MASTER OF EDUCATION CONCENTRATION IN COUNSELLING PSYCHOLOGY

The Faculty of Education offers graduate programs leading to the graduate diploma in Program Evaluation, the graduate diploma in Health Professions Education and to the degrees of Master of Education (MEd), Master of Arts in Education (MA) and Doctor of Philosophy (PhD) in Education.

The Faculty is directed by a council responsible to the Senate of the University. The Council is composed of the Dean, the two Vice-Deans, the Vice-Dean and Secretary of the Faculty, the four program directors, one full-time student per program, and six professors.

The Executive Committee of the Faculty is composed of the Dean, the two Vice-Deans, the Vice-Dean and Secretary of the Faculty and three professors.

The various programs offered by the Faculty are governed by the program council composed of the program director and professors.

Other regular committees of the Faculty are the Research and Staff Development Committee, the Educational Policy Committee, the Educational Equity Committee, the Graduate Studies Programs Council and the Executive Committee of Graduate Studies Programs.

The programs are offered in English and French and are governed by the general regulations (http://www.grad.uottawa.ca/Default.aspx?tabid=1807) in effect for graduate studies.

Master of Education (MEd)

The master of education program includes a minimum of 10 courses (30 units) except for the Counselling Psychology concentration, which requires a minimum of 12 courses (36 units). A minimum of 8 courses must be taken at the Faculty of Education (10 in the case of Counselling Psychology). Courses taken in other faculties and/or at other universities must be related to the field of study, and must have received prior approval from the program director. The program is offered in the following five concentrations:

- Leadership, evaluation, curriculum and policy studies
- Studies in teaching and learning
- Societies, cultures and languages
- Counselling psychology
- Health professions education

Admission Requirements

For the most accurate and up to date information on application deadlines, language tests and other admission requirements, please visit the specific requirements (http://www.uottawa.ca/graduate-studies/programs-admission/apply/specific-requirements) webpage.

The requirements for admission listed below are minimum requirements and do not guarantee admission to the program.

1. Candidates holding an honours bachelor’s degree in education or equivalent, with a minimum overall undergraduate average of 70% (B), may be admitted directly to the master’s program, except for the Counselling Psychology concentration (see item 3 below).

2. Candidates who hold an honours bachelor’s degree with at least a 70% (B) average but who do not hold an honours bachelor’s degree in education are required to take an Extended Program comprised of up to three additional three-unit courses during the MEd, including the course EDU 5101, which must be completed during the first term in which it is offered following admission. These courses are intended to expose candidates to foundational concepts, theories and research in education.

3. Candidates for the concentration in Counselling Psychology (MA and MEd) must hold an undergraduate degree in education, psychology, or equivalent. All candidates must also have a minimum of 5 university courses (15 units) in the Social Sciences. A minimum of 3 out of these 5 courses (9 units) must be advanced courses (i.e. 2nd year or higher) in psychology; one of the psychology courses must be a course in personality theories.

4. Candidates for the concentration in Health Professions Education (MA and MEd) must have:
   - an honours bachelor’s degree in Education or the 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 at an accredited educational institution or in another teaching context (e.g. clinical supervision);
   - OR
   - a professional degree (such as an MD, BScN) or a graduate degree (master’s or PhD) in science, in health sciences or in a related field.

5. Applications for admission will not be considered until all supporting documents have been received. Correspondence should be directed to the academic secretariat of the Faculty of Education.

6. Students and the Faculty are bound by conditions that exist at the time of admission and initial enrollment.

7. All candidates must understand and speak fluently the language of instruction, either French or English.

Application Procedure

All completed files for admission to graduate studies will be evaluated by the Admissions Committee concerned.

For the application deadline, please check the specific requirements (http://www.uottawa.ca/Default.aspx?tabid=2001) of the programs.

The Faculty of Education cannot guarantee that a candidate whose application and supporting documents are received after the deadline will be able to enroll for the term requested.

Candidates who wish to be admitted to a graduate program in Education must complete the application online. Supporting documents must be sent to the Graduate Programs Academic Secretariat of the Faculty of Education.

Documents Required

- The application for admission, which must be completed online.
- Official transcripts of all previous university studies, including a proof of degree. Transcripts must show all courses, all grades, the awarding of degree(s) and the grading scale (i.e. passing grade).
- A curriculum vitae.
- MA (all concentrations):
In addition to the requirements above, candidates must present a written outline of their research interests. Admission will depend on the availability of a thesis supervisor whose research interests are compatible with the student’s area of interest.

Concentration in Counselling Psychology (MA and MEd):
- Candidates must also provide a curriculum vitae and a narrative statement (four pages for MA, two pages for MEd) describing:
  - how previous academic and work experiences (whether paid or not) prepared them for the program in Counselling Psychology;
  - how the program will help them realize their career goals, and what interests them about the program and the Faculty; and
  - for the MA, what field of research is of interest to the candidate.

MA (all concentrations) and MEd (concentration in Counselling Psychology):
- At least two confidential letters of recommendation from professors or employers who have known the applicant and are familiar with the applicant’s work. These letters should describe the applicant’s aptitude for graduate studies. For Counselling Psychology, these letters must indicate the applicant’s suitability for a professional career in counselling.

Concentration in Health Professions Education (MA and MEd):
- Candidates without a university professional degree or a graduate degree must demonstrate teaching experience by submitting a Statement of Teaching Experience form.

A request for equivalence or advanced standing, if applicable (see the section “Equivalence and Advanced Standing” below).

Evaluation of Applications
When an admission file is complete, it will be evaluated by the Admissions Committee. Candidates will be able to check the status of their application online.

In exceptional cases, an applicant may be asked to attend a selection interview at the Faculty.

Candidates for the concentration in Counselling Psychology are selected according to the following criteria, which are ranked in order of the weight they are given in selection decisions:
- academic achievement
- preparation for the MEd concentration in Counselling Psychology
- personal suitability for a career in counselling

Language Requirements
All applicants must be proficient in understanding, speaking and writing in either French or English. Applicants whose first language is neither French nor English and who wish to be admitted to English-language programs in the Faculty of Education must provide proof of proficiency in English.

Equivalence and Advanced Standing
- Upon receiving a copy of the student’s official transcript and a course description, the program director may grant equivalence for graduate work done in another recognized university or as a special student in the Faculty of Education. A maximum of two courses (six units) may be granted.

In some cases, a student who already holds a graduate degree (master’s or doctorate) may, upon being admitted to a second master’s or a second doctoral degree, be granted equivalencies for courses completed for the first degree. (NOTE: The number of transfer units must not exceed 25% of the total course units required for the program to which the student is applying.) To be eligible, the courses must:
- be deemed relevant by the program’s Admissions Committee;
- have been completed with a grade of at least B; and
- have been completed within the previous eight years.

No units will be given for the following:
- courses or work completed eight years or more before the date of the request for admission;
- course work with a final grade lower than B.

Change of Program
Students can enroll only for the program to which they were admitted. Transfer requests and requests to change concentrations must be submitted, using the appropriate form, at least one month prior to the intended start of the new program.

Students interested in transferring into a program at a more advanced level of study (for example, from master’s to PhD) must submit a new application for admission to the Faculty. Students may not enroll for the new program until they have received a new offer of admission.

