

2017

FACULTY OF EDUCATION

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PROGRAM GUIDE
GRADUATE STUDIES



uOttawa

WHY CHOOSE GRADUATE STUDIES IN THE FACULTY OF EDUCATION OF THE UNIVERSITY OF OTTAWA?

- Programs based on the current needs of the education sector
- Programs designed for you, offered in various course formats: in class, distance education (audio conference or online) or hybrid courses
- An awards and financial assistance program among the most competitive in Canada, in partnership with various government granting agencies (visit grad.uOttawa.ca/awards for more)
- An enriching student experience that leads to a stimulating career
- Professors recognized nationally and internationally for their research excellence
- A computer lab reserved for Faculty of Education graduate students
- Experienced professors working on innovative research projects in education

ABOUT THE UNIVERSITY OF OTTAWA

Largest bilingual (English-French) university in the world

Among Canada's top 10 research universities

Campus located in the heart of Canada's capital, within walking distance of the Rideau Canal and Parliament Hill, and a short drive from Gatineau Park

A truly unique educational and cultural experience in a university that welcomes thousands of students with different cultures, traditions and languages



WELCOME FROM THE DIRECTOR

Welcome to the Faculty of Education. Our graduate programs provide opportunities for students from a wide range of backgrounds to study education in a research-intensive environment with professors who are experts, passionate about their fields of study. This brochure presents an overview of what programs are available to you. You can study full or part time, in classrooms or online, in English or in French. We hope you consider joining the uOttawa graduate community. Graduate students bring energy, curiosity and critical conversations to our faculty. That's why I look forward to welcoming you into our faculty.



RUTH KANE

Ruth Kane, PhD

TESTIMONIALS

Throughout my studies, I have been able to develop different skills through teaching and research assistantships offered by Faculty of Education professors. This has opened the door to the world of national and international conferences and to scholarly publishing, basic components of the academic milieu.

– **Karine Turner**, doctoral student
(supervised by Nathalie Bélanger)

My career aspirations are constantly shifting as I become aware of opportunities I never knew were available to me. Ultimately, however, I wish to be a leader in Indigenous education, whether I find myself in academia, in the classroom or as a consultant. Whatever I end up doing, I hope to contribute to a Canadian education system where Indigenous students are valued, and where non-Indigenous students appreciate Indigenous knowledge systems.

– **Kiera Brant**, master's student
(supervised by Nicholas Ng-A-Fook and Giuliano Reis)



FIND OUT MORE

For further information on graduate programs, financial assistance, degree requirements, admission requirements and the application process, visit our website: education.uOttawa.ca.

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University of Ottawa**

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GRADUATE STUDIES PROGRAMS AT THE FACULTY OF EDUCATION

Program	Description	Thesis	Number of courses	Part-time	Full-time	Expected time to complete program
Graduate Diploma	Advanced training especially attractive to mid-career professionals wishing to build on their professional experience and previous studies		5	•		2 years
Master in Education (MEd) online	All courses are offered online Flexible and accessible		10**	•	•	Full-time: 1 to 2 years Part-time: 2 to 4 years
Master in Education (MEd)	Professional master's degree linking theory, practice and critical analysis		10 to 12**	•	•	Full-time: 1 to 2 years Part-time: 2 to 4 years
Master of Arts in Education (MA[Ed])	Oriented towards research on a topic of interest Research in close collaboration with a professor Required for admission to most doctoral programs	•	6 to 10*	•	•	Full-time: 2 years Part-time: 3 to 4 years
Doctor of Philosophy in Education (PhD[Ed])	Advanced degree with strong emphasis on research in close collaboration with a professor Required in order to teach in university and in some colleges	•	5 or 6		•	4 years

* All concentrations require six courses, except Counselling Psychology, which requires ten courses. In both cases, students who do not hold a bachelor's degree in education may be required to complete additional courses.

