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Our graduate programs: Master’s of Education, Doctor of Philosophy

The University of Manitoba’s Faculty of Education has a long history of graduate education, dating to 1936 when the first Master of Education (MEd) was awarded. Since then, nearly 3,000 students have graduated from our graduate programs. In a typical year, 350 students are enrolled in our MEd program and 60 students are enrolled in our PhD program.

One considerable benefit of many of our graduate programs is flexibility. Consequently, 86 per cent of our students choose to complete their MEd on a part-time basis while working in the field as teachers, administrators and consultants. As an added benefit to our diverse population of graduate students, our Faculty of Education offers numerous courses in the evening and during the summer months. In addition to our excellent programs, we are also known as an advanced educational research institute.

FACULTY OF EDUCATION

p. 204-474-7886 / e. edgradpr@umanitoba.ca
umanitoba.ca/education

TAKE THE NEXT STEP
Most students complete their MEd part time while continuing to pursue careers

Our faculty offers numerous evening and summer courses

AREAS OF STUDY
Research / Human Rights / Theory / Leadership

CAREERS INCLUDE
Researchers / Professors / Consultants Educational Assistants / Language Teachers / Educational Administrators
OUR GRADUATE PROGRAMS

ENGAGING EXPERTISE, LEADING RESEARCH IN EDUCATION

As a member of the U15 Group of Canadian Research Universities, the University of Manitoba is Manitoba’s premier post-secondary research institution, having produced more Rhodes scholars than any other university in Western Canada. Researchers at the University have made many groundbreaking discoveries and continue to lead globally in several research areas.

Many full-time faculty members are engaged in research through the auspices of major funding bodies such as the Social Sciences and Humanities Research Council of Canada. Thanks to the support of these funding agencies, many of our graduates have the opportunity to study and work with faculty members who are actively engaged in research.

All graduate students are also encouraged to present their current research at our annual Education Graduate Student Symposium. Here, students are able to present to an audience of peers and professors and have their findings published in an online proceedings format. Visit our symposium link at http://umanitoba.ca/faculties/education/archives/227.html.

Another highlight of our faculty is our Distinguished Lecture Series, occurring throughout the academic year. All students are invited to attend these free lectures and engage in discussions with internationally renowned education experts in their fields.

Students can access a variety of teaching and research resources (books, journals, CDs, videos, and curriculum guides) from the Elizabeth Dafoe Library and nine additional University of Manitoba libraries on the Fort Garry campus.

For more information about our graduate programs, please see http://www.umanitoba.ca/faculties/education/future/.

UNIVERSITY OF MANITOBA’S PROUD ACADEMIC HISTORY

Founded in 1877, U of M is Western Canada’s oldest university, offering 51 doctoral and 82 masters programs. As a co-educational, non-denominational, government-supported university, the university is a major resource for the community.

Facilities are open to the public for recreation, education and entertainment. Over 26,000 undergraduate and graduate students are enrolled at the U of M, and more than 900 students live in residences on campus.

As part of an update to the University’s strategic plan, a process is underway to confirm established and emerging research strengths. The university has incorporated Indigenous achievement into all aspects of its strategic planning and incorporates traditional knowledge into research and innovation. U of M collaborates internationally with many institutions, including some located in Australia, China, Denmark, India, and Kenya.
MEd APPLICATION PROCEDURES

All University of Manitoba MEd programs are offered through two departments—the Department of Curriculum, Teaching and Learning (CTL), and the Department of Educational Administration, Foundations and Psychology (EAFP).

Details about the different specializations within the two departments are described in pages 4 to 11.

THE DEPARTMENT OF CURRICULUM, TEACHING & LEARNING

The Department of Curriculum, Teaching and Learning offers specializations in:
- Language and Literacy
- Second Language Education
- Studies in Curriculum, Teaching and Learning

For admission to the master's program in the Department of Curriculum, Teaching and Learning, every applicant must possess:
- For specializations: Language & Literacy and Studies in Curriculum, Teaching and Learning, a four-year bachelor of education degree, or a two-year after degree bachelor of education, or a three-year undergraduate degree which includes teacher training, plus a post-baccalaureate diploma in education (PBDE) with a minimum of 18 credit hours at the 5000 level.
- a grade point average of 3.0 or better in the last 60 credit hours of university coursework;
- two years of relevant work experience (or its equivalent); and
- appropriate academic and/or professional background for the program area and concentration
- English Language Proficiency test score (if applicable).

COURSE LISTINGS

Not all MEd courses are offered every year. Upcoming graduate course offerings are listed on the Web at wwwapps.cc.umanitoba.ca/faculties/education/grad/rotation/. Although we offer many courses yearly, most courses are offered in the evening. Prospective students who wish to study full time should consult with the department head.

APPLICATION INFORMATION

Every applicant must complete an online application, including a variety of documentation such as: a letter of introduction explaining their interest in a particular field of study, two letters of reference, a current resume, an application form, an application fee, and official transcripts. The application form, in addition to more details about various additional requirements, is available at http://www.umanitoba.ca/education/future/index.html. All MEd applicants are asked to write the name of a preferred thesis advisor on their application form. To learn about the different specializations of all Faculty of Education academics, please download a current “Associated Faculty and Research Interests” list from http://tinyurl.com/zueyx9j.