Language of Instruction
The Faculty offers courses in English, in French and, in some cases, in both of these languages. Attention is paid to offering a balanced selection of courses each year.

In accordance with the University of Ottawa regulation, assignments, examinations, research papers and theses can be completed in either French or English.

Program Requirements
All candidates for the Master of Education degree (MEd) must select one of the following concentrations as a focus for their studies:
- Leadership, evaluation, curriculum and policy studies
- Societies, cultures and languages
- Studies in teaching and learning
- Counselling psychology
- Health professions education

Master of Education (MEd) with Concentration
Candidates in Counselling Psychology are required to take a total of 12 courses (36 units), at least nine of which must be within the student’s concentration. Candidates are also permitted to choose one optional course.

Compulsory Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5190</td>
<td>Introduction to Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5270</td>
<td>Professional Ethics in Counselling Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 5271</td>
<td>Counselling and Psychotherapy: Theories and Practices I</td>
<td>3</td>
</tr>
</tbody>
</table>
The Director of Graduate Studies to enroll in must get in touch with the program director. To be granted permission by interim report are determined by the Faculty of Education. Candidates requesting admission to the PhD program. The requirements of the program are usually fulfilled within two years. The maximum time permitted is four years from the date of initial enrollment.

## Minimum Standards

The passing grade in all courses is C+. A student who has incurred failures in two courses or a practicum is withdrawn from the program.

### Research

#### Research Fields & Facilities

Located in the heart of Canada’s capital, a few steps away from Parliament Hill, the University of Ottawa is among Canada’s top 10 research universities.

uOttawa focuses research strengths and efforts in four Strategic Areas of Development in Research (SADRs):

- Canada and the World
- Health
- e-Society
- Molecular and Environmental Sciences

With cutting-edge research, our graduate students, researchers and educators strongly influence national and international priorities.

#### Research at the Faculty of Education

The Jean-Paul Dionne Symposium is an annual event organized since 1985 by and for Faculty of Education master’s and PhD students to highlight their research projects. University of Ottawa undergraduate students, as well as graduate students from other Ontario and Quebec universities are also invited to take part.

Every year, the Education Research Fair takes place at the same time, allowing Faculty of Education professors to share their recent discoveries and research projects with students.

The Jean-Paul Dionne Symposium organizing committee invites the entire university community, family and friends of Jean-Paul Dionne, and everyone interested in research in education to join them for a day rich in learning.

For more information, refer to the list of faculty members and their research fields on Uniweb.

### IMPORTANT: Candidates and students looking for professors to supervise their thesis or research project can also consult the website of the faculty or department (https://www.uottawa.ca/graduate-studies/students/academic-unit-contact-information) of their program of choice.

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**Research Requirements for Admission to the Doctoral Program**

Candidates who have a Master in Education without thesis (MEd) and who wish to pursue a PhD must complete an interim report before requesting admission to the PhD program. The requirements of the interim report are determined by the Faculty of Education. Candidates must get in touch with the program director. To be granted permission by the Director of Graduate Studies to enroll in EDU 8999, candidates must:

- have a master’s degree;
- have basic units in education;
- have research methodology units related to their chosen research area;
- have a strong academic record, with at least a B+ average;
- submit a three- or four-page summary of their research interests.

The graduate studies program in Education must identify a professor who is able to supervise the student.

### Duration of the Program

The requirements of the program are usually fulfilled within two years. The maximum time permitted is four years from the date of initial enrollment.

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**Extended Program**

In order to satisfy the Extended Program requirements, students must complete EDU 5101 in addition to the requirements listed above. This course must be completed during the first term in which it is offered following admission. Extended Program courses can be taken concurrently with regular MEd courses. However, all Extended Program requirements must be completed before students are permitted to enroll in EDU 5199.

### Distance Education

The Faculty offers some of its courses in French, delivering them through different teaching formats: in class, through distance education (via audioconferencing or online), or as hybrid courses. Two concentrations in French (Enseignement et apprentissage; Leadership, évaluation, programmes et politiques éducationnelles) and one concentration in English (Studies in Teaching and Learning) can be taken entirely online.

### Research Requirements for Admission to the Doctoral Program

Candidates who have a Master in Education without thesis (MEd) and who wish to pursue a PhD must complete an interim report before requesting admission to the PhD program. The requirements of the interim report are determined by the Faculty of Education. Candidates must get in touch with the program director. To be granted permission by the Director of Graduate Studies to enroll in EDU 8999, candidates must:

- have a master’s degree;
- have basic units in education;
- have research methodology units related to their chosen research area;
- have a strong academic record, with at least a B+ average;
- submit a three- or four-page summary of their research interests.

The graduate studies program in Education must identify a professor who is able to supervise the student.

### Duration of the Program

The requirements of the program are usually fulfilled within two years. The maximum time permitted is four years from the date of initial enrollment.

### Minimum Standards

The passing grade in all courses is C+. A student who has incurred failures in two courses or a practicum is withdrawn from the program.

**Research**

#### Research Fields & Facilities

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Uniweb does not list all professors authorized to supervise research projects at the University of Ottawa.

Courses

Students who started their program in September 2014 or will start in January 2015 must consult the program description available in the Archive section.

EDU 5101 Perspectives in Education (3 units)
Overview of key concepts, actors, practices and forms of organization in education; examination of diverse contexts and forms of education and their place and function in society; critical discussion of historical and contemporary debates in education. (This course is reserved for students in the M.Ed. extended program).
Course Component: Lecture

EDU 5105 Inter-Professional Education in the Health Professions (3 units)
Examination of educational research, theory and practice related to the professional interdependence of work in the health concentration; study of the impact of interdisciplinary professional principles on teaching and learning strategies, curricular design, and evaluation strategies.
Course Component: Lecture

EDU 5113 Inclusive and Special Education (3 units)
Critical examination of current issues and research in inclusive and special education.
Course Component: Lecture

EDU 5146 Social, Political and Cultural Issues in Second Language Education (3 units)
Examination of the social, political and cultural dimensions of learning and teaching an additional language; influences on learners, on opportunities for learning a language and on curriculum, pedagogical materials, and assessment.
Course Component: Lecture

EDU 5160 Mathematical Thinking Across the Mathematics Curriculum (3 units)
Examination of the development of mathematical thinking with respect to a variety of concepts that appear in school mathematics curricula.
Course Component: Lecture

EDU 5188 Integration of Technology in Education (3 units)
Examination of the implications on teaching practice and learning outcomes in the integration of technology studies across the curriculum.
Course Component: Lecture

EDU 5190 Introduction to Research in Education (3 units)
Introduces students to understanding and applying research in education: researching a topic, critical reading, overview of various types of applied research.
Course Component: Lecture

EDU 5199 Synthesis Seminar (3 units)
Integration of theoretical knowledge to contribute to educational practice.
Course Component: Lecture

EDU 5202 Teaching Strategies for Health Professions Education (3 units)
Exploration of the concepts, strategies, and methods of instruction in health education; examination of how instruction supports student learning.
Course Component: Lecture