** All concentrations require 10 courses except Counselling Psychology, which require 12 courses. In both cases, students who do not hold a bachelor's degree in education will be required to complete an additional course.



CONCENTRATIONS OFFERED IN GRADUATE PROGRAMS AT THE FACULTY OF EDUCATION

CONCENTRATIONS OFFERED IN GRADUATE PROGRAMS				
Concentrations	Graduate Diploma	Master in Education (MEd) online	Master in Education (MEd)	Master of Arts in Education (MA [Ed])
Counselling Psychology			•	•
Health Professions Education	•		•	•
Leadership, Evaluation, Curriculum and Policy Studies			•	•
Societies, Cultures and Languages			•	•
Studies in Teaching and Learning		• (NEW)	•	•
PLURIDISCIPLINARY PROGRAMS				
Canadian Studies				
Program Evaluation	•			
Women's studies				•

FIELDS OF RESEARCH WITHIN THE CONCENTRATION			
Doctor in Philosophy in Education (PhD[Ed])	Research Chairs	Research Laboratories	Educational Research Units
	Research Chair in Mental Health Children's Mental Health and Violence Prevention	Psychotherapy Research Laboratory Multimedia Centre for Research in Counsellor Supervision Training Brain and Behaviour Laboratory	
•			Interdisciplinary Research on Comprehensive School Health
•			Canadian Principal Learning Network
•	Inclusion and the French-Language School Educating the "good citizen"	Virtual History Laboratory	Making History: Narratives and Collective Memory in Education EduLang
•	WIGUP Research Chair 2014 University of Ottawa Chair in University Teaching	PI LAB	The Changing Face of Adult and Workplace Learning Mathematics Education Research Science ECO 21
•			
	Inclusion and the French- Language School		Making History: Narratives and Collective Memory in Education

ADMISSION CONDITIONS

Concentration	Graduate Diploma	MEd
Counselling Psychology		Candidates applying for the concentration in Counselling Psychology (MA(Ed) and MEd) will be required to hold an honours bachelor's degree (4 year) in Education, Psychology, or equivalent with at least a 70 per cent (B) average. All candidates must have a minimum of 5 relevant courses (15 credits) in social sciences, which includes 3 psychology courses—two courses at the second-year level or higher, and one course in personality theories. Candidates who do not hold an honours bachelor's degree in education with at least a B average must complete the extended program.*
Health Professions Education	Minimum average of B and an honours bachelor's degree in education or equivalent (an honours bachelor's degree in science, in health sciences or in a related field) and at least 2 years of full-time teaching experience in a health related field; OR a professional degree (such as MD, BScN) or a graduate degree in science, in health sciences or in a related field.*	Minimum average of B and an honours bachelor's degree in education or equivalent (an honours bachelor's degree in science, in health sciences or in a related field) and at least 2 years of full-time teaching experience in a health related field; OR a professional degree (such as MD, BScN) or a graduate degree in science, in health sciences or in a related field. Candidates who do not hold an honours bachelor's degree in education with at least a B average must complete the extended program.*
Leadership, Evaluation, Curriculum and Policy Studies		Minimum average of B and an honours bachelor's degree in education or equivalent (a general bachelor's and a teaching certificate obtained after at least one year of teacher education) or an honours bachelor's degree in another field. Candidates who do not hold an honours bachelor's degree in education with at least a B average must complete the extended program.*
Societies, Cultures and Languages		Minimum average of B and an honours bachelor's degree in education or equivalent (a general bachelor's and a teaching certificate obtained after at least one year of teacher education) or an honours bachelor's degree in another field. Candidates who do not hold an honours bachelor's degree in education with at least a B average must complete the extended program.*
Studies in Teaching and Learning		Minimum average of B and an honours bachelor's degree in education or equivalent (a general bachelor's and a teaching certificate obtained after at least one year of teacher education) or an honours bachelor's degree in another field. Candidates who do not hold an honours bachelor's degree in education with at least a B average must complete the extended program.*
MULTIDISCIPLINARY PROGRAMS		
Canadian Studies		
Program Evaluation	Minimum average of B and an honours bachelor's degree in education, social sciences, health sciences or psychology (or equivalent).* Competencies in English and in French.	
Women's Studies		