TRANSFER OF CREDIT

The granting of advanced credit is subject to the regulations of the Faculty of Graduate Studies and must be approved by the Department of Curriculum, Teaching and Learning or the Department of Educational Administration, Foundations and Psychology.
The Master of Education in Second Language Education (SLE) program addresses research, language learning, and pedagogical issues in teaching English as a second language as well as teaching English as a foreign language in pre-kindergarten to Grade 12 through adult teaching contexts.

The MEd in SLE also offers students the opportunity to explore the theoretical foundations of curriculum in education. Housing a vibrant cohort of approximately 30 graduate students, the MEd in SLE is one of the largest program areas in the Faculty of Education and one of the most diverse.

Our students have taught in a wide variety of international, national, and local contexts, and the MEd in SLE program is designed to provide challenging and stimulating frames of reference for SLE practice.

With the support of a program advisor (faculty member), graduate students in SLE will plan and complete a program of coursework in SLE, research methodologies, and curriculum, capped by a thesis or comprehensive examination option. The thesis or comprehensive option is intended to address the unique goals and interests of each graduate student.

**THESIS-BASED ROUTE**

18 credit hours, plus thesis

**Coursework and Thesis Description**

Courses prepare the student to design and implement a research project that leads to the thesis.

The student, with the faculty advisor's support, selects a research question, gathers and interprets data, presents the investigation and its results in a written document. An oral defense of the thesis culminates the program.

**Core Courses** (9 credit hours)

EDUB 7210 Seminar in ESL Theory and Practice (3)

EDUB 7220 Research Issues and Application in TESL (3)

EDUB 7580 Theory and Research in Second Language Acquisition (3)

**Research Courses** (6 credit hours)

EDUA 5800 Introduction to Educational Research (3)

plus three credit hours of research methodology at the 7000 level in Education or 3000 level or above in other faculties

**Concentration** (3 credit hours)

The thesis is the focus of concentration. Students will select an additional 3 credit hours at the 7000 level, related to their research and approved by the advisor, e.g. EDUB 7212 Critical Applied Linguistics in a Global Context (3)

EDUB 7416 Teaching and Learning in Post-Secondary Education (3)

EDUB 7550 Historical & Contemporary Approaches to Curriculum (3)

EDUB 7420 Study of Teaching (3)

EDUB 7270 Culture, Citizenship and Curriculum (3)

EDUA 7270 Seminar in Cross-Cultural Education 1 (3)

EDUA 7280 Seminar in Cross-Cultural Education 2 (3)

EDUB 7420 Program Planning in Adult Education (3)

or other courses approved by the faculty advisor and department head

**Thesis**

**Course Level Restrictions**

12 credit hours must be at the 7000 level; the remaining 6 credit hours may be at the 5000 level or above in the Faculty of Education and/or at the 3000 level or above in other faculties.

**COURSE-BASED ROUTE**

30 credit hours, plus comprehensive option

**Coursework and Comprehensive Option**

The student and program advisor select courses that lead to mastery within Second Language Education and the concentration.

As the course component is completed, the student, with the faculty advisor's support, prepares a document that demonstrates comprehensive mastery.

The document can be a final examination or a project, which may culminate with an oral defense of the document.

**Core Courses** (9 credit hours)

EDUB 7210 Seminar in ESL Theory & Practice (3)

EDUB 7220 Research Issues and Application in TESL (3)

EDUB 7580 Theory and Research in Second Language Acquisition (3)

**Research Courses** (3 credit hours)

EDUA 5800 Introduction to Educational Research (3)

EDUB 7212 Critical Applied Linguistics in a Global Context (3)

EDUB 7416 Teaching and Learning in Post-Secondary Education (3)

EDUB 7550 Historical & Contemporary Approaches to Curriculum (3)

EDUB 7420 Program Planning in Adult Education (3)

EDUB 7070 Classical Research in Reading (3)

EDUB 7180 Research in Written Composition (3)

EDUB 5510 ESL Materials Development & Practicum (3)

EDUB 5520 Grammar in ESL Learning & Instruction (3)

EDUB 5530 ESL & Content Instruction (3)

EDUB 5540 ESL Vocabulary & Pronunciation Instruction (3)

EDUB 5830 Developing ESL/Bilingual Literacies (3)

or other courses approved by the faculty advisor and department head

**Comprehensive Exam**

**Course Level Restrictions**

18 credit hours must be at the 7000 level; the remaining 12 credit hours may be at the 5000 level or above in the Faculty of Education and/or at the 3000 level or above in other faculties.
The Master of Education in Language and Literacy program is a broad specialty encompassing pre-school to post-secondary levels. The purpose of the program is to develop a theoretical background and promote skills that will enable students to conduct independent research. Language investigation may also include social, political and cultural issues. Literacy educators are also interested in early language development, reading diagnosis and remediation, and the use of language to learn at all levels and in all content areas. Programs can be designed so that graduates can qualify for certification as reading clinicians. [Note: reading clinician requirements are determined by Manitoba Education and Training.]