EDU 5206 Program Planning in Adult Education (3 units)
Exploration of the fundamental concepts necessary to understand program development in adult education; review of conceptual frameworks for planning, recruitment, evaluation and research on program implementation and program building, procedures for making programs more meaningful to adult learners.
Course Component: Lecture

EDU 5210 Philosophies of Education (3 units)
Inquiry into selected philosophical perspectives and their effects on contemporary educational thought and practice.
Course Component: Lecture

EDU 5221 Historical Narratives and Education (3 units)
Critical examination of educational issues in historical perspective: exploration of the roles of race, class, ethnicity, religion and gender in education; historical narratives and their implications.
Course Component: Lecture

EDU 5222 Ethnographies in Education (3 units)
Ethnographic perspectives on schools and school cultures, and on the relations between education and broader social-cultural forces.
Course Component: Lecture

EDU 5230 Leadership in Educational Organizations (3 units)
Examination of selected approaches to leadership theory, training, and practice pertinent to the challenges of administration in contemporary educational organizations.
Course Component: Lecture

EDU 5232 Human Relations in Educational Administration (3 units)
Examination of the working functions of administration in relation to people within and otherwise associated with educational organizations; study of motivation and decision-making within static and dynamic situations and of conflict within organizations.
Course Component: Lecture

EDU 5233T Patterns and Practice in Education Organization (3 crédits / 3 units)
Volet / Course Component: Cours magistral / Lecture

EDU 5244 Bilingual, Multilingual and Minority Contexts of Language Education (3 units)
Examination of conceptualizations of bilingual and multilingual education in diverse contexts with an emphasis on Canada; analysis of issues related to the educational success of immigrants and members of minority groups and their integration into schools and society.
Course Component: Lecture

EDU 5250T Psychopedagogy (4 crédits / 4 units)
Volet / Course Component: Cours magistral / Lecture

EDU 5253 Theories of Learning Applied to Teaching (3 units)
Critical survey of theories of learning in historical and contemporary perspectives and their pedagogical implications for classroom practices.
Course Component: Lecture

EDU 5253T Theories of Learning (4 crédits / 4 units)
Critical survey of theories of learning in historical and contemporary perspectives and their pedagogical implications for classroom practices.
Volet / Course Component: Cours magistral / Lecture
EDU 5258 Learning Differences in Education (3 units)
Examination and critical analysis of research and practice related to the teaching and learning of people with learning differences; diverse educational contexts and perspectives; social construction of exceptionalities.
Course Component: Lecture

EDU 5260 Introduction to Curriculum Studies (3 units)
Overview of recurring curriculum issues in historical and contemporary perspectives; introduction to the practices of curriculum theorizing; investigation of the effects of shifting paradigms within the field of curriculum studies.
Course Component: Lecture

EDU 5260T Curriculum Theory and Practice (4 crédits / 4 units)
Overview of curriculum theory and the organization of educational programs; investigation of the effects of shifting paradigms and organizational practices on curriculum planning, implementation and evaluation.
Volet / Course Component: Cours magistral / Lecture

EDU 5261 Curriculum Design for Health Professions Education (3 units)
Examination of theory for current practices related to curriculum design in health professions.
Course Component: Lecture

EDU 5262 Curriculum, Culture and Technologies (3 units)
Exploration of the theoretical and practical issues of curriculum and program design in relation to culture and technology; examination of the relationships between curriculum, information culture, and E-learning; investigation of the impact of cyber curriculum on cultural identities of teachers and learners.
Course Component: Lecture

EDU 5262T Designing Curriculum and Instruc. (4 crédits / 4 units)
Exploration of the theoretical and practical issues of curriculum and program design; examination of diverse perspectives on organizing curricula.
Volet / Course Component: Cours magistral / Lecture

EDU 5263 Introduction to Educational Administration (3 units)
Survey of the theories, research, and practices that have shaped the field of educational administration as both an applied profession and as an area of scholarly inquiry; implications for people, educational structures, and institutional purposes.
Course Component: Lecture

EDU 5265 Internationalization of Curriculum Studies (3 units)
Investigation of contemporary issues in curriculum studies within an international context: analysis of curriculum reform initiatives in other countries; examination of current trends in international and transnational curriculum movements; exploration of alternative curricular arrangements within global, national, and local contexts.
Course Component: Lecture

EDU 5270 Professional Ethics in Counselling Psychology (3 units)
Examination of professional ethical standards and codes of conduct for counsellors and psychotherapists; legal and legislative context of counselling and psychotherapy; application of ethical decision making; ethical dimensions of professional relationships.
Course Component: Lecture

EDU 5271 Counselling and Psychotherapy: Theories and Practices I (3 units)
Critical examination of major personality and counselling theories.
Course Component: Lecture

EDU 5274 Tests and Measurement in Counselling Psychology (3 units)
Examination of common tests and inventories used in counselling and psychotherapy; selection, administration, scoring and interpretation of tests in counselling and psychotherapy settings.
Course Component: Lecture

EDU 5286 Technology and Health Professions Education (3 units)
Study of the impact of computer technology on communication and instructional techniques for health professions education; exploration of distance education, on-line learning, and low and high fidelity simulation.
Course Component: Lecture

EDU 5287 Emerging Technologies and Learning (3 units)
Research, theory and practice concerning the use of emerging technologies to facilitate learning; the impact of new media on teaching and learning strategies, on curriculum change, on learner attitudes and motivation, and on higher order learning.
Course Component: Lecture

EDU 5298 Student Assessment Strategies for Health Professions Education (3 units)
Exploration of the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels; analysis of written and oral examinations, oral and performance-based testing.
Course Component: Lecture

EDU 5299 Program Evaluation: Methods and Practice (3 units)
Exploration of principles of effective program evaluation methods; planning; instrument development; data collection, processing and analysis; reporting and follow-up; survey of diverse models of evaluation.
Course Component: Lecture

EDU 5301 Principles of Educational Planning for the Health Professions - Part I (3 units)
Exploration of practical approaches to planning, implementing, and evaluating programs in health professions education, examination of learning needs, learning objectives, learning methods and program evaluation.
Course Component: Lecture

EDU 5320 Selected Readings in Comparative Education (3 units)
Course Component: Lecture

EDU 5333 Selected Readings: Practicum in Education Administration (3 units)
Course Component: Lecture

EDU 5336 Selected Readings in School Finance (3 units)
Course Component: Lecture

EDU 5357 Current Issues in Mathematics Education (3 units)
Examination of current issues associated with mathematics education, such as educational equity, inquiry-based learning, classroom diversity, and the role of technology.
Course Component: Lecture
EDU 5358 Teaching and Learning in the Arts (3 units)
Examination of the theoretical foundations of arts-based instruction and arts integration; investigation of the current methods of teaching, learning and evaluation in, about, with and through the arts in a variety of program areas.
Course Component: Lecture

EDU 5381 Creativity in Educational Settings (3 units)
Analysis of theories of creativity in educational settings and their applications to education.
Course Component: Lecture

EDU 5384 Integrated Approaches to Language Curriculum (3 units)
Theories and principles underlying the integrated approach to the teaching, learning and assessment of language and literacy (oral and written communication and media literacy); applications of language and literacy practices in specific contexts.
Course Component: Lecture

