one of the formal elective courses. The purpose of the directed study is to read deeply on the topic of the student's thesis or portfolio. It consists of a mutually agreed list of readings and assignments.

When considering potential supervisors, consult the list of supervisors in [Appendix B](#). Not all instructors in the Faculty of Education have supervisory status. As well, some might have a full supervisory load or be unable to supervise for another reason. Think ahead and plan early.

When approaching a potential supervisor, craft an email with the following details:

- your name and specialization if appropriate,
- that you are a thesis / portfolio student in the first year who is seeking a supervisor for your thesis or portfolio project,
- a description of your potential topic and project or study design, and
- an invitation to meet to discuss further if the faculty member is able to supervise your project.

## Checklist for Initial Graduate Student and Supervisor Meeting

This checklist is recommended for use by graduate students and supervisors. It covers basic information that should be considered by both students and supervisors when they are developing a supervisory relationship. Experienced graduate supervisors recommend that “ground rules” for interactions with students be established early and maintained throughout the supervisory period. These items should be discussed and clarified in the initial meeting.

- How frequently the student and supervisor will meet and why/purpose (data updates, literature reviews, etc.).
- The student's role with regard to the data collection and analysis.
- The supervisor's role with regard to the student's data collection and analysis.
- Expectations concerning human subject research and requirements for ethical review.
- A timeline for the research program, data analysis, manuscript writing, and thesis writing.
- Presentations at conventions and meetings, including the Department of Graduate Studies and Research in Education Conference.
- Expectations concerning copy-editing of draft materials, and about seeking assistance with writing.
- Application funding sources and the duration of such funding (SSHRC, OGS, Other).
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

(Checklist adapted from *Handbook of Graduate Supervision*, Faculty of Graduate Studies, University of British Columbia)

## MEd Thesis Backwards Planning Exemplar

Thesis proposals typically contain a projected timeline to completion as an appendix. This exemplar will help the student and supervisor to plan for important milestones and additionally, shows how tight the timelines are for thesis work.

**Table 8 M.Ed Thesis Backwards Planning Exemplar.**

Deadline	Task
<b>May YR2</b>	Projected Graduation Date
<b>May 1 YR2</b>	Final copies due to Faculty of Graduate Studies (ask Administrative Assistant)
<b>Mar. 15 YR2</b>	Thesis: External Examiner (reading and editing) – 4-6 weeks
<b>Feb. 1 YR2</b>	Thesis: Internal Examiner (reading and editing) – 4-6 weeks
<b>Dec. 15 YR2</b>	Committee Member (multiple drafts) – 4-6 weeks
<b>Nov. 1 YR2</b>	First Full Draft to Supervisor (expect multiple drafts – minimum 4 weeks, often 8 to 12 weeks, sometimes more: note that 6 weeks is used here, assuming the supervisor has read pieces along the way and the first full draft is already in very good shape)
<b>Oct. 1 YR2</b>	Writing (This varies greatly. Four weeks of intense writing is assumed here.)
<b>Aug. 15 YR1</b>	Thesis (Qualitative/Quantitative/Mixed) Data Collection & Analysis (This varies greatly. Some research might require observation of a group over a semester, while other research gathers data via a paper survey at a single event. Six weeks is assumed here, but much more time may be needed, for example if students are recruiting participants and are transcribing interviews themselves.)
<b>July 1 YR1</b>	If Human Subjects: Ethics Approval – 4-5 weeks for Chair & then University REB, considerably more if external organizations like school boards are involved, or if submission is initially incomplete or imprecise
<b>May 1 YR1</b>	Proposal Full Draft – 8 weeks (often longer) from first full draft Approval of Chair Committee Member (multiple drafts) Supervisor (multiple drafts)
<b>Dec.-Apr. YR1</b>	Selection of Topic, Supervisor and Committee Member
<b>Sep.-Aug. YR1</b>	Courses (6 for thesis), one may be an independent study, typically in Spring and Summer of YR1
<b>Sep. YR1</b>	Begin Program

NOTE: Some of these timelines are minimums (e.g., sometimes more drafts are required by the supervisor and committee member) so students should build in extra time if they anticipate writing challenges. Also, students will need to consult with their supervisor to determine an appropriate length of time for ethics, data collection, analysis, and writing as the nature of a thesis will in part determine these. Sometimes stages may go faster.

## MEd Portfolio Backwards Planning Exemplar

Portfolio proposals typically contain a projected timeline to completion as an appendix. This exemplar will help students and their supervisor to plan for important milestones and additionally, shows how tight the timelines are for portfolio work.

