

Course Descriptions  
Faculty of Education  
Professional Programs:  
Master of Professional Education (MPed)

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## **MPEd – Field of Applied Behaviour Analysis**

### ***9460 – Basic Behaviour Principals***

Introduction to the philosophical underpinnings, concepts, and principles of behavior analysis and their application to different populations. Readings will be from radical behaviourism, experimental, and applied behavior analysis.

### ***9464 – Behaviour Analysis Research Design: Single Subjects Designs***

This graduate course will focus on research methodology to evaluate interventions with single subjects, including individuals, families, organizations or other social systems. Readings will be drawn from a variety of textbooks and research articles.

### ***9461 – Behaviour Assessment and Treatment***

This graduate course focuses on functional behavior assessment and treatment methods. Specific topics include the use of indirect, descriptive, and functional analysis, and positive behavior support plans.

### ***9462 – Advanced Topics in Behaviour Analysis***

This graduate course advanced concepts and principles of applied behavior analysis including Verbal Behaviour, rule governed behavior, and Relational Frame Theory.

### ***9463 – Ethics in ABA***

This graduate course will focus on ethics/jurisprudence specific to Applied Behaviour Analysis and the legal context of working in the field.

### ***9465 – Laboratory of Practice in ABA***

This course offers a hands-on application of the principles of ABA. Hours in the field count as course hours, not experience hours required by the BACB. The Laboratory of Practice may be undertaken in schools, private practice, and clinical programs in agencies. Students are encouraged to use their current work placements as supervised placements. If a student does not have access to an environment appropriate for the Laboratory of Practice, please contact the Graduate Programs Office.

### ***9466 – Program Design, Implementation, and Evaluation in ABA***

This graduate course covers topics related to the design, implementation, and evaluation of Applied Behaviour Analysis programming. Topics include clinical implementation, effective leadership and supervisory practices, and behavioural consultation.

### ***9467 – ABA in the Classroom and School***

This graduate course will focus on how to implement behaviour principles in the classroom and on a school wide basis. Assessment and intervention practices will be covered that are practical for the busy teacher and administrator.

## **MPed – Field of Curriculum and Pedagogy**

### ***9100 – Understanding Curriculum for Practitioners***

An advancement of critical concepts for the making of curriculum in contemporary educational settings so as to empower educators and learners across diverse learning contexts. Drawing on foundational and innovative curriculum theories, this course highlights definitions, models, commonplaces, and questions of curriculum and curricular decision-making involving design, developments, and implementation.

### ***9101 – Understanding Teaching and Learning for Practitioners***

Promotion of professional decision-making, reflection, and pedagogical actions of educators across diverse learning contexts in contemporary times. Emphasizing theories of teaching, learning, and knowing, this course highlights conceptions of pedagogy, pedagogical strategies, and analysis of classroom curriculum.

### ***9102 – Understanding 21st Century Teaching and Learning***

Critical examination of the educative affordances, constraints, and re-shaping of educational environments created by the use of new technologies, online pedagogies, computational thinking, and multimodal delivery. Topics include online communities, equity of access, course blending, adaptive learning technologies, flipped classrooms, big data, and issues specific to online assessment.

### ***9103 – Understanding Assessment and Evaluation in Educational Settings***

Purposes, principles, and forms of assessment and evaluation in educational settings to enable practitioners to make informed and ethical decisions. Topics include formal and informal forms of student assessment, documentation, reporting, and program evaluation. Emphasis on critical consideration of the approaches and their implications.

### ***9491 – Capstone Course***

The completion of a Capstone Course based in reflective field work that addresses students' MPed focus.

### ***9496 – Understanding Research Methods for Educational Practice***

An introduction to curriculum research as an innovative process with emphasis on designs involving students, educators, community members, and/or educational practitioners. Topics may include theoretical understanding and practical application of various research designs, relating to the topic of curriculum, including quantitative and qualitative methods to offer guidance in developing inquiry/questions of practice and reading/interpreting research.

### ***9497 – Understanding Curriculum Leadership for Educational Practice***

Focus on leading the development, implementation, and evaluation of positive curricular change. Emphasis on ways of conceptualizing curriculum leadership and advocacy and professional learning and reflective practice to promote equitable and enabling environments for all. The course will give students opportunities to explore curriculum leadership in their MPED focus.