EDU 5385 Critical Perspectives on Children’s Literature and Learning (3 units)
Critical investigation of children’s literature as a factor in social learning.
Course Component: Lecture

EDU 5386 Seminar on Literacy (3 units)
Theoretical perspectives in various areas of the field of literacy.
Course Component: Lecture

EDU 5391 Interaction of Research and Practice (3 units)
Examination of the strengths, challenges, limitations and possibilities for enhancing research-based practice and practitioner-relevant research using quantitative and/or qualitative research.
Course Component: Lecture

EDU 5399 Development of Assessment Instruments (3 units)
Study of the modalities of assessment of knowledge, skills, attitudes and performance; strategies for developing instruments to assess students learning; examination of instrument quality.
Course Component: Lecture

EDU 5413 Directed Readings in Moral Education (3 crédits)
Volet : Cours magistral

EDU 5461 Managing Change in Educational Organizations (3 crédits)
Critical examination of current literature on managing change in educational organizations; theories of change, restructuring, organizational reform and improvement.
Volet : Cours magistral

EDU 5463 Cultural Studies and Education: Theory and Praxis (3 crédits)
Introduction to the interdisciplinary study of contemporary popular culture including theories of representation, texts, social identities, and their implications for school practices.
Volet : Cours magistral

EDU 5465 Globalization and Comparative Education (3 crédits)
Examination of the interaction between globalization and education; theories of mass education in developing and industrialized countries; comparative perspectives on issues of educational innovation and reform.
Volet : Cours magistral

EDU 5466 Racism and Antiracism in Education (3 crédits)
Theories of "race", racism and antiracism in education; exploration of the challenges of anti-racist education and change.
Volet : Cours magistral

EDU 5471 Skill Development in Counselling and Psychotherapy (3 crédits)
Examination of counselling and psychotherapy models, methods and skills; focus on developing personal resources in verbal and non-verbal communication within counselling and psychotherapy models.
Volet : Cours magistral

EDU 5473 Theories of Career Development (3 crédits)
Analysis of career development theories with emphasis on issues in career decision making and transition.
Volet : Cours magistral

EDU 5499 Current Methods of Student Assessment (3 crédits)
Essential principles, concepts, skills relative to the selection, construction, critique and use of current student assessment methods; emphasis on classroom practices and large-scale assessments.
Volet : Cours magistral

EDU 5504 Séminaire d’intégration en évaluation de programmes (3 crédits)
Intégration des théories, de la recherche et de la pratique en rapport avec l’évaluation de programmes. Production d’un rapport de recherche sur un thème lié à la théorie et/ou la pratique en évaluation de programmes.
Volet : Cours magistral

EDU 5546 Aspects sociaux, politiques et culturels de l’apprentissage et de l’enseignement d’une langue second (3 crédits)
Étude des dimensions sociales, politiques et culturelles dans l’apprentissage et l’enseignement d’une langue seconde. Examen de leur influence sur les apprenants, sur les conditions qui favorisent l’apprentissage d’une langue ainsi que sur le programme d’études, le matériel pédagogique et l’évaluation.
Volet : Cours magistral

EDU 5578 Information scolaire et professionnelle (3 crédits)
Volet : Cours magistral
EDU 5581 Sciences et diversités (3 crédits)
Volet : Cours magistral

EDU 5582 Modèles médiatisés d’enseignement (3 crédits)
Étude des modèles médiatisés d’enseignement et de leurs applications en présentiel et à distance. Analyse des facteurs individuels et structurels de la réussite de ces modèles.
Volet : Cours magistral

EDU 5583 Créativité et éducation (3 crédits)
Volet : Cours magistral

EDU 5584 Dimensions, stratégies et gestion des apprentissages (3 crédits)
Étude des dimensions entrant en jeu dans la gestion des apprentissages en milieu éducatif et scolaire. Conception et révision de modèles d’enseignement et de leurs liens avec la gestion des apprentissages.
Volet : Cours magistral

EDU 5585 Psychopédagogie de l’enfance et de l’adolescience (3 crédits)
Volet : Cours magistral

EDU 5590 Introduction à la recherche en éducation (3 crédits)
Initiation à la consultation et à l’utilisation de la recherche en éducation : documentation d’une problématique; lecture critique; initiation aux différents types de recherche appliquée.
Volet : Cours magistral

EDU 5599 Séminaire de synthèse (3 crédits)
Démarche vers une intégration des savoirs théoriques et pratiques qui doit contribuer à la pratique éducative.
Volet : Cours magistral

EDU 5600 L’apprentissage à l’âge adulte (3 crédits)
Volet : Cours magistral

EDU 5602 Stratégies d’enseignement professionnel dans le domaine de la santé (3 crédits)
Études des concepts, des stratégies et des enjeux de la formation des professionnels de la santé. Examen de la manière dont les pratiques d’enseignement favorisent l’apprentissage des étudiants.
Volet : Cours magistral

EDU 5611 Éthique professionnelle en éducation (3 crédits)
Étude des concepts et principes du jugement éclairé dans la résolution de dilemmes éthiques. Analyse des enjeux d’une éthique professionnelle.
Volet : Cours magistral

EDU 5616 Principales problématiques en éducation (3 crédits)
Étude des problématiques de l’éducation reliées aux approches philosophiques, aux buts, aux programmes d’études, aux méthodes, aux structures et aux personnels en éducation.
Volet : Cours magistral

EDU 5618 Éducation comparée (3 crédits)
Analyse comparative des systèmes éducatuels au Canada et sur le plan international. Analyse des différentes réformes en cours. Étude des tendances en éducation.
Volet : Cours magistral

EDU 5630 Le leadership en milieu éducatif (3 crédits)
Étude des thèmes et concepts de base en comportement organisationnel appliquées à l’environnement scolaire. Examen des principaux modèles, rôles et pratiques du leadership.
Volet : Cours magistral

EDU 5631 Comportement organisationnel (3 crédits)
Étude des interactions entre la structure organisationnelle des entités scolaires et les comportements des acteurs.
Volet : Cours magistral

EDU 5635 La politique et l’éducation (3 crédits)
Volet : Cours magistral

EDU 5642 Courants en didactique des langues secondes (3 crédits)
Étude des cadres conceptuels et des théories de la didactique des langues secondes. Analyse critique des fondements théoriques, des méthodes et des pratiques pédagogiques.
Volet : Cours magistral

EDU 5653 Théories et modèles de l’apprentissage (3 crédits)
Analyse des principales théories de l’apprentissage. Étude des applications de ces théories aux pratiques éducatives.
Volet : Cours magistral

EDU 5658 Éducation différenciée (3 crédits)
Description et analyse critique d’études et de pratiques de différenciation auprès de l’apprenant en difficulté. Dimensions sociales et politiques de la différenciation. La construction sociale de la différence. La prise en charge de l’apprenant en difficulté dans une construction de compétences.
Volet : Cours magistral

EDU 5660 Théorie et pratique des programmes d’études (3 crédits)
Étude des théories des programmes d’études explicites et implicites. Analyse des étapes de la mise en œuvre.
Volet : Cours magistral

EDU 5661 Conception de programmes en enseignement professionnel dans le domaine de la santé (3 crédits)
Étude des fondements et des pratiques en matière de conception de programmes d’études pour les professionnels de la santé.
Volet : Cours magistral