**Table 9 M.Ed Portfolio Backwards Planning Exemplar.**

Deadline	Task
<b>May YR2</b>	Projected Graduation Date
<b>May 1 YR2</b>	Final copies due to Faculty of Graduate Studies (ask Administrative Assistant)
<b>Apr. 15 YR2</b>	Portfolio: Graduate Chair approval – 1-2 weeks
<b>Mar. 1 YR2</b>	Committee Member (multiple drafts) – 4-6 weeks
<b>Jan. 15 YR2</b>	First Full Draft to Supervisor (expect multiple drafts – minimum 4 weeks, often 8 to 12 weeks, sometimes more: note that 6 weeks is used here, assuming the supervisor has read pieces along the way and the first full draft is already in very good shape)
<b>Dec. 1 YR2</b>	Creation of Task or Tasks (This varies greatly. Six weeks is assumed here, but some things would take more).
<b>Oct. 15<sup>t</sup> YR2</b>	If Human Subjects: Ethics Approval – 4-5 weeks for Chair and then University REB, considerably more if external organizations like school boards are involved, or if submission is initially incomplete or imprecise
<b>Aug. 15 YR2</b>	Proposal Full Draft – minimum 8 weeks (often longer) from first full draft Approval of Chair Committee Member (multiple drafts) Supervisor (multiple drafts)
<b>Apr. YR 1</b>	Selection of Topic, Supervisor and Committee Member
<b>Sep. YR1 - Dec YR2</b>	Courses (8 for portfolio), one may be an independent study, typically in Spring and Summer of YR1 or Fall of YR 2
<b>Sep. YR1</b>	Begin Program

NOTE: Some of these timelines are minimums (e.g., sometimes more drafts are required by the supervisor and committee member) so students should build in extra time if they anticipate writing challenges. Also, students will need to consult with their supervisor to determine an appropriate length of time for ethics (if required), data collection (if required), analysis, and writing as the nature of a thesis will in part determine these. Sometimes stages may go faster.

# Appendix B: Supervisors and Committee Members for M.Ed Theses and Portfolios

## Faculty of Education Supervisors

(May supervise, be a committee member for thesis/portfolio, or examine theses)

**Dr. Seth AGBO** (Orillia Campus)

Email: [sagbo@lakeheadu.ca](mailto:sagbo@lakeheadu.ca)

- Lifelong learning and higher education policy
- Comparative and international education, education in developing countries
- Intercultural teaching, educational admin
- University/school partnerships for school improvement
- Professional development, teacher effectiveness, Community-school relationships

**Dr. Ruth BEATTY** (Orillia Campus)

Email: [rbeatty@lakeheadu.ca](mailto:rbeatty@lakeheadu.ca)

- Culturally responsive mathematics education
- How children learn complex mathematical concepts, especially “early algebra”
- Technology to enhance the development of mathematical communities of practice
- Models of professional learning that connect research and practice

**Dr. Paul BERGER**

Email: [rpberger@lakeheadu.ca](mailto:rpberger@lakeheadu.ca)

- Inuit education
- Climate change education

**Dr. Joan CHAMBERS**

Email: [joan.chambers@lakeheadu.ca](mailto:joan.chambers@lakeheadu.ca)

- Teaching and learning in Primary/Junior school Science and Technology education
- Environmental education; climate change education; ecological literacy; eco-social theory
- Problem solving using LEGO robotic technology
- Literacy and science education

**Dr. Paul CORMIER**

Email: [pcormier@lakeheadu.ca](mailto:pcormier@lakeheadu.ca)

- Indigenous methodologies (in research)
- Indigenous pedagogy
- Indigenous education
- Indigenous peacebuilding

**Dr. Leisa DESMOULINS** (Orillia Campus)

Email: [ldesmoul@lakeheadu.ca](mailto:ldesmoul@lakeheadu.ca)

- Indigenous pedagogies
- Community-based research
- Organizational change, learning
- Evaluation

**Dr. Ellen FIELD** (Orillia Campus)

Email: [efield@lakeheadu.ca](mailto:efield@lakeheadu.ca)

- Climate change education
- Policy and practice of climate change education in the Canadian K-12 system

**Dr. Sonja GROVER**

Email: [sonja.grover@lakeheadu.ca](mailto:sonja.grover@lakeheadu.ca)

- Children’s human rights
- Human rights law, International law

**Dr. Michael HOECHSMANN** (Orillia Campus)

Email: [mhoechsm@lakeheadu.ca](mailto:mhoechsm@lakeheadu.ca)

- New, multi- & digital literacies
- Media education
- Cultural studies and of youth
- Social Studies curriculum and pedagogy
- Anti-racism and social justice education

**Dr. Tanya KAEFER**

Email: [tkaefer@lakeheadu.ca](mailto:tkaefer@lakeheadu.ca)

- Sources of children’s knowledge; and how this knowledge may influence their language and reading development in early education

- How early language experiences and media exposure prepare children for the challenges of reading
- Investigating the cognitive processes underlying early reading and vocabulary development
- Social transmission of vocabulary and concept knowledge
- Knowledge development among lower-SES population

**Dr. Ann KAJANDER**

Email: [akajande@lakeheadu.ca](mailto:akajande@lakeheadu.ca)

- Mathematics education
- Teaching mathematics knowledge
- Classroom strategies
- Giftedness/creativity

**Dr. Donald KERR**

Email: [dkerr1@lakeheadu.ca](mailto:dkerr1@lakeheadu.ca)

- Philosophy of education
- Social justice in education
- Policy studies
- Teacher education

**Dr. Lisa KORTEWEG**

Email: [lisa.korteweg@lakeheadu.ca](mailto:lisa.korteweg@lakeheadu.ca)

Website: [www.lisakorteweg.com](http://www.lisakorteweg.com)