* See program requirements for details. www.uottawa.ca/graduate-studies/subject/education > Admission > Specific requirements

MEd (online)	MA	PhD
	Candidates applying for the concentration in Counselling Psychology (MA(Ed) and MEd) will be required to hold an honours bachelor's degree (4 year) in Education, Psychology, or equivalent with at least a 70 per cent (B) average. All candidates must have a minimum of 5 relevant courses (15 credits) in social sciences, which includes 3 psychology courses—two courses at the second-year level or higher, and one course in personality theories.*	
	Minimum average of B and an honours bachelor's degree in education or equivalent (an honours bachelor's degree in science, in health sciences or in a related field) and at least 2 years of full-time teaching experience in a health related field; OR a professional degree (such as MD, BScN) or a graduate degree in science, in health sciences or in a related field.*	Minimum average of B+ and must have a master's degree with thesis in science, in health sciences or in a related field.*
	Minimum average of B and an honours bachelor's degree in education or equivalent (a general bachelor's and a teaching certificate obtained after at least one year of teacher education) or an honours bachelor's degree in another field.*	B+ average and a master's degree with thesis or equivalent in a related discipline.*
	Minimum average of B and an honours bachelor's degree in education or equivalent (a general bachelor's and a teaching certificate obtained after at least one year of teacher education) or an honours bachelor's degree in another field.*	B+ average and a master's degree with thesis or equivalent in a related discipline.*
OFFERED IN FRENCH AND ENGLISH: Minimum average of B and a bachelor's degree with honours in education or equivalent (a general bachelor's and a teaching certificate obtained after at least one year of teacher education) or a bachelor's degree with honours in another field. Candidates who do not hold an honours bachelor's degree in education with at least a B average must complete the extended program.*	Minimum average of B and an honours bachelor's degree in education or equivalent (a general bachelor's and a teaching certificate obtained after at least one year of teacher education) or an honours bachelor's degree in another field.*	B+ average and a master's degree in a related discipline with thesis or equivalent.*
		B+ average and a master's degree in a related discipline with thesis or equivalent.*
	Minimum average of B and an honours bachelor's degree in education or equivalent (a general bachelor's and a teaching certificate obtained after at least one year of teacher education) or an honours bachelor's degree in another field.*	

CONCENTRATIONS OFFERED

MEd MA

COUNSELLING PSYCHOLOGY

This concentration will expand your theoretical knowledge and practical skills in both personal counselling and career development. It also includes clinical training. Some of our graduates work in government in career counselling or with employee assistance programs. Others practise in not-for-profit organizations like addiction treatment centres or youth centres. Graduates may also choose to work in educational institutions or private practice.

Graduates can seek certification from the Canadian Counselling and Psychotherapy Association, as well as registration with the College of Registered Psychotherapists of Ontario and, should they meet certain requirements, with the Ordre des conseillers et conseillères d'orientation du Québec.

Possible topics

Aggression • Anxiety and depression • Bullying and victimization • Conscience • Counselling and psychotherapy • Counsellor education and supervision • Mental health • Mindfulness • Social neuroscience • Spirituality and positive psychology

D MEd MA PhD

HEALTH PROFESSIONS EDUCATION

This concentration is offered jointly with the faculties of Medicine and Health Sciences. The goal is to develop leaders in the field by turning health professionals into educators. The program also encourages health education researchers to develop innovative educational programs focused on the health professions.

Possible topics

Cultural and individual differences in teaching and learning • Health professions teaching strategies • Learning assessment • Principles of adult education • Curriculum design and product development • Program evaluation • Technology and education • Interprofessional education.