**THESIS-BASED ROUTE**

18 credit hours, plus thesis

**Coursework and Thesis Description**

Courses prepare the student to design and implement a research project that leads to the thesis. The student, with the faculty advisor's support, selects a research question, gathers and interprets data, presents the investigation and its results in a written document. An oral defense of the thesis culminates the program.

**Core Courses** (6 credit hours)

- EDUB 7530 Curriculum Development and Implementation in Language and Literacy (3)
- and, 3 credit hours from
- EDUB 7070 Classical Research in Reading (3)
- EDUB 7100 Language and Literacy Curriculum Inquiry in the Early Years (3)
- EDUB 7180 Research in Written Composition (3)

**Research Courses** (6 credit hours)

- EDUA 5800 Introduction to Educational Research (3)
- plus an additional 3 credit hours of research methodology at the 7000 level in Education or 3000 or above in other faculties

**Concentration** (6 credit hours)

The thesis is a focus of the concentration. Students will select 6 credit hours from:

- EDUB 7060 Seminar & Practicum in Clinical Diagnosis & Remediation (6)
- EDUB 7070 Classical Research in Reading (3)
- EDUB 7090 Seminar in Reading Processes (3)
- EDUB 7100 Language & Literacy Curriculum Inquiry in the Early Years (3)
- EDUB 7110 Research in Language & Literacy Development (3)
- EDUB 7120 Curricular Issues in English Language Arts Education (3)
- EDUB 7150 Seminar in Reading & Response to Literature (3)
- EDUB 7180 Research in Written Composition (3)
- EDUB 7190 Research in Language for Learning (3)
- EDUB 7290 Curriculum Research in the Early Years: Young Children & Social Semiotics (3)

**Thesis**

**Course Level Restrictions**

12 credit hours must be at the 7000 level; the remaining 6 credit hours may be at the 5000 level or above in the Faculty of Education and/or at the 3000 level or above in other faculties.

**THESIS-BASED ROUTE**

30 credit hours, plus comprehensive exam

**Coursework and Comprehensive Option**

The student and program advisor select courses that lead to mastery within Language and Literacy and the concentration. As the course component is completed, the student, with the advisor's support, prepares a document that demonstrates comprehensive mastery. The document can be a final examination or a project, which may culminate with an oral defense of the document.

**Core Courses** (9 credit hours)

- EDUB 7530 Curriculum Development and Implementation in Language and Literacy (3)
- EDUB 7416 Teaching and Learning in Post-Secondary Education (3)
- EDUB 7540 Final Seminar in Curriculum, Teaching & Learning (3)
- EDUB 7550 Historical & Contemporary Approaches to Curriculum (3)
- EDUB 7560 Theory & Practice of Curriculum Design & Development (3)
- or other courses approved by the program advisor and department head

**Comprehensive Exam**

**Course Level Restrictions**

18 credit hours must be at the 7000 level; the remaining 12 credit hours may be at the 5000 level or above in the Faculty of Education and/or at the 3000 level or above in other faculties.
The Master of Education in Studies in Curriculum, Teaching and Learning program gives teachers the opportunity to study, interpret, and express ideas about education in a community of graduate students. We strive to offer a program that is challenging, enlightening, and rich in scope and content. Advanced study in Studies in Curriculum, Teaching and Learning demands knowledge, intelligence, problem-solving skills and creativity; persistence and determination; the ability to work independently and cooperatively; and a passion for thinking about and expressing educational ideas.

With the support of a program advisor, the teacher as graduate student will plan and complete a program of coursework and a thesis or comprehensive project that will address unique teaching goals and interests. The graduate student in Studies in Curriculum, Teaching and Learning may choose from the following subject concentrations:

- Art Education (Art, Drama and Music)
- Curriculum Studies
- Early Years Curriculum
- Educational Technology
- Language and Literacy Curriculum
- Mathematics Education
- Physical Education/Health
- Science Education
- Second Language Education
- Social Studies Education
- Technology Education

### THESIS-BASED ROUTE

18 credit hours, plus thesis

**Coursework and Thesis Description**

Courses prepare the student to design and implement a research project that leads to the thesis. The student, with the faculty advisor’s support, selects a research question, gathers and interprets data, presents the investigation and its results in a written document. An oral defense of the thesis culminates the program.

**Core Courses** (6 credit hours)

EDUB 7550 Historical & Contemporary Approaches to Curriculum (3)

and three credits from:

EDUB 7420 Study of Teaching (3)

EDUB 7560 Theory & Practice of Curriculum Design & Development (3)

**Research Courses** (6 credit hours)

EDUA 5800 Introduction to Educational Research (3)

**Concentration** (6 credit hours)

Students, in consultation with Advisor, will select 18 credit hours in Education or 3000 or above in other faculties.

**Thesis**

**Course Level Restrictions**

12 credit hours must be at the 7000 level; the remaining 6 credit hours may be at the 5000 level or above in the Faculty of Education and/or at the 3000 level or above in other faculties.