EDU 5670 Éthique professionnelle en psychologie du counselling (3 crédits)
Volet : Cours magistral
EDU 5671 Counselling et psychothérapie (3 crédits)
Étude des théories de la personnalité et du counselling et examen de leur impact sur la pratique du counselling et de la psychothérapie.
Volet : Cours magistral

EDU 5674 Psychométrie et mesure d'évaluation en psychologie du counselling (3 crédits)
Initiation à la sélection, à l'administration et à l'interprétation des principaux tests associés à la psychologie du counselling et au counselling professionnel (planification de carrière, intérêts, aptitudes, attitudes, valeurs). Accent sur l'utilisation et l'interprétation quantitative et qualitative des tests utilisés.
Volet : Cours magistral

EDU 5686 Technologie en enseignement professionnel dans le domaine de la santé (3 crédits)
Étude de l'impact de la technologie de l'information sur la communication et des stratégies d'enseignement dans la formation des professionnels de la santé. Exploration de l'apprentissage à distance, de l'apprentissage en ligne ainsi que des simulations à basse et haute-fidélité.
Volet : Cours magistral

EDU 5687 Modèles d'intégration des technologies de l'information et de la communication en contextes éducatif (3 crédits)
Examens des mécanismes d'exploitation des technologies de l'information et de la communication (TIC) et de leurs liens avec les théories d'apprentissage. Analyse des pratiques exemplaires et des modèles émergents.
Volet : Cours magistral

EDU 5698 Stratégies d'évaluation des apprentissages en enseignement aux professionnels de la santé (3 crédits)
Étude des modèles utilisés pour évaluer les domaines de compétence clinique au cours de la formation des professionnels de la santé, tant au niveau des études de premier cycle que des études supérieures. Analyse des examens écrits et oraux et d'épreuves portant sur l'accomplissement de tâches.
Volet : Cours magistral

EDU 5699 Évaluation des programmes (3 crédits)
Volet : Cours magistral
Prérequis : EDU 5190

EDU 5701 Principes de planification systématique en enseignement aux professionnels de la santé, partie I (3 crédits)
Exploration d'une démarche méthodique de planification, de mise sur pied et d'évaluation de programmes éducatifs pour les professionnels de la santé; réflexion sur l'analyse des besoins, les objectifs, les stratégies d'enseignement et d'évaluation des apprentissages et de programmes.
Volet : Cours magistral

EDU 5702 Principes de planification systématique en enseignement aux professionnels de la santé, partie II (3 crédits)
Exploration des concepts rattachés à la mise en oeuvre d’un changement dans un milieu éducatif, au choix des méthodes qui favorisent les apprentissages et au développement d’outils valides pour évaluer les apprentissages et les programmes d’études en santé.
Volet : Cours magistral
Préalable : EDU 5701.
EDU 5798 Interprétation et diffusion des résultats d'évaluation (1 crédits)
Comparaison de divers schémas d'interprétation. Étude de divers types de bulletin scolaire. Analyse du processus de prise de décision, du suivi et de la rétroaction.
Volet : Cours magistral

EDU 5799 Élaboration d'instruments d'évaluation des apprentissages (3 crédits)
Volet : Cours magistral

EDU 5830 Enjeux actuels en administration éducationnelle (3 crédits)
Application des théories et principes en administration éducationnelle à partir de problèmes, d'événements et de politiques éducationnelles récents.
Volet : Cours magistral
Préalable : EDU 5616 ou EDU 5630.

EDU 5832 Développement des relations avec la communauté scolaire (3 crédits)
Examen de l'importance des relations avec la communauté scolaire. Approfondissement du concept de partenariat, des modes de répartition des pouvoirs, des techniques de communication efficace, du marketing des produits éducatifs et du concept de client et d'usager.
Volet : Cours magistral

EDU 5833 Éducation et changement social (3 crédits)
Volet : Cours magistral

EDU 5871 Développement des habiletés en counselling et psychothérapie (3 crédits)
Étude des principales approches en counselling et psychothérapie dans un contexte d'acquisition des techniques d'interventions qui y sont associées. Accent mis sur le développement des ressources personnelles tant sur le plan verbal que sur le plan non verbal.
Volet : Cours magistral

EDU 5873 Théories du choix de carrière (3 crédits)
Une analyse du développement professionnel avec insistance sur les problèmes du choix de carrière et d'adaptation.
Volet : Cours magistral

EDU 5881 Tendances de la recherche en éducation inclusive (3 crédits)
Fondements théoriques et enjeux actuels de l'approche inclusive à l'éducation. Perspectives des élèves, du personnel scolaire, des intervenant/es communautaires et associatifs/ves et des parents.
Volet : Cours magistral

EDU 5899 Enjeux actuels en évaluation des apprentissages (3 crédits)
Volet : Cours magistral

EDU 6010 Seminar in Health Professions Education (3 units)
Critical examination of selected topics in health professions education based on research and disciplinary issues. (Open to MEd Students with permission of the program director).
Course Component: Lecture

EDU 6012 Seminar in Curriculum Studies (3 units)
(Organizational Studies in Education) Critical examination of research within the field of curriculum studies.
Course Component: Lecture

EDU 6013 Researching Professional Practice (3 units)
(Teaching, Learning and Evaluation) Critical examination of the scholarship and research on professional practice of teaching, its application to knowledge building and pedagogical improvement.
Course Component: Lecture

EDU 6016 Science, Technology, Society and Environment (3 units)
(Teaching, Learning and Evaluation) Critical examination of the social impact of science and technology and their educational implications.
Course Component: Lecture

EDU 6019 Youth Culture, Popular Culture and Pedagogy (3 units)
(Society, Culture and Literacies) Research in youth culture, popular culture and their implications for pedagogy.
Course Component: Lecture

EDU 6010 Curriculum, Politics and Policy in Education (3 units)
(Organizational Studies in Education) Critical examination of the political organization of education; the role of government in shaping curriculum; the cultural politics of educational change.
Course Component: Lecture

EDU 6011 Teaching and Learning of Literacies in Second Language (3 units)
(Second Language Education) Critical examination of contextualized practices for the teaching, learning and assessment of multiple literacies in a second language.
Course Component: Lecture

EDU 60111 Teaching and Learning of Literacies in Second Language (3 units)
(Second Language Education) Critical examination of contextualized practices for the teaching, learning and assessment of multiple literacies in a second language.
Course Component: Lecture

EDU 60115 Social and Political Issues in Literacy Assessment (3 units)
(Society, Culture and Literacies) Critical examination of contemporary literacy assessment practices; focus on political contexts, social consequences and validity.
Course Component: Lecture

EDU 60146 Second Language Learning Theories (3 units)
Critical study of second language learning theories from linguistics, cognitive, social and pedagogical perspectives.
Course Component: Lecture

EDU 60191 Quantitative Research (3 units)
Planning, analysis and interpretation of quantitative research within experimental and quasi-experimental frameworks; application of analysis of variance, analysis of covariance and techniques of linear regression (explanation, prediction) to educational contexts.
Course Component: Lecture
Prerequisite: EDU 5191 or equivalent.
EDU 6193 Foundations of Measurement and Testing (3 units)
Classical test theory; composite variables; reliability, validity; applications
to norm-referenced and criterion-referenced tests; scales standardization.
Course Component: Lecture