- Settler-colonial studies in Education
- Indigenous education, Decolonizing teacher education for reconciliation
- Indigenous research methodologies
- Participatory Action Research
- Land (-based) environmental education
- Reconciliation as Social Justice Education

**Dr. Meridith LOVELL-JOHNSTON** (Orillia)

Email: [mlovell@lakeheadu.ca](mailto:mlovell@lakeheadu.ca)

- Early reading development, instruction, and assessment
- Teachers' understanding and development of their pedagogy in reading instruction
- Educational technology and its effects on pedagogy in early literacy classrooms

**Dr. Sonia MASTRANGELO** (Orillia Campus)

Email: [smastran@lakeheadu.ca](mailto:smastran@lakeheadu.ca)

- Special education, Inclusive practices

- Autism spectrum disorders
- Effects of autism intervention programs on child/family outcomes
- Use of videoconferencing as a training tool
- Cognitive developmental systems theory
- Developmentally appropriate practice/emergent curriculum/early childhood
- Play as a foundation for learning/development
- Self-regulation in early childhood development

**Dr. Wayne MELVILLE**

Email: [wmelvill@lakeheadu.ca](mailto:wmelvill@lakeheadu.ca)

- The school science department as a site for teacher professional learning
- The teaching of science as inquiry
- The negotiation of science teachers' sense of identity
- Pre-service science teachers' attitudes to the nature of science and science as inquiry
- The historical relationship between science and literature
- Educational leadership and policy

**Dr. Graham PASSMORE**

Email: [gpassmore@lakeheadu.ca](mailto:gpassmore@lakeheadu.ca)

- Teacher identity

**Dr. Sharla Mskokii PELTIER** (Orillia Campus)

Email: [speltie1@lakeheadu.ca](mailto:speltie1@lakeheadu.ca)

- Indigenous and Participatory Research Methods;
- Indigenous Pedagogy and Relational Curriculum;
- Anishinaabe cultural traditions of teaching-learning;
- Teaching Social Studies

**Dr. Gary PLUIM** (Orillia Campus)

Email: [gpluim@lakeheadu.ca](mailto:gpluim@lakeheadu.ca)

- Social foundations of education; social justice education
- Critical global citizenship education
- Comparative and International education
- Youth development, youth work, youthhood
- Critical, alternative, and innovative pedagogies
- Democracy, student voice, and participation in education
- Experiential, place-based and/or land-based education

**Dr. Thomas PUK**

Email: [tpuk@lakeheadu.ca](mailto:tpuk@lakeheadu.ca)

- Ecological consciousness and ecological literacy, Nature-based regenerative healing
- Nature of inquiry
- Self-directed learning, lifelong learning
- Curriculum development, instruction
- Embodied transformation
- Neuroscience and memory
- Collective ecological consciousness
- Embodied transformation at university level
- Emotion concepts in teaching and learning

**Dr. Constance RUSSELL** (Orillia Campus)

Email: [constance.russell@lakeheadu.ca](mailto:constance.russell@lakeheadu.ca)

- The intersections of environmental education and social justice education
- Animal-focused education
- Fat pedagogy
- (Eco)feminist education

**Dr. Pauline SAMESHIMA**

Email: [psameshima@lakeheadu.ca](mailto:psameshima@lakeheadu.ca)

- Arts integrated interdisciplinary research, poetic inquiry

- Narrative inquiry (life-writing, poetic inquiry, pedagogical fiction)
- Curriculum Theory, cultural studies and social thought in education, creativity
- Health and wellness, embodied pedagogies, community engagement

**Dr. Melissa TWANCE** (pending)

Email: [mktwance@lakeheadu.ca](mailto:mktwance@lakeheadu.ca)

Canada Research Chair in Land Pedagogies and Indigenous Futures

**Dr. Christina VAN BARNEVELD**

Email: [cvanbarn@lakeheadu.ca](mailto:cvanbarn@lakeheadu.ca)

- Basic and advanced statistical techniques, research methodology, and measurement theory
- Implications of testing research for test developers, examinees and those who use test results
- Advanced statistical techniques to increase understanding of assessment instruments, especially those used in-training and for certification of professionals in the fields of Education and Medicine

**Dr. Gerald WALTON**

Email: [gwalton@lakeheadu.ca](mailto:gwalton@lakeheadu.ca)

- Men's violence against women; social responses to sexual assault; sexual assault policy at post-secondary institutions
- Critical approaches to theorizing diversity and difference in society and in education
- Variations in sexual orientation identity (SOI) and gender identity (GI)
- Education policies related to social problems in schools
- Bullying and social difference
- Conceptual foundations of quantitative analysis and working with statistics

## Internal Adjunct Supervisors/Committee Members

(Some may supervise; most will be a committee member for thesis/portfolio or examine theses)

**Dr. Michel BEDARD** (pending)

Professor, Health Sciences

Email: [mbedard@lakeheadu.ca](mailto:mbedard@lakeheadu.ca)

- Maintenance of independence and quality of life in older adults

**Dr. Kristin BURNETT**

Associate Professor, Indigenous Learning

Email: [kburnett@lakeheadu.ca](mailto:kburnett@lakeheadu.ca)

- First Nations history, race and colonization
- Settler studies; Western Canadian history
- Women and gender history
- The social history of health and medicine