### COURSE-BASED ROUTE

30 credit hours, plus comprehensive

**Coursework and Comprehensive Option**

The student and program advisor select courses that lead to mastery within Studies in Curriculum, Teaching and Learning and the concentration. As the course component is completed, the student, with the advisor’s support, prepares a document that demonstrates comprehensive mastery.

The document can be a final examination or a project, which may culminate with an oral defense of the document.

**Core Courses** (9 credit hours)

EDUB 7420 Study of Teaching (3)

EDUB 7550 Historical & Contemporary Approaches to Curriculum (3)

EDUB 7560 Theory & Practice of Curriculum Design & Development (3)

**Research Courses** (3 credit hours)

EDUA 5800 Introduction to Educational Research (3)

**Concentration** (18 credit hours)

Students, in consultation with Advisor, will select 18 credit hours in Education with a minimum of 9 credit hours at the 7000 level.

In addition to the above courses, students in consultation with an advisor, may select from any Faculty of Education 5000 or 7000 level courses.

**Comprehensive Exam**

**Course Level Restrictions**

18 credit hours must be at the 7000 level; the remaining 12 credit hours may be at the 5000 level or above in the Faculty of Education and/or at the 3000 level or above in other faculties.
The Master of Education in Adult and Post-Secondary Education program is designed to develop leadership in adult education in a wide variety of settings, including universities, community colleges, technical and vocational education, adult learning centres, business and industry and health and social services agencies. As lifelong learning is emerging as an important part of Canada’s culture, Adult Education is becoming a growing field of professional practice and Post-Secondary Education recognizes its burgeoning institutionalization. The Master of Education in Adult and Post-Secondary Education balances research, theory, policy and practice and is based on four primary components: a foundational knowledge base, a professional knowledge base, methodological knowledge base and experiential learning.

**THESES-BASED ROUTE**

18 credit hours, plus thesis

**Coursework and Thesis Description**

Courses prepare the student to design and implement a research project that leads to the thesis. For the thesis, students will select a research question, gather and interpret data, present the investigation and its results as a written document with the program advisor’s support. An oral defense of the thesis culminates the program.

**Core Courses** (6 credit hours)
EDUA 7402 Development of Adult Education and Post-Secondary Education (3)
EDUA 7404 Lifelong Learning in Educational Settings (3)

**Research Courses** (6 credit hours)
EDUA 5800 Introduction to Educational Research (3)

Plus an additional 3 credit hours of research methodology at the 7000 level in the Faculty of Education or at the 3000 level or above in other Faculties.

**Concentration** (6 credit hours)

The thesis is the focus of the concentration. In addition, students will select six credit hours at the 7000 level coursework from the courses listed below:
EDUA 7406 Topics in Adult Education and Post-Secondary Education (3)
EDUA 7420 Program Planning In Adult Education (3)
EDUA 7412 Governance of Post-Secondary Education (3)
EDUA 7810 Evaluating Educational Programs (3)
EDUB 7402 Development of Adult Education and Post-Secondary Education (3)
EDUB 7404 Lifelong Learning in Educational Settings (3)
EDUB 7408 Seminar in Adult Education and Post-Secondary Education (3)

**Course-Based Route**

30 credit hours, plus comprehensive examination

**Coursework and Comprehensive Option**

The student and program advisor select courses that lead to mastery within Adult and Post-Secondary Education and the concentration. As the course component is completed, the student, with the advisor’s support, prepares a document that demonstrates comprehensive mastery. The document can be a final examination or a project, which may culminate with an oral defense of the document.

**Core Courses** (9 credit hours)
EDUA 7402 Development of Adult Education and Post-Secondary Education (3)
EDUA 7404 Lifelong Learning in Educational Settings (3)
EDUB 7408 Seminar in Adult Education and Post-Secondary Education (3)

**Research Courses** (3 credit hours)
EDUA 5800 Introduction to Educational Research (3)

**Concentration** (9 credit hours)

Students will select 9 credit hours from the courses listed below:
EDUA 7406 Topics in Adult Education and Post-Secondary Education (3)
EDUA 7420 Program Planning In Adult Education (3)
EDUA 7412 Governance of Post-Secondary Education (3)
EDUA 7414 Seminar in the Administration of Post-Secondary Education (3)
EDUB 7390 Curriculum in Vocational Education (3)
EDUB 7416 Teaching and Learning in Post-Secondary Education (3)
EDUB 7420 The Study of Teaching (3)
EDUB 7450 Seminar in Educational Technology (3)
EDUB 7460 Information Technology &
MEd IN EDUCATIONAL ADMINISTRATION

The Master of Education in Educational Administration program is designed to develop leadership for Manitoba’s school systems, and to provide students with an in-depth and theoretical understanding of educational administration as both a moral and a technical endeavour. Students in this program will benefit from their prior experiences as teachers or administrators in an educational organization.

In addition to courses during the regular academic session, the Master of Education in Educational Administration program frequently offers Summer Institutes in Educational Administration, which have included International Perspectives on School Improvement, School and Community, and Law and Ethics in Educational Administration.

The department also publishes the refereed online journal The Canadian Journal of Educational Administration and Policy (http://www.umanitoba.ca/publications/cjeap).