EDU 6200 The Adult Educator: Roles and Behavior (3 units)
Study of functions and tasks, and the various roles of adult educators
as volunteers, as trainers, as teachers of adults, as researchers;
examination of the pre service and on going training of adult educators
and professionalization in adult education.
Course Component: Lecture

EDU 6203 Learning and Literacies (3 units)
Examination of literacy in relation to the construction of ethnicity, gender,
social class and racialized difference; exploration of literacy theories
from historical, psychological, political and educational perspectives;
study of school, family, workplace and community literacy practices.
Course Component: Lecture

EDU 6204 Learning in Adulthood (3 units)
Examination of theories and stages of adulthood with emphasis on adult
psychological development and implications for education. Critical study
of adult characteristics, motivation, gender roles and other concepts
related to development.
Course Component: Lecture

EDU 6241 Second in Language Program and Policy Development and
Evaluation (3 units)
Study of second language policy and how it affects program design and
implementation; needs analysis, setting goals and objectives, syllabus
design, materials development and classroom implementation; learning
assessment, program evaluation and revision.
Course Component: Lecture

EDU 6259 Research and Contemporary Issues in Teaching Models and
Practices (3 units)
Analysis of current pedagogical models and practices, and of their
underlying theoretical constructs; critical examination of traditional and
recent perspectives on the context and process of teaching.
Course Component: Lecture

EDU 6271 Counselling and Psychotherapy: Theories and Practices II (3
units)
Advanced critical examination of major personality and counselling
theories.
Course Component: Lecture
Prerequisite: EDU 5271

EDU 6290 Research in Education (3 units)
Critical review of approaches, methods and processes in educational
research; examination of complementarity of different types of research
methodology.
Course Component: Lecture

EDU 6293 Assessment for Learning (3 units)
Nature and role of formative assessment in instructional settings;
conditions and contexts favorable for effective use of assessment for
learning.
Course Component: Lecture

EDU 6299 Program Evaluation: Theory and Contemporary Issues (3 units)
Critical exploration of theoretical orientations to program evaluation
and in-depth examination of selected contemporary issues confronting
evaluators.
Course Component: Lecture
Prerequisite: EDU 5299.

EDU 6350 Selected Readings in Psychopedagogy II (3 units)
Course Component: Lecture

EDU 6360 Selected Readings in Instruction Theories (3 units)
Course Component: Lecture

EDU 6371 Selected Topics in Counselling Psychology (3 units)
An examination of current issues in counselling psychology.
Course Component: Lecture

EDU 6372 Models of Consultation and Case Management in Educational
Counselling (3 units)
Analysis of the roles of a counsellor as a leader, a team member, and
an integral resource in developing, mobilizing, and/or utilizing school/
community resources within a systems approach; personal development
of the skills of co-ordination, collaboration, brokering, and consultation.
Course Component: Lecture

EDU 6373 Education of Marginalized Youth (3 units)
Examination of the social ecology and educational problems and needs
of diverse groups of marginalized youth in different contexts in Canada
and in other countries; related socio-political issues, policy implications,
and intervention strategies.
Course Component: Lecture

EDU 6375 Psychopathology and Assessment (3 units)
Critical analysis of diagnostic features and assessment of psychological
disorders including: etiology, symptomatology, prevalence, as well as the
methods and instruments for clinical evaluation.
Course Component: Lecture

EDU 6386 Seminar on Literacy (3 units)
Course Component: Lecture

EDU 6421 Public Memory, Lived Histories and Education (3 crédits)
Critical examination of the social construction of public memory through
schooling; relations between public memory, peoples’ lived histories and
the making of communities; the roles of public memory in shaping social
identities of race, nation and gender.
Volet : Cours magistral

EDU 6422 Education and Democratic Communities (3 crédits)
Inquiry into the democratic purposes of schooling and the theory and
practices of democratic education; implications for civic engagement,
curriculum, school organizations and leadership.
Volet : Cours magistral

EDU 6426 Citizenship and Global Education (3 crédits)
Theories of citizenship, global education and their related pedagogies.
Volet : Cours magistral

EDU 6428 Social Contexts of Education (3 crédits)
Examination of education and its role as part of the fabric of society;
exploration of changing norms of schooling, school organization, and
social environments; the effects of schooling on social stratification,
the relationships between schools and other social institutions, and the
paradoxes of education in pluralistic societies; inquiry into issues of
authority, power, socialization and culture.
Volet : Cours magistral

EDU 6429 Pedagogies of Difference (3 crédits)
Exploration of diversity and education from cultural, economic, historical
and political perspectives including critical pedagogy and pedagogies of
transformation.
Volet : Cours magistral
**Volet : actuelles en éducation et de leurs enjeux en enseignement.**

(Etude des problématiques)

**Étude des problématiques EDU 6505 Enjeux actuels en enseignement (3 crédits)**

(Enseignement, apprentissage et évaluation) Étude des problématiques actuelles en éducation et de leurs enjeux en enseignement.

Volet : Cours magistral

Prerequisite: EDU 5191 or equivalent.

**Étude des problématiques EDU 6506 Sciences technologies, société et environnement (3 crédits)**


Volet : Cours magistral

**Étude des problématiques EDU 6508 Perspectives de la didactique du français langue seconde en contextes nationaux (3 crédits)**

(Didactique des langues secondes) Étude des particularités de l'enseignement et de l'apprentissage du français langue seconde au Canada. Analyse des conditions qui favorisent l'enseignement et l'apprentissage du français langue seconde dans différents contextes.

Volet : Cours magistral

**Étude des problématiques EDU 6511 Enseignement et apprentissage des littératures en langues secondes (3 crédits)**

(Didactique des langues secondes) Analyse critique de pratiques contextualisées pour l'enseignement, l'apprentissage et l'évaluation des littératures, en langues secondes.

Volet : Cours magistral

**Étude des problématiques EDU 6516 Enseignement et apprentissage de la grammaire du français langue seconde (3 crédits)**

(Didactique des langues secondes) Analyse des différents types de grammaire. Étude critique de la recherche sur les pratiques pédagogiques dans l'enseignement de la grammaire en français langue seconde.

Volet : Cours magistral

**Étude des problématiques EDU 6529 Approches théoriques et pratiques en littératies multiples (3 crédits)**

Études des approches théoriques et pratiques associées aux différents champs des littératures tels que la littératie familiale, scolaire, personnelle et critique.

Volet : Cours magistral

**Étude des problématiques EDU 6546 Théories d'apprentissage appliquées à l'enseignement des langues secondes (3 crédits)**

Étude critique des théories d'apprentissage des langues secondes selon les perspectives linguistiques, cognitives, sociales et pédagogiques.

Volet : Cours magistral

**Étude des problématiques EDU 6551 Séminaire en développement professionnel et en planification de carrière (3 crédits)**

Approfondissement de certains aspects conceptuels du counselling et de la recherche appliquée au domaine du développement professionnel et de la planification de carrière.