**Dr. Lori CHAMBERS**

Professor, Gender and Women's Studies

Email: [lchambe2@lakeheadu.ca](mailto:lchambe2@lakeheadu.ca)

- Women's Legal History
- Contemporary legal issues of concern to women including definitions of family, adoption, child welfare, Indigenous women and the law

**Dr. Max HAIVEN**

Associate Professor, English, Social Justice

Email: [mhaiven@lakeheadu.ca](mailto:mhaiven@lakeheadu.ca)

- Radical imagination in social movements and in the arts
- The political economy of culture, art, and creativity
- Neoliberalism, capitalism, financialization and economic power
- Intersections of economic systems with gender, race, colonialism
- Critical and cultural theory

**Dr. Katherine KORTES-MILLER**

Assistant Professor, Social Work

Email: [kkortesm@lakeheadu.ca](mailto:kkortesm@lakeheadu.ca)

- Death Education
- Health care education (gerontology, gender, palliative/end-of life)
- Interdisciplinary education
- Social justice pedagogies
- Participatory action research/ community engagement

**Dr. Gail KUHL**

Assistant Professor, Outdoor Recreation

Email: [gjkuhl@lakeheadu.ca](mailto:gjkuhl@lakeheadu.ca)

- (Critical) environmental education
- Animals in education, humane education,
- Human-animal relations
- Outdoor experiential education

**Dr. Charles LEVKOE**

Associate Professor, Health Sciences

Email: [clevkoe@lakeheadu.ca](mailto:clevkoe@lakeheadu.ca)

- Civic engagement,
- Community-campus engagement
- Food systems, Sustainability

**Dr. Chris MURRAY** (Orillia Campus)

Associate Professor, Sustainability Sciences

Email: [cmurray1@lakeheadu.ca](mailto:cmurray1@lakeheadu.ca)

- Sustainability Science and Physics

**Dr. Leigh POTVIN**

Assistant Professor, Outdoor Recreation

Email: [lcpotvin@lakeheadu.ca](mailto:lcpotvin@lakeheadu.ca)

- LGBTQ+/Queer studies in Education;
- Social Justice in Outdoor Experiential Education;
- Anti-oppressive education

**Dr. David THOMPSON**

Associate Professor, Nursing

Email: [david.thompson@lakeheadu.ca](mailto:david.thompson@lakeheadu.ca)

- Interprofessionalism (Education and Collaboration)

**Dr. Carlos ZERPA**

Associate Professor, Kinesiology

Email: [carlos.zerpa@lakeheadu.ca](mailto:carlos.zerpa@lakeheadu.ca)

- Statistics and psychometric theories and techniques applied to educational measurements
- Education and Kinesiology
- Health information technology for the assessment of human cognitive and physical performance in the context of Education and Kinesiology

## External Adjunct Committee Members/Examiners

(Typically serve as committee members for thesis/portfolio or examine theses)

### Dr. Erin CAMERON

Assistant Professor, NOSM

Email: [ercameron@nosm.ca](mailto:ercameron@nosm.ca)

- Health professional education
- Social accountability and social justice pedagogies
- Campus-community engagement
- Rural health and rural pedagogy
- Critical approaches to Artificial Intelligence and Machine Learning

### Dr. Jessica CLAUSEN

Adjunct Professor, Education

Email: [jclausen@lakeheadu.ca](mailto:jclausen@lakeheadu.ca)

### Dr. Rita DEVERELL

Adjunct Professor, Education

Email: [rdeverel@lakeheadu.ca](mailto:rdeverel@lakeheadu.ca)

- Arts based research methodologies;
- DEIA diversity, equity, inclusion, access studies;
- anti-racism education;
- media studies, theatre, drama, broadcasting;
- finding voice

### Dr. Ismel GONZALEZ

Adjunct Professor, Education

Email: [igonzale@lakeheadu.ca](mailto:igonzale@lakeheadu.ca)

- Critical language and culture studies
- Critical literacy
- Teaching and learning English as an additional language and culture
- Culturally responsive education
- Sociocultural contexts of additional language and culture teaching and learning
- Language cultures

### Dr. Sarah HUNTER (Orillia Campus)

Adjunct Professor, Education \*pending

Email: [shunter@lakeheadu.ca](mailto:shunter@lakeheadu.ca)

- Mindfulness and mental health
- Post-secondary student success,
- Resiliency, social innovation in education

### Dr. Leigh-Anne INGRAM (Orillia Campus)

Adjunct Professor, Education

Email: [lingram@lakeheadu.ca](mailto:lingram@lakeheadu.ca)

- Equity, linguistic and cultural diversity, and anti-discriminatory education

### Dr. Caroline NARINE (Orillia Campus)

Adjunct Professor, Education

Email: [cnarine@lakeheadu.ca](mailto:cnarine@lakeheadu.ca)

- Educational policy, leadership, and management
- Culturally responsive school leadership
- Culturally responsive classroom pedagogy
- Educational policy and change
- Teacher education, pedagogies of practicum.