**THESIS-BASED ROUTE**

18 credit hours, plus thesis

**Coursework and Thesis Description**

Courses prepare the student to design and implement a research project that leads to the thesis. The student, with the faculty advisor’s support, selects a research question, gathers and interprets data, presents the investigation and its results in a written document. An oral defence of the thesis culminates the program.

**Core Courses** (6 credit hours)

EDUA 7010 Educational Administration as a Field of Study & Practice (3)
EDUA 7050 Theoretical Perspectives in Educational Administration (3)

**Research Courses** (6 credit hours)

EDUA 5800 Introduction to Educational Research (3) plus an additional 3 credit hours of research methodology at the 7000 level in Education or at the 3000 level or above in other faculties

**Concentration** (6 credit hours)

The thesis is a focus of the concentration. Students will select 6 credit hours from:

- EDUA 5040 Personnel Administration in Education (3)
- EDUA 5100 Issues in the Administration of Education (3)
- EDUA 7020 Politics of Education (3)
- EDUA 7030 Educational Finance (3)
- EDUA 7040 Legal Aspects of Education (3)
- EDUA 7060 Organizational Planning & Development in Education (3)
- EDUA 7070 The Analysis of Educational Organizations (3)

or others approved by the program advisor and department head.

**Electives** (None)

**Thesis**

**Course Level Restrictions**

12 credit hours must be at the 7000 level; the remaining 6 credit hours may be at the 5000 level or above in the Faculty of Education and/or at the 3000 level or above in other faculties.

**COURSE-BASED ROUTE**

30 credit hours, plus comprehensive examination

**Coursework and Comprehensive Option**

The student and program advisor will select courses that lead to mastery within Educational Administration and the concentration. As the course component is completed, the student, with the program advisor’s support, prepares a document that demonstrates comprehensive mastery. The document can be a final examination or a project, which may culminate in an oral defence of the document.

**Core Courses (9 credit hours)**

EDUA 7010 Educational Administration as a Field of Study & Practice (3)

EDUA 7050 Theoretical Perspectives in Educational Administration (3)

and 3 credit hours from:

- EDUA 7200 Philosophy of Education (3)
- EDUA 7210 Educational Sociology (3)
- EDUA 7270 Seminar in Cross Cultural Education 1 (3)

**Research Courses** (3 credit hours)

EDUA 5800 Introduction to Educational Research (3)

**Concentration** (12 credit hours) Students select 12 credit hours from:

- EDUA 5040 Personnel Administration in Education (3)
- EDUA 5100 Issues in the Administration of Education (3)
- EDUA 7020 Politics of Education (3)
- EDUA 7030 Educational Finance (3)
- EDUA 7040 Legal Aspects of Education (3)
- EDUA 7060 Organizational Planning & Development in Education (3)
- EDUA 7070 The Analysis of Educational Organizations (3)

or others approved by the program advisor and department head.

**Electives** (6 credit hours)

**Comprehensive Exam**

**Course-Level Restrictions**

18 credit hours must be at the 7000 level; the remaining 12 credit hours may be at the 5000 level or above in the Faculty of Education and/or at the 3000 level or above in other faculties.
The Master’s program in Counselling Psychology prepares graduates to integrate critical knowledge and understanding of the theoretical bases of counselling, and develops counselling skills. The model of training is that of a scientist-practitioner with an emphasis on reflective practice. Specifically, the graduate program is designed to help students with:

- conducting and interpreting current research;
- developing individual and group counselling skills;
- increasing their knowledge of the latest developments in counselling and literature;
- providing career development, career information and job-search skills;
- the principles, processes and methods of interviewing children, adolescents and adults;
- skills of measurement, evaluation, and training in group leadership and communication skills.

The program provides an array of supervised practicum placements that can support more specialized experience to meet individual needs and interests. Our graduates have found employment in a wide range of settings including schools, community agencies, clinics, hospitals, business and industry, rehabilitation centres, government services and private practice.

**THESES-BASED ROUTE**

18 credit hours, plus thesis

**Courses and Thesis Description**
Courses prepare the student to design and implement a research project that leads to the thesis. The student, with the faculty advisor's support, selects a research question, gathers and interprets data, presents the investigation and its results in a written document. An oral defence of the thesis culminates the program.

**Core Courses** (9 credit hours)
EDUA 7550 Theories of Counselling (3)
EDUA 7520 Practicum Seminar in Counselling (6)

**Research Courses** (6 credit hours)
EDUA 5800 Introduction to Educational Research (3)

plus an additional 3 credit hours of research methodology at the 7000 level in Education or 3000 or above in other faculties

**Concentration** (3 credit hours)
The thesis is a focus of the concentration. Students will select 3 credit hours from:
- EDUA 7510 Seminar in Current Issues in Counselling (3)
- EDUA 7530 Group Counselling: Theory and Practice (6)
- EDUA 7540 Programs in Career Development (3)
- EDUA 7750 Topics in Educational Psychology 2 (3) (requires advisor approval)
- EDUA 7760 Interview Techniques with Children and Adolescents (3)

**Electives** (None)

**Thesis**

**Course Level Restrictions**
12 credit hours must be at the 7000 level; the remaining 6 credit hours may be at the 5000 level or above in the Faculty of Education and/or at the 3000 level or above in other faculties.