Volet : Cours magistral

**Étude des problématiques EDU 6573 Travail et santé mentale (3 crédits)**

Analyse des problèmes de santé mentale provoqués par le travail ou l'absence de travail : perte d'estime de soi, d'identité, de motivation, humiliation, culpabilité, épuisement professionnel, mise en chômage technique, etc. Nature et diagnostic. Mise en contexte de ces troubles dans divers courants de pensée. Étude des effets thérapeutiques du travail.

Volet : Cours magistral

**Étude des problématiques EDU 6577 Séminaire en développement professionnel et en planification de carrière (3 crédits)**

Approfondissement de certains aspects conceptuels du counselling et de la recherche appliquée au domaine du développement professionnel et de la planification de carrière.

Volet : Cours magistral

**Étude des problématiques EDU 6581 Théories d'apprentissage appliquées à l'enseignement des langues secondes (3 crédits)**

Étude critique des théories d'apprentissage des langues secondes selon les perspectives linguistiques, cognitives, sociales et pédagogiques.

Volet : Cours magistral

**Étude des problématiques EDU 6591 Recherche quantitative (3 crédits)**

Planification, analyse et interprétation de la recherche quantitative. Application des statistiques descriptives et inférentielles.

Volet : Cours magistral

Prerequisite: EDU 5191 or equivalent.
EDU 6593 Fondements en mesure et testing (3 crédits)
Examen de la théorie classique des tests. Initiation aux concepts de fidité et validité. Étude de notion d’échelle et des scores composites. Applications des notions précédentes dans le contexte d’une évaluation normative et d’une évaluation centrée sur un critère.
Volet : Cours magistral

EDU 6600 Formateurs d’adultes et contextes de formation (3 crédits)
Volet : Cours magistral

EDU 6604 Développement de l’adulte (3 crédits)
Volet : Cours magistral

EDU 6634 Gestion de la qualité en éducation (3 crédits)
Analyse critique des principes, des méthodes et des techniques de gestion de la qualité totale appliquées à l’organisation scolaire.
Volet : Cours magistral

EDU 6637 Gestion et supervision des ressources professionnelles en éducation (3 crédits)
Étude des modèles de gestion des ressources humaines dans les systèmes scolaires à partir de paramètres comme les conventions collectives, l’équité, la supervision, l’évaluation du rendement, le développement professionnel.
Volet : Cours magistral

EDU 6651 Éducation à la citoyenneté (3 crédits)
Études des différentes approches théoriques et pratiques associées à la citoyenneté et leur lien avec les inégalités et la marginalisation sociales.
Volet : Cours magistral

EDU 6652 Littératie et diversité (3 crédits)
Examen des divers concepts associé à la littératie et leurs rapports avec la construction de la personne en lien avec le langage et l’identité ethnique et sociale.
Volet : Cours magistral

EDU 6670 Counselling et orientation auprès des groupes minoritaires (3 crédits)
Études des caractéristiques des groupes minoritaires tels que les femmes, les gais et les lesbiennes, les handicapés, les minorités linguistiques et/ou ethniques, etc., selon la perspective du counselling et de l’orientation de carrière.
Volet : Cours magistral

EDU 6671 Counselling et psychothérapie : Théories et pratiques II (3 crédits)
Théories et techniques portant sur le développement des habiletés, des attitudes et des savoir-faire en counselling et psychothérapie.
Volet : Cours magistral
Prérequis: EDU 5271 ou CRM 6359 ou PSY 7103 ou PSY 7503 ou CRM 6759

EDU 6682 Séminaire et practicum en counselling de groupe (3 crédits)
Application des techniques de groupes à divers milieux : la communauté, les institutions et organisations, le milieu scolaire. Dynamique du comportement de groupes. Interactions psychologiques et sociales des groupes restreints.
Volet : Cours magistral

EDU 6690 Méthodologie de la recherche (3 crédits)
Étude des approches, méthodes et étapes de la recherche en éducation. Examen de la complémentarité de divers types de recherche.
Volet : Cours magistral

EDU 6693 Évaluation axée sur l’apprentissage (3 crédits)
Étude de la nature et du rôle de l’évaluation formative des apprentissages scolaires. Sensibilisation aux conditions de mise en application dans le contexte de la salle de classe.
Volet : Cours magistral

EDU 6750 Lectures dirigées en psychopédagogie II (3 crédits)
Volet : Cours magistral

EDU 6771 Thèmes choisis en psychologie du counselling (3 crédits)
Étude approfondie d’un thème en psychologie du counselling.
Volet : Cours magistral

EDU 6775 Psychopathologie et évaluation (3 crédits)
Analyse critique des particularités reliées au diagnostic et à l’évaluation des désordres psychologiques incluant : la pathogénie, la sémiologie, l’étiologie, la fréquence ainsi que les méthodes et les instruments pour l’évaluation clinique.
Volet : Cours magistral

EDU 6781 Stage en psychologie du counselling I (3 crédits)
Stage clinique supervisé d’un minimum de 200 heures dans un centre offrant des services de counselling personnel et/ou de carrière.
Volet : Cours magistral
Prérequis: EDU 5671, EDU 5871.

EDU 6873 Stage en psychologie du counselling II (3 crédits)
Stage clinique supervisé d’un minimum de 200 heures dans un centre offrant des services de counselling personnel et/ou de carrière. Approfondissement de la pratique du counselling et de la psychothérapie.
Volet : Cours magistral
Prérequis: EDU 5271 and EDU 5471.

EDU 6874 Stage en psychologie du counselling III (3 crédits)
Stage clinique supervisé d’un minimum de 200 heures dans un centre offrant des services de counselling personnel et/ou de carrière. Consolidation théorique et pratique des apprentissages et des stages en psychologie du counselling I et II. Utilisation systématique des principaux tests psychométriques requis par les associations et ordres professionnels.
Volet : Cours magistral
Prérequis: EDU 6473.

EDU 6997 Proposition de thèse de maîtrise / Master’s Thesis Proposal
Volet / Course Component: Recherche / Research
EDU 7000 Lecture dirigée / Directed (3 crédits / 3 units)
Volet / Course Component: Cours magistral / Lecture

EDU 7101 Selected Topics in Health Professions Education (3 units)
Critical analysis of selected topics and their implications for health professions education.
Course Component: Lecture

EDU 7102 Selected Topics in Leadership, Evaluation, Curriculum and Policy Studies (3 units)
In-depth study of a topic in leadership, evaluation and curriculum.
Course Component: Lecture

EDU 7133 Selected Topics in Societies, Cultures and Languages (3 units)
Topics of current interest will be selected for intensive study.
Course Component: Lecture

EDU 7141 Current Research in Second Language Education (3 units)
Examination of current research in second language education representing diverse contemporary issues and conceptual frameworks.
Course Component: Lecture

EDU 7150 Selected Topics in Teaching and Learning (3 units)
Topics of current interest will be selected for intensive study.
Course Component: Lecture

EDU 7151 Sociocultural Perspectives on Learning (3 units)
Critical examination of theories of learning from sociocultural perspectives and their effects on educational practices.
Course Component: Lecture

EDU 7163 Research Perspectives in Mathematics Education (3 units)
Study of theoretical perspectives in mathematics education, examination of the connection between theory, research and practice in mathematics teaching and learning.
Course Component: Lecture