### Dr. Jan OAKLEY

Adjunct Professor, Education

Email: [joakley@lakeheadu.ca](mailto:joakley@lakeheadu.ca)

- Social justice pedagogies
- Critical theory; Feminist theory
- Humane and environmental education

### Dr. Deborah SCHARF

Assistant Professor, Psychology

Email: [dscharf1@lakeheadu.ca](mailto:dscharf1@lakeheadu.ca)

- Mental health, substance use, and general medical delivery systems
- Strategies to increase access to services for under-served groups including the poor, people with disabilities, and military personnel, veterans, and their families
- Tobacco use, treatment, and policy
- Innovations in in vivo electronic data capture
- Program evaluation, quality metrics, and measurement in healthcare and public education

### Dr. Brian ROSS

Professor of Pharmacology, NOSM

Email: [brian.ross@nosm.ca](mailto:brian.ross@nosm.ca)

**Dr. Alexa SCULLY**

Adjunct Professor, Education

Email: [ajscully@lakeheadu.ca](mailto:ajscully@lakeheadu.ca)

- Whiteness and Land in Indigenous Education in Canadian Teacher Education

**Dr. Hanna WICKSTROM**

Adjunct Professor, Education

Email: [hwickstr@lakeheadu.ca](mailto:hwickstr@lakeheadu.ca)

- Early years education
- Play-based learning
- Mathematics
- Literacy
- Classroom-based research

# Appendix C: Program Planning/Completion Checklists

## Master of Education in Educational Studies (Course Option)

We recommend students use this template to plan and keep track of progress through their program. Click here for a list of [Course Descriptions](#) and the [Current Timetable](#). EDUC 5713 may be a required course or recommended course. If taken, please include under open electives.

### Compulsory Courses

Code	Course Title	Year/Term
<input type="checkbox"/>	<b>Select (1). These are typically offered in fall term.</b> EDUC 5010 Researching in Education EDUC 5011 Researching in Education for Change	_____
<input type="checkbox"/>	<b>Select (1). These are typically offered in winter term.</b> EDUC 5110 Quantitative Research EDUC 5111 Qualitative Research EDUC 5113 Research in Professional Contexts EDUC 5117 Indigenous Research Approaches EDUC 5119 Arts-Integrated Research Approaches	_____

### Open Electives

Code	Course Title	Year/Term
<b>Select eight (8). These may be offered in any term. Students may choose any course offered by the Department (except they may not take both 5010 and 5011).</b>		
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

Note: Students in the Joint Gender and Women's Studies Specialization MUST register for *WOME 5101 - Theory and Methods in Women's Studies* in Fall and Winter of their first year and complete the major assignments from two additional courses on topics relevant for Gender and Women's Studies and incorporating feminist scholarship.

Note: Students in the Joint Specialization in Gerontology MUST register for *GERO 5710 - Research and Theory in Gerontology* and *GERO 5790 - Gerontology Research Seminar* in their first year and complete the major assignments from two additional courses using aging as a construct.

## Master of Education in Educational Studies (Portfolio Option)

We recommend students use this template to plan and keep track of progress through their program. Click here for a list of [Course Descriptions](#) and the [Current Timetable](#). EDUC 5713 may be a required course or recommended course if it is listed in your Admission Letter. If taken, please include under open electives.

### Compulsory Courses

Code	Course Title	Year/Term
<input type="checkbox"/> <b>Select (1). These are typically offered in fall term.</b>		
	EDUC 5010 Researching in Education	_____
	EDUC 5011 Researching in Education for Change	_____
<input type="checkbox"/> <b>Select (1). These are typically offered in winter term.</b>		
	EDUC 5110 Quantitative Research	_____
	EDUC 5111 Qualitative Research	_____
	EDUC 5113 Research in Professional Contexts	_____
	EDUC 5117 Indigenous Research Approaches	_____
	EDUC 5119 Arts-Integrated Research Approaches	_____

### Open Electives

Code	Course Title	Year/Term
<b>Select six (6). These may be offered in any term. Students may choose any course offered by the Department (except they may not take both 5010 and 5011).</b>		
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

### Masters' Portfolio

- Plan to have confirmed a supervisor by the end of the second term (year 1).

Code	Course Title	Year/Term
<input type="checkbox"/>	EDUC 5909 Masters' Portfolio	_____

Note: Students in the Joint Gender and Women's Studies Specialization MUST register for *WOME 5101 - Theory and Methods in Women's Studies* in Fall and Winter of their first year and complete the portfolio on topics relevant for Gender and Women's Studies and incorporating feminist scholarship.

Note: Students in the Joint Specialization in Gerontology MUST register for *GERO 5710 - Research and Theory in Gerontology* and *GERO 5790 - Gerontology Research Seminar* in their first year and complete the portfolio using aging as a construct.

## Master of Education in Educational Studies (Thesis Option)

We recommend students use this template to plan and keep track of progress through their program. Click here for a list of [Course Descriptions](#) and the [Current Timetable](#). EDUC 5713 may be a required course or recommended course. If taken, please include under open electives.