**COURSE-BASED ROUTE**

30 credit hours, plus comprehensive examination

**Coursework and Comprehensive Option**

**PREREQUISITE COURSEWORK**

The following 9 credit hours of coursework at the 5000 level should be completed prior to beginning the Counselling Psychology MEd program:
- EDUA 5500 Theories and Issues in School Counselling (3)
- EDUA 5480 Counselling Skills (3)
- EDUA 5540 Groups in Guidance (3)

The student and program advisor select courses that lead to mastery within Counselling Psychology and the concentration. As the course component is completed, the student, with the advisor's support, prepares a document that demonstrates comprehensive mastery. The document can be a final examination or a project, which may culminate with an oral defence of the document.

**Core Courses** (9 credit hours)
EDUA 7550 Theories of Counselling (3)
EDUA 7520 Practicum Seminar in Counselling (6)

**Research Courses** (3 credit hours)
EDUA 5800 Introduction to Educational Research (3)

**Concentration** (18 credit hours)
Students will select 18 credit hours from:
- EDUA 7510 Seminar in Current Issues in Counselling (3)
- EDUA 7530 Group Counselling: Theory and Practice (6)
- EDUA 7540 Programs in Career Development (3)
- EDUA 7750 Topics in Educational Psychology 2 (3) (requires advisor approval)
- EDUA 7760 Interview Techniques with Children and Adolescents (3), plus additional electives at the 5000 level or equivalent

**Electives** (None)

**Comprehensive Exam**

**Course Level Restrictions**
18 credit hours must be at the 7000 level; the remaining 12 credit hours may be at the 5000 level or above in the Faculty of Education and/or at the 3000 level or above in other faculties.
# MEd in Inclusive Education

The Master of Education in Inclusive Education program provides teachers with the skills and experiences they need to promote inclusive educational opportunities for students with special needs. Graduate courses enable educators to conduct research in a variety of formats and paradigms, lead in the professional development of their colleagues, foster program development at their workplaces, and provide clinical or consultant services to classroom teachers. Our graduates work as special education administrators, clinicians, consultants, program leaders, and resource and special education teachers.

## Prerequisite Coursework

The following 18 credit hours of coursework at the 5000 level (with a GPA of 3.0 or better) should be completed before applying to the MEd in Inclusive Education program:

- EDUA 5600 Introduction to Inclusive Special Education (6)
- EDUA 5630 Assessment and Instruction in Inclusive Special Education (6)

And, 6 credit hours from:

- EDUA 5610 Field Experience in ISE (6)
- EDUA 5620 Teaching Children Through Alternative and Augmented Communication (3)

## Thesis-Based Route

18 credit hours, plus thesis

**Coursework and Thesis Descriptions**

Courses prepare the student to design and implement a research project that leads to the thesis. The student, with the faculty advisor’s support, selects a research question, gathers and interprets data, in a written document presents the investigation and its results. An oral defence of the thesis culminates the program.

**Core Courses** (6 credit hours)

EDUA 7600 Seminar in Inclusive Special Education (6)

**Research Courses** (6 credit hours)

EDUA 7680 Introduction to Educational Research (3), plus an additional 3 credit hours of research methodology at the 7000 level in Education or 3000 or above in other faculties

**Concentration** (6 credit hours)

The thesis is a focus of the concentration. Students will select 6 credit hours with a minimum of 3 credit hours at the 7000 level from:

- EDUA 7610 Behavioural Issues in Educational Settings (3)
- EDUA 7630 Advanced Assessment and Instruction in Inclusive Special Education (3)
- EDUA 7650 Practicum Seminar in Special Education (6)
- EDUA 7740 Topics in Educational Psychology 1 (3) (requires advisor approval)
- EDUA 7750 Topics in Educational Psychology (2) (requires advisor approval)
- EDUA 5640 ISE: Early & Middle Years (3)
- EDUA 5650 ISE: High School and Transition to Adult Life (3)
- EDUA 5660 Organization and Delivery of Resource Program and Support Services (3)
- EDUA 5670 Strategies for Organizing Inclusive Classrooms and Schools (3)
- EDUA 5680 Promoting Responsible Behaviour in Educational Settings (3)
- EDUA 5730/40 Recent Developments in Educational Psychology (3) (N.B. where content is specific to Inclusive Special Education)

or equivalent approved courses from other universities.

**Thesis**

Course Level Restrictions

12 credit hours must be at the 7000 level; the remaining 6 credit hours may be at the 5000 level or above in the Faculty of Education and/or at the 3000 level or above in other faculties.

Electives (None)

## Course-Based Route

30 credit hours, plus comprehensive examination.

**Coursework and Comprehensive Option**

The student and program advisor will select courses that lead to mastery within Inclusive Education and the concentration. As the course component is completed, the student, with the advisor’s support, prepares a document that demonstrates comprehensive mastery. The document can be a final examination or a project, which may culminate with an oral defence of the document.