EDU 7190 Qualitative Research I (3 units)
Critical review of fundamental aspects of qualitative research in education: approaches, characteristics and strategies.
Course Component: Lecture

EDU 7193 Advanced Theories in Measurement and Testing (3 units)
Item response models; generalizability theory; dimensionality.
Course Component: Lecture

EDU 7232 Leadership en administration scolaire (3 units)
Course Component: Lecture

EDU 7299 Selected Topics in Program Evaluation (3 units)
Course Component: Lecture

EDU 7350 Selected Readings in Psychopedagogy III (3 units)
Course Component: Lecture

EDU 7395 Selected Topics in Quantitative Research (3 units)
Topics of current interest will be selected for intensive study.
Course Component: Lecture

EDU 7396 Techniques of Document Analysis in Educational Research (3 units)
Study of educational documents and approaches to textual research including historical criticism, discourse analysis and narrative theory.
Course Component: Lecture

EDU 7397 Data Collection Instruments (3 units)
Study of the construction of data collection instruments in education and of the validation of interpretations of findings.
Course Component: Lecture

EDU 7501 Thèmes choisis en enseignement aux professionnels de la santé (3 crédits)
Études critiques de thèmes choisis et les implications dans l'éducation aux professionnels de la santé.
Volet : Cours magistral

EDU 7533 Thèmes choisis en sociétés, cultures et langues (3 crédits)
Étude approfondie d'un thème en sociétés, cultures et langues.
Volet : Cours magistral

EDU 7534 Thèmes choisis en leadership, évaluation et politiques éducationnelles (3 crédits)
Thèmes variés choisis pour une étude approfondie.
Volet : Cours magistral

EDU 7541 Enjeux actuels de la recherche en didactique des langues secondes (3 crédits)
Analyse des recherches effectuées en fonction des questions contemporaines et des divers cadres conceptuels de l'apprentissage et l'enseignement des langues secondes.
Volet : Cours magistral

EDU 7550 Séminaire en enseignement et apprentissage (3 crédits)
Volet : Cours magistral

EDU 7563 Perspectives de recherche en éducation mathématique (3 crédits)
Volet : Cours magistral

EDU 7588 Thèmes choisis en enseignement et apprentissage (3 crédits)
Thèmes variés choisis pour une étude approfondie.
Volet : Cours magistral

EDU 7590 Recherche qualitative I (3 crédits)
Étude des aspects fondamentaux de la recherche qualitative en éducation : approches, caractéristiques et stratégies.
Volet : Cours magistral

EDU 7593 Théories avancées de la mesure et du testing (3 crédits)
Examens de la théorie de la réponse aux items et de la théorie de la généralisabilité. Études de la dimensionnalité.
Volet : Cours magistral

EDU 7696 Techniques d'analyse de documents en recherche éducationnelle (3 crédits)
Étude de documents éducatifs et de procédés d'analyse de textes, incluant la critique historique, l'analyse de discours et la théorie narrative.
Volet : Cours magistral

EDU 7750 Lectures dirigées en psychopédagogie III (3 crédits)
Volet : Cours magistral

EDU 7795 Thèmes choisis en recherche quantitative (3 crédits)
Thèmes variés choisis pour une étude approfondie.
Volet : Cours magistral

EDU 7797 Instruments de collecte de données (3 crédits)
Étude des méthodes de construction et de validation d'outils de collecte de données en recherche qualitative et quantitative en éducation. Approfondissement des problématiques soulevées par l'usage de ces méthodes.
Volet : Cours magistral

EDU 7999 Thèse de maîtrise éducation / Master Thesis in Education
Volet / Course Component: Recherche / Research
EDU 8002 Lecture dirigée / Directed (3 crédits / 3 units)
Volet / Course Component: Cours magistral / Lecture

EDU 8105 Contemporary Issues in Education (3 units)
Examination of current issues in education from multiple research traditions; exploration of students’ prospective PhD projects in relation to major trends in educational research. (Reserved for PhD students.)
Course Component: Lecture

EDU 8106 Epistemology and Research in Education (3 units)
Critical study of the epistemological foundations of the principal research paradigms in education; exploration of the epistemological assumptions underlying candidates’ prospective PhD projects. (Reserved for PhD students.)
Course Component: Lecture

EDU 8107 Seminar in Counselling and Supervision (3 units)
Examination and critique of current scholarship from multiple research traditions in counselling and supervision; implications for counselling and supervisory practice.
Course Component: Lecture

EDU 8190 Qualitative Research II (3 units)
Examination of methodological, organizational, ethical and political issues within qualitative research.
Course Component: Lecture

EDU 8253 Cognitive Perspectives on Learning (3 units)
Analysis of essential cognitive processes from different theoretical perspectives; application of learning theories to various contexts.
Course Component: Lecture
This course is open to master’s students with permission of the instructor.

EDU 8505 Questions contemporaines en éducation (3 crédits)
Examen critique des questions contemporaines et interdisciplinaires en éducation selon diverses traditions de recherche. Critique des avant-projets doctoraux en fonction des tendances en recherche éducationnelle. (Réservé aux étudiants de doctorat.)
Volet : Cours magistral

EDU 8506 Enjeux épistémologiques et méthodologiques de la recherche en éducation (3 crédits)
Étude critique de l’épistémologie des paradigmes principaux de la recherche en éducation. Exploration des sources épistémologiques des avant-projets des doctorants en éducation. (Réservé aux étudiants de doctorat.)
Volet : Cours magistral

EDU 8507 Séminaire en counselling et supervision (3 crédits)
Étude critique des approches théoriques en counselling et supervision; implications pour les pratiques de counselling et de supervision.
Volet : Cours magistral

EDU 8590 Recherche qualitative II (3 crédits)
Examen des questions méthodologiques, organisationnelles, déontologiques et politiques reliées à la recherche qualitative.
Volet : Cours magistral

EDU 8653 Séminaire sur les processus cognitifs dans divers contextes éducatifs (3 crédits)
Analyse de processus cognitifs essentiels à partir de diverses perspectives théoriques; mise en application de théories d’apprentissage dans divers contextes.
Volet : Cours magistral

EDU 8908 Internat en counselling et en supervision / Internship in Counselling and Supervision
Internat de 600 heures en counselling et en supervision dans un centre approuvé par la direction du programme; développement des compétences en supervision et application des normes éthiques relatives à la pratique et à la supervision en counselling. Noté S (satisfaisant) ou NS (non satisfaisant). / Internship of 600 hours of counselling and counsellor supervision in approved settings; development of advanced counselling and supervisory competence; application of ethical principles to counselling and supervisory practice. Graded S (Satisfactory) / NS (Not satisfactory).
Volet / Course Component: Cours magistral / Lecture

EDU 8999 Rapport périodique / Interim Report
Volet / Course Component: Recherche / Research

EDU 9997 Proposition de thèse de doctorat / Ph.D. Thesis Proposal
Volet / Course Component: Recherche / Research

EDU 9998 Examen de synthèse (doctorat) / Ph.D. Comprehensive Examination
Volet / Course Component: Recherche / Research

EDU 9999 Thèse de doctorat / Ph.D. Thesis
Volet / Course Component: Recherche / Research