## **MPEd – Field of Early Childhood Education**

### ***9400 – Discourses on Childhoods***

Critical examination of discourses on childhood. Critical analysis of the dominance of child development in early childhood education. Considers historical, philosophical, and contemporary debates and innovations in the field (e.g., children in colonial and neoliberal contexts) with implications for pedagogists.

### ***9407 – Pedagogy and Curriculum in Early Childhood Education***

Critical examination of curriculum and its relation to pedagogy in early childhood education, with special focus on curriculum-making. Considers historical, philosophical, and contemporary debates with implications for pedagogists.

### ***9408 – Pedagogical Documentation and Narrations***

Historical and contemporary study of pedagogical documentation and pedagogical narrations. Emphasis on thinking documentation and narrations as processes of curriculum making and evaluation.

### ***9409 – Discourses of the Early Childhood Educator***

Critical examination of the role of the early childhood educator. Analysis of the role of educators in relation to the purpose of early education. Considers historical, philosophical, and contemporary debates and innovations in the field (e.g., education in colonial and capitalist contexts) with implications for pedagogists.

### ***9429 – Research in Early Childhood Education Pedagogy***

A critical introduction to research as an innovative process. Emphasis on transformative research involving young children, educators, community members, and/or others. Provides opportunities for developing pedagogical inquiries, and interpreting research.

### ***9439B – The Pedagogist in Early Childhood Education***

Focus on pedagogists leading the development and enactment of pedagogical projects. Emphasis on pedagogical leadership to promote livable worlds for all. Gives students opportunities to engage in the transformation of early childhood programs.

### ***9495 – Pedagogist Internship***

The completion of an internship in an early childhood education organization that allows students to lead a pedagogical project.

## **MPEd – Field of Educational Leadership**

### ***9430 – Leading Schools***

Review of major relevant leadership theories and their application to leadership in schools and other human-service organizations. Specific attention will be paid to problems and challenges confronted by leaders, particularly administrators, in varying contexts and cultures.



## ***9431 – Approaches to Research***

Integrative overview of the philosophy of inquiry and ways of understanding problems and challenges faced by leaders with particular attention to methods and methodologies commonly employed in the social sciences.

## ***9432 – Resource Development and Management for Effective Education \****

Critical and comparative review of key theories of formal organizations and their implications for schools and school systems with attention to problems and challenges of culture in schools and other human services organizations.

## ***9433 – Advanced Topics in Policy Study \****

Review of policy development and implementation and their relationship to legislative processes and shared features of educational law in modern states. Students will analyze specific cases of interest.

## ***9434 – Organizing for Instruction***

Understanding and management of financial resources and related issues in public education; students will critically examine development of human and other resources in schools and school systems with specific attention to evidence-based decision making.

## ***9435 – Research and Evaluation in Schools***

Review of approaches to and understandings of research and/or evaluation methods and approaches appropriate to investigating problems and challenges related to school organization and leadership. This course will include a focus on the location and use of appropriate data sources.

## ***9436 – Finding, Framing, and Solving Problems in Professional Practice***

A culminating course in which candidates work together on framing, analyzing, and responding to problems and challenges they encounter in their leadership practice.

*\* - PQP Course Release. Continuous enrollment is still required.*

## **MPEd – Field of Leadership in Indigenous Education**

### ***9450 – Interdisciplinary Issues and Implications in Indigenous Education***

This course introduces students to the historical and contemporary realities of Indigenous education from both Indigenous and non-Indigenous perspectives. The impact of colonial frameworks of knowledge on Indigenous education will be critically examined. Using a decolonizing lens, students will investigate holistic, inclusive and respectful approaches to teaching and learning.

## ***9451 – Reading Research: Critical and Decolonizing Approaches for Educators***

An exploration of educational research with an emphasis on understanding, decolonizing, critically evaluating, and applying research in professional practice settings. Consideration will be given to the relationship between research and practice, methodological issues, and Indigenous and non-Indigenous world views and social theories that inform research design, interpretation and analysis.

## ***9452 – Becoming Leaders in Indigenous Education***

Theories and models of leadership are considered, with an emphasis on emerging scholarship about Indigenous ways of leading. Topics will include education reform, school improvement, community involvement and action, as well as inclusive, distributed, activist and spiritual leadership. Leadership and its practical applications in varied education contexts will be considered.

## ***9453 – Developing, Implementing, and Evaluating Education Programs***

Theories and approaches to program development, implementation and evaluation will be considered, with an emphasis on Indigenous educational contexts in Canada and internationally. Practical applications using real life case studies will provide a major focus for critically examining program planning, action and evaluative processes in Indigenous education settings.