**Core Courses** (6 credit hours)

EDUA 7600 Seminar in Inclusive Special Education (6)

**Research Courses** (3 credit hours)

EDUA 5800 Introduction to Educational Research (3)

**Concentration** (21 credit hours)

Students will select 21 credit hours:

- EDUA 7610 Behavioural Issues in Educational Settings (3)
- EDUA 7630 Advanced Assessment and Instruction in Inclusive Special Education (3)
- EDUA 7650 Practicum Seminar in Special Education (6)
- EDUA 7740 Topics in Educational Psychology 1 (3) (requires advisor approval)
- EDUA 7750 Topics in Educational Psychology 2 (3) (requires advisor approval)
- EDUA 5610 Field Experience in Inclusive Special Education (6)
- EDUA 5620 Teaching Through Alternative & Augmented Communication (3)
- EDUA 5640 Inclusive Special Education: Early & Middle Years (3)
- EDUA 5650 Inclusive Special Education: High School & Transition to Adult Life (3)
- EDUA 5660 Organization and Delivery of Resource Program and Support Services (3)
- EDUA 5670 Strategies for Organizing Inclusive Classrooms & Schools (3)
- EDUA 5680 Promoting Responsible Behaviour in Educational Settings (3) or other courses approved by the advisor and department head.

Electives (None)

## Comprehensive Exam

### Course Level Restrictions

18 credit hours must be at the 7000 level; the remaining 12 credit hours may at the 5000 level or above in the Faculty of Education and/or at the 3000 level or above in other faculties.
MEd in Cross-Cultural, Sociological and Philosophical Foundations in Education

The Master of Education program in Cross-cultural, Sociological, and Philosophical Foundations in Education focuses on the philosophical and social factors that influence teaching and learning in schools. Faculty members have studied in a number of countries, including Australia, Canada, France, New Zealand, the Philippines, the United States and the United Kingdom. The program focuses on understanding both the assumptions and the evidence that supports the great variety of educational programs in these and other countries.

The research by faculty members has been directed at understanding and contributing to the ongoing debates about educational policies and practices.

The courses in the program are based on the disciplines of anthropology, philosophy, and sociology. As such, graduate students may focus on:

- Aboriginal Education
- Educational Philosophy
- Educational Sociology
- Intercultural and International Education
- Policies and Practices in Education

The research by faculty members has been directed at understanding and contributing to the ongoing debates about educational policies and practices.

Thesis-Based Route

18 credit hours, plus thesis

Coursework and Thesis Description

Courses prepare the student to design and implement a research project that leads to the thesis. The student, with the faculty advisor's support, selects a research question, gathers and interprets data, presents the investigation and its results in a written document. An oral defence of the thesis culminates the program.

Core Courses (6 credit hours)
EDUA 7200 Philosophy of Education (3)
EDUA 7210 Educational Sociology (3)
EDUA 7270 Seminar in Cross-Cultural Education 1 (3)

Research Courses (6 credit hours)
EDUA 5800 Intro to Educational Research (3)

Concentration (6 credit hours)
The thesis is the focus of the concentration. In addition, students will select 6 credit hours at the 7000 level from:

- EDUA 7230
- EDUA 7240
- EDUA 7250
- EDUA 7270/7280
- EDUA 7300
- EDUA 7340

or other courses selected from the Department of CTL, U of M Faculty of Arts, or other universities—and approved by the program advisor and department head.

Thesis

Course Level Restrictions
12 credit hours must be at the 7000 level, the remaining 6 credit hours may be at the 5000 level or above in the Faculty of Education and/or at the 3000 level or above in other faculties.

The document can be a final examination or a project that may culminate with an oral defence of the document.

Core Courses (9 credit hours)
EDUA 7200 Philosophy of Education (3)
EDUA 7210 Educational Sociology (3)
EDUA 7270 Seminar in Cross Cultural Education 1 (3)

Research Courses (3 credit hours)
EDUA 5800 Introduction to Educational Research (3)

Concentration (18 credit hours)
Students select 18 credit hours, with a minimum of 9 credit hours at the 7000 level:

- EDUA 7230
- EDUA 7240
- EDUA 7250
- EDUA 7270/7280
- EDUA 7300
- EDUA 7340

or other courses selected from the Department of CTL, U of M Faculty of Arts, or other universities—and approved by the program advisor and department head.

Course-Based Route

30 credit hours, plus comprehensive examination

Coursework & Comprehensive Option

The student and the program advisor select courses that lead to mastery within Cross-Cultural, Sociological and Philosophical Foundations in Education and the concentration. As the course component is completed, the student, with the faculty advisor's support, prepares a document that demonstrates comprehensive mastery.

The document can be a final examination or a project that may culminate with an oral defence of the document.

Core Courses (9 credit hours)
EDUA 7200 Philosophy of Education (3)
EDUA 7210 Educational Sociology (3)
EDUA 7270 Seminar in Cross Cultural Education 1 (3)

Research Courses (3 credit hours)
EDUA 5800 Introduction to Educational Research (3)

Concentration (18 credit hours)
Students select 18 credit hours, with a minimum of 9 credit hours at the 7000 level:

- EDUA 7230
- EDUA 7240
- EDUA 7250
- EDUA 7270/7280
- EDUA 7300
- EDUA 7340

or other courses selected from the Department of CTL, U of M Faculty of Arts, or other universities—and approved by the program advisor and department head.