### Compulsory Courses

Code	Course Title	Year/Term
<input type="checkbox"/> <b>Select (1). These are typically offered in fall term.</b>		
	EDUC 5010 Researching in Education	_____
	EDUC 5011 Researching in Education for Change	_____
<input type="checkbox"/> <b>Select (1). These are typically offered in winter term.</b>		
	EDUC 5110 Quantitative Research	_____
	EDUC 5111 Qualitative Research	_____
	EDUC 5117 Indigenous Research Approaches	_____
	EDUC 5119 Arts-Integrated Research Approaches	_____

### Open Electives

Code	Course Title	Year/Term
<b>Select four (4). These may be offered in any term. Students may choose any course offered by the Department (except they may not take both 5010 and 5011).</b>		
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

### Masters' Thesis

- Plan to have confirmed a supervisor by the end of the second term (year 1).

Code	Course Title	Year/Term
<input type="checkbox"/>	EDUC 5901 Masters' Thesis	_____

Note: Students in the Joint Gender and Women's Studies Specialization MUST register for *WOME 5101 - Theory and Methods in Women's Studies* in Fall and Winter of their first year and complete the thesis on topics relevant for Gender and Women's Studies and incorporating feminist scholarship.

Note: Students in the Joint Specialization in Gerontology MUST register for *GERO 5710 - Research and Theory in Gerontology* and *GERO 5790 - Gerontology Research Seminar* in their first year and complete the thesis using aging as a construct.

## Master of Education in Education for Change (Course Option)

We recommend students use this template to plan and keep track of progress through their program. Click here for a list of [Course Descriptions](#) and the [Current Timetable](#). EDUC 5713 may be a required course or recommended course if it is listed in your Admission Letter. If taken, please include under open electives.

### Compulsory Courses

Code	Course Title	Year/Term
<input type="checkbox"/> <b>Select (1). These are typically offered in fall term.</b>		
	EDUC 5010 Researching in Education	_____
	EDUC 5011 Researching in Education for Change	_____
<input type="checkbox"/> <b>Select (1). These are typically offered in winter term.</b>		
	EDUC 5110 Quantitative Research	_____
	EDUC 5111 Qualitative Research	_____
	EDUC 5113 Research in Professional Contexts	_____
	EDUC 5117 Indigenous Research Approaches	_____
	EDUC 5119 Arts-Integrated Research Approaches	_____
<input type="checkbox"/> <b>Select (1) that corresponds to the program specialization.</b>		
	EDUC 5016 Foundations of Environmental and Sustainability Ed.	_____
	EDUC 5017 Foundations of Indigenous Education	_____
	EDUC 5018 Foundations of Social Justice Education	_____

### Specialization Electives

Code	Course Title	Year/Term
<b>Select four (4) electives from program specialization. Confirm using the link below. Some are EDUC 5414 Special Topics classes. These may be offered in any term.</b>		
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

### Open Electives

Code	Course Title	Year/Term
<b>Select three (3). These may be offered in any term. Students may choose any course offered by the Department (except they may not take both 5010 and 5011).</b>		
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

Note: Students in the Joint Gender and Women's Studies Specialization MUST register for *WOME 5101 - Theory and Methods in Women's Studies* in Fall and Winter of their first year and complete the major assignments from two additional courses on topics relevant for Gender and Women's Studies and incorporating feminist scholarship.

## Master of Education in Education for Change (Portfolio Option)

We recommend students use this template to plan and keep track of progress through their program. Click here for a list of [Course Descriptions](#) and the [Current Timetable](#). EDUC 5713 may be a required course or recommended course. If taken, please include under open electives.

### Compulsory Courses

Code	Course Title	Year/Term
<input type="checkbox"/> <b>Select (1). These are typically offered in fall term.</b>		
	EDUC 5010 Researching in Education	_____
	EDUC 5011 Researching in Education for Change	_____
<input type="checkbox"/> <b>Select (1). These are typically offered in winter term.</b>		
	EDUC 5110 Quantitative Research	_____
	EDUC 5111 Qualitative Research	_____
	EDUC 5113 Research in Professional Contexts	_____
	EDUC 5117 Indigenous Research Approaches	_____
	EDUC 5119 Arts-Integrated Research Approaches	_____
<input type="checkbox"/> <b>Select (1) that corresponds to the program specialization.</b>		
	EDUC 5016 Foundations of Environmental and Sustainability Ed.	_____
	EDUC 5017 Foundations of Indigenous Education	_____
	EDUC 5018 Foundations of Social Justice Education	_____

### Specialization Electives

Code	Course Title	Year/Term
<b>Select two (2) electives from program specialization. Confirm using the link below. Some are EDUC 5414 Special Topics classes. These may be offered in any term.</b>		
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

### Open Electives

Code	Course Title	Year/Term
<b>Select three (3). These may be offered in any term. Students may choose any course offered by the Department (except they may not take both 5010 and 5011).</b>		
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

### Masters' Portfolio

- Plan to have confirmed a supervisor by the end of the second term (year 1).

Code	Course Title	Year/Term
<input type="checkbox"/>	EDUC 5909 Masters' Portfolio	_____

Note: Students in the Joint Gender and Women's Studies Specialization MUST register for *WOME 5101 - Theory and Methods in Women's Studies* in Fall and Winter of their first year and complete the portfolio on topics relevant for Gender and Women's Studies and incorporating feminist scholarship.

## Master of Education in Education for Change (Thesis Option)

We recommend students use this template to plan and keep track of progress through their program. Click here for a list of [Course Descriptions](#) and the [Current Timetable](#). EDUC 5713 may be a required course or recommended course if it is listed in your Admission Letter. If taken, please include under open electives.