MEd MA PhD

LEADERSHIP, EVALUATION, CURRICULUM AND POLICY STUDIES

This concentration offers a unique opportunity to further your scholarly and professional development as an administrator, educational leader, educator and researcher, with attention given to the importance of social, cultural and linguistic context.

Possible topics

Leadership in educational institutions and in other organizational, professional and community settings to enhance learning for the social, cultural, digital and economic needs of the 21st century.

Evaluation, including program evaluation (performance appraisals, participatory evaluation, evaluation capacity building), measurement (psychometrics, test theory), testing (standardized testing, licensing) and assessment (classroom assessment, large-scale assessment).

Curriculum and policy studies, including analysis of the theories and educational movements that inform our understanding of curriculum and policy in education and in relation to your role as administrator, educator, and researcher in public, private and non-governmental organizations.

MEd MA PhD

SOCIETIES, CULTURES AND LANGUAGES

Societies, cultures and languages all shape education and are shaped by education. In this concentration, you engage with the social, historical, cultural and linguistic dimensions of education. You consider issues of power, diversity, gender and marginalization in education. Your studies may be based on sociological, historical or linguistic foundations; they may draw on a variety of contemporary perspectives, including comparative and international education, applied linguistics, sociolinguistics, discourse analysis, critical theory and post-colonial theory.

Possible topics

Second language education • Education and minorities • Sociology of education • Cultures and literacies • Historical studies of education • Education and society • International development and global education.

STUDIES IN TEACHING AND LEARNING

How do people learn? How do people teach? How are teaching and learning related? This concentration offers you the opportunity to explore these questions by engaging with current research and scholarship as it applies to teaching and learning processes from early childhood to adulthood. You can study learning and teaching processes across the curriculum in a range of contexts, such as the classroom, the workplace, professional organizations and informal settings.

Possible topics

Theories of learning and teaching • Learning and teaching in specific curriculum subjects (mathematics, science, social studies, arts, health and physical education) • Inclusive education • Adult education • Professional learning and professional development • Educational technologies

FIND OUT MORE

For further information on graduate programs and for a list of professors from each concentration, visit our website: education.uottawa.ca/en/programs/graduate-studies.

PLURIDISCIPLINARY PROGRAMS

PhD

CANADIAN STUDIES

This PhD in Education program is especially designed for doctoral students in selected programs who wish to enrich their education by including an interdisciplinary Canadian studies component.

D

PROGRAM EVALUATION

This is a pluridisciplinary program offered jointly with the Faculty of Social Sciences. It uses social sciences methodology to guide the development and evolution of programs, organizations and public policy. The curriculum is designed to provide students with the necessary skills to enable them to conduct high quality independent program evaluations.

MA

WOMEN'S STUDIES

The collaborative Master's of Arts in Education program in Women's Studies is designed for students from selected disciplines who have an interest in this field. Students can combine advanced studies in their primary discipline with analysis from a women's studies perspective.



RESEARCH: SIX RESEARCH CHAIRS



EDUCATION AND FRANCOPHONIE

**Professor Nathalie Bélanger,
Research Chair in Canadian
Francophonie**

This chair's research is rooted in the sociology of education, focusing in particular on processes of inclusion and exclusion at school, including in French-language schools in Ontario and the rest of Canada. Using an approach that emphasizes the role of teachers, parents, students and communities, it examines the implementation of educational policy. The goal is to further democratization and reduce inequality at school. Whether looking at students in elementary or high school at risk, those living with disabilities or those unfamiliar with their school's culture, there is much to do to rethink school.



RESEARCH CHAIR IN MENTAL HEALTH

**Professor Diana Koszycki, University
Research Chair in partnership with
the Institut de Recherche de l'Hôpital
Montfort (IRHM)**

Professor Koszycki conducts research on the causes and treatment of anxiety and depression in primary and secondary care patients. This chair's projects aim to expand research on the efficacy of different psychosocial and mind-body interventions for anxious and depressed patients and to evaluate mechanisms that contribute to therapeutic change.