## ***9454 – Doing Educational Research in Indigenous Learning Environments***

Discusses approaches to practitioner inquiry with an emphasis on applications in Indigenous educational learning environments. Working together as critical friends, students plan, develop and draft project proposals based on areas of professional interest and community need. Attention is given to research ethics.

## ***9455 – Leadership in Indigenous Education Capstone Project***

A culminating project involving completion of the practitioner inquiry originating from the project proposal initiated in the course, Doing Educational Research. Students work together to demonstrate skills and competencies gained from their time in the Leadership in Indigenous Education program by coordinating activities involving dissemination of research project outcomes to relevant audiences.

## ***9456 – Leadership in Indigenous Social Contexts***

A holistic examination of leadership for Indigenous student wellness and learning within family, school and community contexts. Topics may include the impact of historical trauma; internalized oppression; decolonization; healing and community development; critical selfreflection in professional practice; forms of leadership; Indigenous regeneration and resurgence; influencing change and social responsibilities of leaders in education.

## ***9500 – Power, Politics, and Policy in Indigenous Education: Historical and Contemporary Perspectives***

This is an introductory course to educational policy making and analysis with relevance to Indigenous contexts. This course examines the various factors that have influenced the

development of school systems and recent changes in pedagogy, curriculum and school leadership. The development of scholarly research and writing skills will be emphasized.

## **MPEd – Field of Equity, Diversity, and Social Justice**

### ***9440 – Introduction to Equity and Social Justice Education***

This course is intended to provide a broad overview of major equity and social justice issues that practitioners encounter in their everyday practice. Major equity concerns related to race, Aboriginality, ethnicity, culture, gender, sexuality, social class and poverty are identified and specific frameworks for thinking about and making sense of equity and social justice in education are provided.

### ***9443 – Anti-Poverty Education***

This course is designed to offer important insights into the significant impact of poverty on access and achievement in education. It also focuses more broadly on issues of social class and economic inequality. A framework for understanding economic inequality and class privilege is provided, with implications for teaching and learning. Participants will become familiar with organizations and programs committed to providing support for economically disadvantaged populations. There will be opportunities for students to learn more about partnerships with community organizations which are active in the provision of anti-poverty initiatives.

### ***9441 – Gender Equity in Education***

This course provides insights into recent developments in gender equity and education as they relate to professional practice. The course will deal with some of the topical and current issues related to gender equity such as those pertaining to issues of both masculinity and femininity in education, student achievement, gender-based harassment and bullying, gendered division of labour, role modelling in education. Attention will be given to both policy and practice, specifically in relation to reflecting on how to address gender inequities in education.

### ***9442 – Aboriginal Education: Implications for Social Justice Education***

This course examines Indigenous ways of knowing and knowledge systems and how these perspectives and frameworks inform equity infused approaches to teaching and learning in educational contexts. The focus will be on decolonizing approaches and alliance building (or the roles of allies), as well as on the need to build a deeper understanding of historical accounts of colonization and their implications.

### ***9446 – Sexual Diversity and Transgender Equality in Education***

This course introduces participants to important approaches to addressing anti-homophobia education. It also provides important insights into transgender issues and gender non-conformity and how these impact on practitioners' knowledge and understanding of gender diversity in education contexts. It encourages practitioners to reflect on their own assumptions and biases about gender and sexuality through a case study approach involving both the specific needs of sexual minority and transgender individuals.

## ***9445 – Race, Ethnicity, and Education***

This course deals with building a deeper knowledge about multicultural and anti-racism approaches in education. It focuses on a range of topics including, addressing race, cultural and religious diversity. It will provide a framework for dealing with discrimination on the basis of racial, ethnic, and cultural differences. Indigenous issues in education will also be addressed. Attention will be on promoting critical reflective practice at both individual and institutional levels.

## ***9444-Researching Equity Issues in Educational Contexts***

This course introduces students to a 'reflective practitioner' approach to conducting equity focused research in professional settings. It provides them with methods and tools of analysis for enhancing their own professional learning and for examining equity issues in their own professional contexts.

## ***9447 – Capstone Project: Infusing Equity into Practice***

The Capstone Project is a student's culminating experience in the Equity, Diversity and Social Justice Program. Students will choose a specific topic that is relevant to their professional interests and develop a research project that would involve sustained reflection on addressing equity concerns in their practice. The main goal of the capstone project is to encourage students to take the acquired knowledge gained in the program and apply critical and reflective skills to address equity concerns in their professional contexts.