### Compulsory Courses

Code	Course Title	Year/Term
<input type="checkbox"/> <b>Select (1). These are typically offered in fall term.</b> EDUC 5010 Researching in Education _____ EDUC 5011 Researching in Education for Change _____		
<input type="checkbox"/> <b>Select (1). These are typically offered in winter term.</b> EDUC 5110 Quantitative Research _____ EDUC 5111 Qualitative Research _____ EDUC 5117 Indigenous Research Approaches _____ EDUC 5119 Arts-Integrated Research Approaches _____		
<input type="checkbox"/> <b>Select (1) that corresponds to the program specialization.</b> EDUC 5016 Foundations of Environmental and Sustainability Ed. _____ EDUC 5017 Foundations of Indigenous Education _____ EDUC 5018 Foundations of Social Justice Education _____		

### Specialization Electives

Code	Course Title	Year/Term
<b>Select four (2) electives from program specialization. Confirm using the link below. Some are EDUC 5414 Special Topics classes. These may be offered in any term.</b>		
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

### Open Electives

Code	Course Title	Year/Term
<b>Select one (1). These may be offered in any term. Students may choose any course offered by the Department (except they may not take both 5010 and 5011).</b>		
<input type="checkbox"/>	_____	_____

### Masters' Thesis

- Plan to have confirmed a supervisor by the end of the second term (year 1).

Code	Course Title	Year/Term
<input type="checkbox"/>	EDUC 5901 Masters' Thesis	_____

Note: Students in the Joint Gender and Women's Studies Specialization MUST register for *WOME 5101 - Theory and Methods in Women's Studies* in Fall and Winter of their first year and complete the thesis on topics relevant for Gender and Women's Studies and incorporating feminist scholarship.

## Master of Education in Education for Change – Dual Specialization (Course)

We recommend students use this template to plan and keep track of progress through their program. Click here for a list of [Course Descriptions](#) and the [Current Timetable](#).

### Compulsory Courses

Code	Course Title	Year/Term
<input type="checkbox"/>	<b>Select (1). These are typically offered in fall term.</b> EDUC 5010 Researching in Education	_____
	EDUC 5011 Researching in Education for Change	_____
<input type="checkbox"/>	<b>Select (1). These are typically offered in winter term.</b> EDUC 5110 Quantitative Research	_____
	EDUC 5111 Qualitative Research	_____
	EDUC 5113 Research in Professional Contexts	_____
	EDUC 5117 Indigenous Research Approaches	_____
	EDUC 5119 Arts-Integrated Research Approaches	_____
<input type="checkbox"/>	<b>Select both (2) that correspond to the program specializations.</b> EDUC 5016 Foundations of Environmental and Sustainability Ed.	_____
	EDUC 5017 Foundations of Indigenous Education	_____
	EDUC 5018 Foundations of Social Justice Education	_____

### First Specialization Electives

Code	Course Title	Year/Term
<b>Select four (4) electives from the first program specialization area. Confirm using the link below. Some are EDUC 5414 Special Topics classes. These may be offered in any term.</b>		
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

### Second Specialization Electives

Code	Course Title	Year/Term
<b>Select two (2) electives from the second program specialization area. Confirm using the link below. Some are EDUC 5414 Special Topics classes. These may be offered in any term. Courses can only be counted towards one specialization.</b>		
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

## Master of Education in Education for Change – Dual Specialization (Portfolio Option)

We recommend students use this template to plan and keep track of progress through their program. Click here for a list of [Course Descriptions](#) and the [Current Timetable](#).

### Compulsory Courses

Code	Course Title	Year/Term
<input type="checkbox"/> <b>Select (1). These are typically offered in fall term.</b>		
	EDUC 5010 Researching in Education	_____
	EDUC 5011 Researching in Education for Change	_____
<input type="checkbox"/> <b>Select (1). These are typically offered in winter except 5119.</b>		
	EDUC 5110 Quantitative Research	_____
	EDUC 5111 Qualitative Research	_____
	EDUC 5113 Research in Professional Contexts	_____
	EDUC 5117 Indigenous Research Approaches	_____
	EDUC 5119 Arts-Integrated Research Approaches	_____
<input type="checkbox"/> <b>Select both (2) that correspond to the program specializations.</b>		
	EDUC 5016 Foundations of Environmental and Sustainability Ed.	_____
	EDUC 5017 Foundations of Indigenous Education	_____
	EDUC 5018 Foundations of Social Justice Education	_____

### First Specialization Electives

Code	Course Title	Year/Term
<b>Select two (2) electives from first area of program specialization. Confirm using the link below. Some are EDUC 5414 Special Topics classes. These may be offered in any term.</b>		
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

### Second Specialization Electives

Code	Course Title	Year/Term
<b>Select two (2) electives from the second program specialization area. Confirm using the link below. Some are EDUC 5414 Special Topics classes. These may be offered in any term. Courses can only be counted towards one specialization.</b>		
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

### Masters' Portfolio

- Plan to have confirmed a supervisor by the end of the second term (year 1).