WIGUP RESEARCH CHAIR

Professor Michelle Schira Hagerman

This chair is a five-year research collaboration funded by the University of Ottawa, the Conseil des écoles publiques de l'Est de l'Ontario (CEPEO) and WIGUP Corporation. The long-term funding commitment will permit in-depth investigation of the development of students' digital literacies over time. Data collected will contribute to a greater understanding of promising pedagogical methods that can help students become engaged digital citizens. This work will place Franco-Ontarian students and teachers front and centre and contribute to an emerging understanding of their unique digital literacy needs.



CHAIR IN UNIVERSITY TEACHING

**Professor Maurice Taylor,
University Research Chair**

The objectives of the Chair in University Teaching are to promote innovative teaching and learning practices that benefit the wider University community and to conduct a scholarly investigation of teaching and learning that can lead to University-wide transformation of instructional practices. The chair collaborates with the Centre for University Teaching and plays an active role in promoting teaching excellence in all sectors of the University community. Professor Maurice Taylor, the chairholder, also leads a three-year study relating to university teaching entitled *Best practices in blended learning: Developing a community of professors and students through bricks and clicks.*



CHILDREN'S MENTAL HEALTH AND VIOLENCE PREVENTION

**Professor Tracy Vaillancourt,
Canada Research Chair**

As Canada Research Chair, Tracy Vaillancourt seeks to better understand the causes and consequences of bullying by documenting its origins. She examines the way bullying escalates or why it stops, and tracks bullied children to understand the long-term effects of their victimization.



EDUCATING THE "GOOD CITIZEN"

**Professor Joel Westheimer,
University Research Chair**

This research chair's projects explore the role of teaching in strengthening democratic societies, by analyzing the methods advocated by educational institutions, as well as social, theoretical and historical works. Joel Westheimer's research helps define the notion of the "Good Citizen," and the role of the school in teaching democratic citizenship.

RESEARCH: FIVE RESEARCH LABORATORIES



PSYCHOTHERAPY RESEARCH LABORATORY

Professor Diana Koszycki

The Psychotherapy Research Laboratory (PRL) is dedicated to evaluating the effectiveness of different types of psychological interventions to treat and prevent anxiety and mood disorders and to understand the change mechanisms of conceptually and procedurally distinct psychotherapies (e.g., cognitive behaviour therapy, interpersonal psychotherapy, mindfulness-based interventions, spiritually-oriented approaches).



MULTIMEDIA CENTRE FOR RESEARCH IN PSYCHOTHERAPEUTIC DEVELOPMENT

Professor Anne Thériault

The centre's research focuses on the professional development of mental health stakeholders. This includes self-care, supervision and exploration of therapists' lived experience. The results, derived from therapists' soft skills and know-how, can also be applied to training and supervision in counselling psychology.



PI LAB

Professor Christine Suurtamm

This innovative laboratory studies the teaching and learning of mathematics, using cutting edge video technology. Several projects examine the impact of teachers' understanding of mathematics on their teaching, as well as its effect on their classroom instructions. Ultimately, the goal is to develop more effective ways to teach mathematics to deepen students' knowledge of the subject.