Comprehensive Exam

Course Level Restrictions
18 credit hours must be at the 7000 level, the remaining 12 credit hours may be at the 5000 level or above in other faculties.
DOCTOR OF PHILOSOPHY

ADMISSION REQUIREMENTS
Please see umanitoba.ca/faculties/education/future/PhD-application.html for the most updated admission requirements.

PHD COURSES
Not all PhD courses are offered every year. Upcoming graduate course offerings are listed on the Web at wwwapps.cc.umanitoba.ca/faculties/education/grad/rotation/.

PHD ADVISORS
All PhD applicants must work with a potential advisor to complete their application. To learn about the different specializations of all Faculty of Education academics, please see the faculty directory at umanitoba.ca/faculties/education/directory/faculty-directory-index.html.

PROGRAM DETAILS AND APPLICATION
For more details about the PhD program, including supplemental regulations, please see umanitoba.ca/faculties/education/future/index.html.

PHD APPLICATION DEADLINE
The application deadline for all Education PhD programs is Dec. 1.

MAXIMUM TIME LIMIT
The maximum time limit for completing the PhD program is six years.

PHD FEES
For the most recent cost estimates, please refer to the link at http://umanitoba.ca/student/records/fees/1034.html.

DEVELOPING EXPERTISE, DEBATING RESEARCH
The goal of the Doctor of Philosophy (PhD) program is to educate professionals who will become university researchers, instructors, consultants and professors.

It is designed to provide an in-depth and theoretical understanding of different subject areas, and to develop research expertise in specialized areas.

The expectation is that students will participate in scholarly debates based on their research, and through conference participation and presentations.
FREQUENTLY ASKED QUESTIONS

Q. IF I OBTAIN A M.ED OR PHD FROM THE FACULTY OF EDUCATION, AND I DON’T HAVE A B.ED FROM THE UNIVERSITY OF MANITOBA, WILL I AUTOMATICALLY BE CERTIFIED TO TEACH IN MANITOBA?

A. No. The Government of Manitoba, through the Department of Education and Training (Professional Certification Unit) — not the University of Manitoba — is in charge of issuing teaching certificates. In order to obtain a certificate, students must normally be a graduate of a Bachelor of Education program in Manitoba, and their credentials are then individually assessed by the Professional Certification Unit. All graduates must fill out an application form and pay a small fee to the Professional Certification Unit for this service. For more information please see http://www.edu.gov.mb.ca/k12/profcert.

Q. WHAT IS THE TOTAL COST OF THE M.ED PROGRAM?

A. For the most recent cost estimates, please refer to the link at www.umanitoba.ca/student/records.

Q. WHAT IS THE TOTAL COST OF THE PHD PROGRAM?

A. For the most recent cost estimates, please refer to the link at http://www.umanitoba.ca/student/records.

Q. ARE THERE BURSARIES AND SCHOLARSHIPS AVAILABLE FOR M.ED AND PHD STUDENTS?

A. Yes. The Faculty of Graduate Studies maintains a detailed database of awards, which are primarily for full-time students. The Faculty of Education also offers some funding opportunities for graduate students. For more details, please click on the Student Funds links under Graduate Student Forms at umanitoba.ca/faculties/education/current/index.html

Q. IS IT POSSIBLE TO WORK AS A GRADUATE RESEARCH ASSISTANT WHILE WORKING ON MY M.ED?

A. Yes, there are some work opportunities available for graduate students. Students who are interested in working as a research assistant should register with Career Connect at uofmcareerservices.ca, and check their UM email regularly for specific opportunities.

Q. I THINK I’M READY TO TALK TO A STUDENT ADVISOR. HOW DO I ARRANGE A MEETING?

A. You may book an appointment by calling 204-474-7886, or contact an advisor by e-mail at edgradpr@umanitoba.ca.

Q. WHAT ARE SOME THINGS THAT I CAN DO TO MAKE MY APPOINTMENT WITH A STUDENT ADVISOR MORE EFFECTIVE?

A: Here are a few helpful hints to help you in the advising process:

• Try to do as much research as you can on your own. Detailed information about the MEd program is available at http://umanitoba.ca/faculties/education/future/med-specializations.html

• Details about the PhD program is available at http://umanitoba.ca/faculties/education/future/Future.html.

• Obtain copies of all of your academic transcripts and have them on hand for reference. You may obtain official copies of your University of Manitoba transcripts from the Registrar’s Office (www.umanitoba.ca/student/records/transcripts), or view your program history on Aurora Student (http://aurora.umanitoba.ca).

• Write out all of your questions beforehand and bring them with you.

• Try to give the advisor as much information as possible regarding your situation. All visits are confidential.

NOTE: IN THE EVENT OF INCONSISTENCIES BETWEEN THE INFORMATION FOUND IN THIS BOOKLET AND THE U OF M GRADUATE CALENDAR, THE CALENDAR SHALL PREVAIL.

For more information about our graduate programs please see umanitoba.ca/student/future/.