Code	Course Title	Year/Term
<input type="checkbox"/>	EDUC 5909 Masters' Portfolio	_____

## Master of Education in Education for Change – Dual Specialization (Thesis Option)

We recommend students use this template to plan and keep track of progress through their program. Click here for a list of [Course Descriptions](#) and the [Current Timetable](#).

### Compulsory Courses

Code	Course Title	Year/Term
<input type="checkbox"/>	<b>Select (1). These are typically offered in fall term.</b> EDUC 5010 Researching in Education	_____
	EDUC 5011 Researching in Education for Change	_____
<input type="checkbox"/>	<b>Select (1). These are typically offered in winter except 5119.</b> EDUC 5110 Quantitative Research	_____
	EDUC 5111 Qualitative Research	_____
	EDUC 5117 Indigenous Research Approaches	_____
	EDUC 5119 Arts-Integrated Research Approaches	_____
<input type="checkbox"/>	<b>Select both (2) that correspond to the program specializations.</b> EDUC 5016 Foundations of Environmental and Sustainability Ed.	_____
	EDUC 5017 Foundations of Indigenous Education	_____
	EDUC 5018 Foundations of Social Justice Education	_____

### First Specialization Elective

Code	Course Title	Year/Term
Select one (1) elective from first area of program specialization. Confirm using the link below. Some are EDUC 5414 Special Topics classes. These may be offered in any term.		
<input type="checkbox"/>	_____	_____

### Second Specialization Elective

Code	Course Title	Year/Term
Select one (1) elective from the second program specialization area. Confirm using the link below. Some are EDUC 5414 Special Topics classes. These may be offered in any term. Courses can only be counted towards one specialization.		
<input type="checkbox"/>	_____	_____

### Masters' Thesis

- Plan to have confirmed a supervisor by the end of the second term (year 1).

Code	Course Title	Year/Term
<input type="checkbox"/>	EDUC 5901 Masters' Thesis	_____

## Appendix D: Links to Program Forms

These forms are subject to change by the Faculty of Graduate Studies without notice. Graduate students should familiarize themselves with the General Graduate Regulations found on the website as well as the Master of Education Regulations. Students are responsible for the correct completion of forms and adhering to deadlines in the Academic Calendar; incorrectly completed forms or those submitted late may experience delays. All forms should be submitted to the Program Administrative Assistant directly, not to the Chair or to the Faculty of Graduate Studies.

### ***Change of Program Form***

[https://www.lakeheadu.ca/sites/default/files/forms/F.ProgramChange.Grad\\_0.pdf](https://www.lakeheadu.ca/sites/default/files/forms/F.ProgramChange.Grad_0.pdf)

Use this form to declare or change a program specialization, change a field of study, or change between thesis, portfolio, or course route. Thesis and portfolio students should have their supervisors sign any change of program form. Change of program forms are submitted to Program Administrative Assistant directly to be processed for signature.

### ***Graduate Assistant Contract / Assignment of Work Form***

<https://www.lakeheadu.ca/sites/default/files/forms/GA%20Assignment%20of%20Work%20Form.pdf>

### ***Ontario Visiting Graduate Students Program Form***

<https://www.lakeheadu.ca/academics/graduate/resources/ovgs>

M.Ed students may apply to take a course from another university, with permission of the Chair, and as long as the course aligns with the student's program.

### ***Research's Agreement Form***

Applications for approval of a protocol from the Research Ethics Board are available through the Romeo Research Portal. Please log in by first logging into myInfo.

### ***Request for Leave of Absence Form***

<https://www.lakeheadu.ca/sites/default/files/uploads/56/Leave%20of%20Absence%20Request%20Form%202020.pdf>

Use this form to request a leave of absence. M.Ed students who cannot continue in their program for temporary reasons (i.e., parental leave, medical or compassionate grounds, or other grounds)

may request up to three (3) Leaves of Absence. Leaves of absence are typically applied for in advance of the term where the leave will be requested.

### ***Request for Time Extension Form***

[https://www.lakeheadu.ca/sites/default/files/uploads/56/secure\\_doc/TimeExtensionRequestForm2020.pdf](https://www.lakeheadu.ca/sites/default/files/uploads/56/secure_doc/TimeExtensionRequestForm2020.pdf)

Use this form to request a program extension. M.Ed students who have reached their final term without completing their program requirements may request up to three (3) time extensions. Tuition is assessed for these terms. Students who exceed their program terms without time extensions will be deemed to have failed the M.Ed program.

### ***Final Thesis Process for Students***

Students are required to submit the following forms to the Faculty of Graduate Studies.

- [Non-Exclusive License to Reproduce Thesis](#)
- [Graduate Studies Exit Survey](#)

### ***Graduate Conference Forms***

Funding is available from both the Faculty of Graduate Studies and the Faculty of Education to support Graduate Student travel to conferences. The

- *Graduate Student Professional Development Bursary* (Faculty of Graduate Studies)  
(<https://www.lakeheadu.ca/programs/graduate/graduate-funding/internal-scholarships-bursaries-and-awards> )
- M. Ed Student Conference Travel Form (Faculty of Education)  
(<https://www.lakeheadu.ca/sites/default/files/uploads/1191/Forms/Med/May%202014%20MEd%20conf%20travel%20form.pdf>)