VIRTUAL HISTORY LABORATORY

Professor Stéphane Lévesque

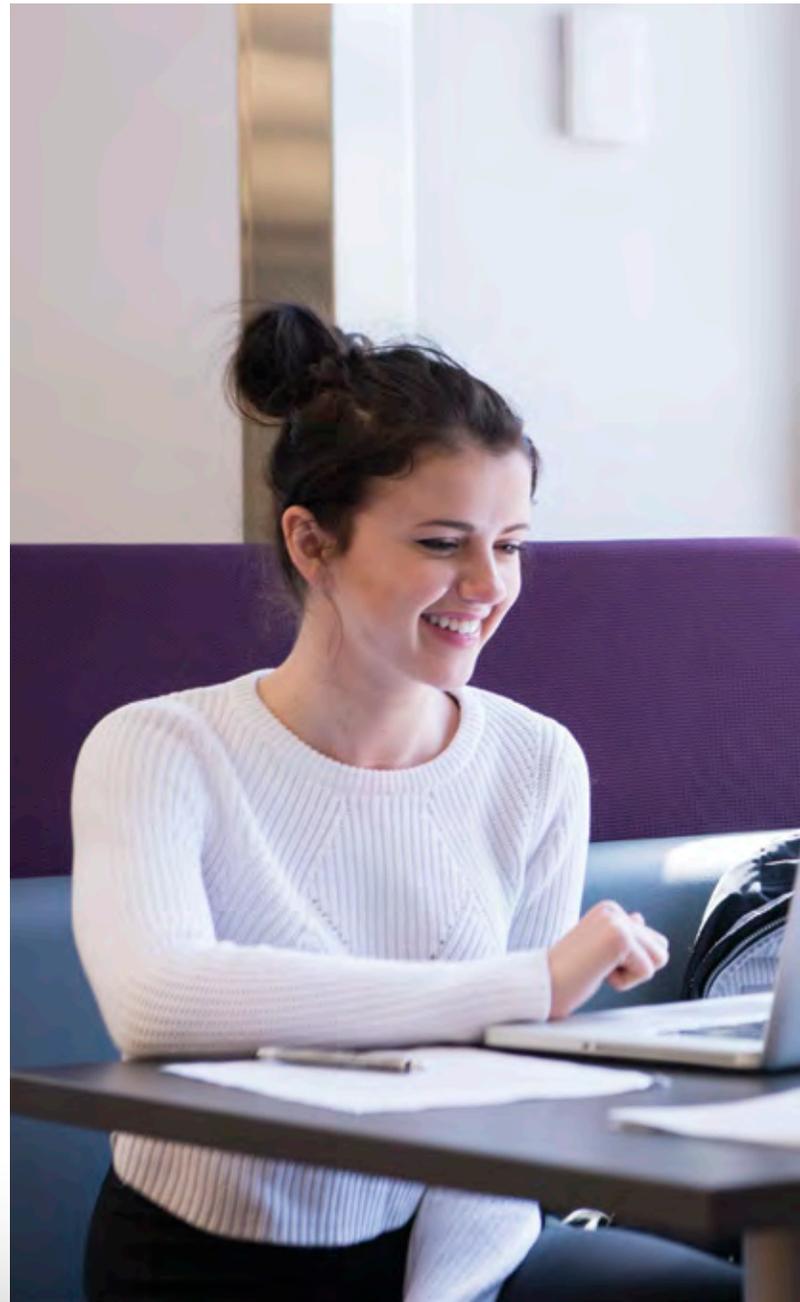
The Virtual History Laboratory is the first research centre in Canada devoted to learning history online. Studies carried out deal with the quality and methods of virtual learning, understanding learners' needs in virtual environments, and models and frameworks for improving the development, presentation and assessment of history websites, simulators and courseware.



BRAIN AND BEHAVIOUR LABORATORY

Professor Tracy Vaillancourt

This laboratory's main research looks at the lifelong link between brain function and behaviour, with an emphasis on emotional self-regulation, aggression, peer-victimization and mental health outcomes. The laboratory focuses on the study of the brain and of children's emotional control as preschoolers, from two to five years of age.



RESEARCH: SEVEN EDUCATIONAL RESEARCH UNITS (ERU)

EDUCLANG

Members: Francis Bangou, Stephanie Arnott, Douglas Fleming, Carole Fleuret, Marie-Josée Vignola

EduLang is a research group advancing knowledge on languages and education, including language teaching and learning. It also seeks to disseminate research conducted at the University of Ottawa Faculty of Education throughout Canada and the English- and French-speaking worlds. Research group members are nationally and internationally renowned in the area of language teaching. Their work deals with different contexts, focusing on the following areas: 1) technology and language teaching and learning, 2) French as a second language in Canadian schools, 3) equity in English as a second language, 4) multilingual settings, interculturalism and French as the language of education and 5) training of French as a second language teachers.

MAKING HISTORY: NARRATIVES AND COLLECTIVE MEMORY IN EDUCATION

Members: Lorna McLean, Sharon Cook, Chad Gaffield, Ruby Heap, Kevin Kee, Stéphane Lévesque, Heather McGregor, Nicholas Ng-A-Fook et Timothy Stanley

This ERU looks at the history of education and the teaching of history in Canada and around the world, highlighting archival and historical sources from school boards and other educational organizations. It pays particular attention to oral history, and the history of interdisciplinary and bilingual education, in addition to being concerned with issues of race, place, culture and gender as critical areas of our collective research.

ADULT AND WORKPLACE LEARNING

Members: Angus McMurtry, Claire Duchesne and Maurice Taylor

This ERU was established to look at key questions in formal and informal learning for diverse adult learner populations. It is also interested in the social, economic and political setting underlying adult learning, and encourages dialogue to connect theory with practice.

MATHEMATICS EDUCATION RESEARCH (MERU)

Members: Richard Barwell, David Guillemette, Barbara Graves and Christine Suurtamm

The Mathematics Educational Research Unit brings together a group of internationally active researchers in mathematics education. These researchers work on many issues, including modelling, literacies, teaching and learning in multilingual settings, language and mathematics, integration of mathematics and science, mathematics teacher knowledge and practice, assessment processes, and historical and cultural dimensions of mathematics.

CANADIAN PRINCIPAL LEARNING NETWORK (CPLN)

Members: Stephanie Chitpin, Claire Isabelle and Peter Milley

The CPLN provides a forum for current and aspiring leaders from the educational, public and social sectors, and includes policy makers, university-based researchers, and graduate students. The purpose of this forum is to share insights and to collaborate on inquiries about leadership, change processes and decision-making in educational organizations. The CPLN includes members from coast to coast, as well as internationally renowned scholars from the United Kingdom and Australia. Not only is much work being accomplished within and across national boundaries, there is also a strong focus on the interdisciplinary nature of the research being conducted.

INTERDISCIPLINARY RESEARCH ON COMPREHENSIVE SCHOOL HEALTH

Members: Rebecca Lloyd, David Smith, Tracy Vaillancourt and Jessica Whitley

This unit's mandate is to encourage research, capacity-building, training and knowledge-sharing, to promote and support health in Canadian schools. It aims to collaborate with schools to explore the different tools teachers use for health promotion, as well as the impact these efforts have on the wellness of students and teachers.

SCIENCE ECO 21

Members: Louis Trudel, Giuliano Reis and Christine Tippett

The purpose of the unit is to create a space for research and innovation in science and environmental education, and to promote dialogue and reflection in these areas. In particular, its goal is to develop, implement, and support research and professional development programs in science and environmental education. We also seek to create a network of people committed to expanding these programs locally, nationally, and internationally.

TRAINING AND RESEARCH FACILITIES

CENTRE FOR RESEARCH ON EDUCATIONAL AND COMMUNITY SERVICES (CRECS)

The CRECS collaborates in research, evaluation and training with organizations in the educational, social service, and health sectors to improve social programs and policies for citizens, especially those facing social exclusion.

COMMUNITY COUNSELLING SERVICE (CCS)

Opened at the Faculty of Education in 2010, the CCS is a facility for education, research, and supervision in counselling and psychotherapy. The facility includes counselling offices with digital recording equipment, a remote observation room, a conference room, a graduate student work space, a reception and waiting area, and research faculty offices.