## **MPEd – Field of Global and International Education**

### ***9420 – Framing Global and International Education***

This course provides an overview and analysis of the discourses and practices of global and international education. It introduces key concepts such as globalization and internationalization. Students apply these understandings to examine new developments, opportunities, and challenges to education practice, and reflect on their implications for their own professional domains.

### ***9422 – Global Education in the 21st Century: from policy to practice***

This course critically examines policy frameworks and agendas designed to advance initiatives in global and international education. The course will analyze Canadian (local, national and provincial) international education policies, and transnational (e.g., OECD, UNESCO) policies, as relevant. Students will consider how these frameworks affect practice in their various professional contexts, and how they structure their work..

### ***9421 – Examining Culture and Difference in Transnational Contexts***

This course explores and problematizes popular and theoretical notions of culture and intercultural learning under heightened transnationalism. Students engage with popular, literary, and visual representations of interculturality to critically reflect on self other relations in an interconnected world.

## ***9425 – Supporting Diverse Learners: language, power, and identity***

This course examines the significance of language in international educational processes. Conceptually, it examines the relationships between languages in specific contexts, social power, and identity. Practically, it explores productive pedagogies in working with linguistically and culturally diverse learners.

## ***9424 – Domains of International Education***

This course examines the qualities and tensions of the movement to ‘internationalize’ education. It considers multiple domains, such as: international schools and the International Baccalaureate; internationalizing elementary and secondary school curricula; student recruitment and support services in colleges and universities; study abroad and international service learning, etc. Students will also develop expertise in a domain of internationalization related to their professional practice.

## ***9426 – Reading and Using Research on Global and International Education***

This course introduces students how to critically read and appropriately use relevant research and resources on global and international education. The focus will be to identify relevant resources, examine and synthesize research and data sources, and assess research studies. Students are encouraged to search, collate, and synthesize resources relevant to their professional domain in preparation for the Capstone course..

## ***9423 – Exploring Educational Technologies and Digital Learning***

This course explores emerging educational technologies and learning and literacy in the digital age. It examines the implications of educational technology for pedagogy and for global and international education. Students will be required to actively employ new e-learning technologies in completing course assignments.

## ***9427 – Capstone: Mobilizing Knowledge for Professional Practice in Global and International Education***

Students mobilize the knowledge and learning they have developed through their coursework and throughout the program in relation to a problem of practice they identify. Students are required to produce and present a concrete research-informed product (i.e., professional learning resource, curriculum document, policy brief, research synthesis) that best addresses the problem of professional practice.

## **MPEd – Field of International School Leadership**

### ***9512 – Leadership and Schools for the 21<sup>st</sup> Century***

Review major relevant leadership theories and their application to leadership. Examine the attributes of effective school leaders for 21st century teaching and learning using an international leadership framework. Identify the characteristics of effective schools using a variety of school effectiveness frameworks. Probe problems and challenges confronted by leaders in varying contexts and cultures.

## ***9424 – Conducting Site-Based Research in Intercultural Settings***

Explore a number of methods for conducting field-based research in intercultural contexts, such as: program evaluation, action research, critical reflective practice and cross-cultural techniques and modes of inquiry.

## ***9515 – Strategic Processes for School Improvement Planning***

Examine how school leaders aim to achieve school improvement through a focus on the development of effective and practical school plans. Explore the role of evidence-based decision making, the use of data-driven strategies, the application of monitoring strategies and the concept of implementation fidelity.

## ***9516 – Organizational Capacity Building***

Examine the role of emotional and cultural intelligence in creating the foundations for group and individual professional learning. Investigate the dynamics of various social structures that promote and facilitate professional learning. Explore strategies to improve relational trust, professional capital, and collective efficacy. Probe effective classroom practices: learning styles, universal design, inquiry-based learning and, assessment and instructional strategies.

## ***9517 – Intercultural Learning Capacity Building***

Examine a number of models of intercultural learning from psychological, sociological and philosophical traditions. Investigate frameworks of ‘intercultural competence,’ ‘transformative learning,’ and ‘difficult knowledge’ and how they could be employed in conceptualizing one’s own research.

## ***9518 – Individual Capacity Building***

Investigate personal factors and thought processes that impact leadership effectiveness. Consider the role of reflection, self-assessment, and performance appraisal in improvement efforts. Examine the notion of ‘ethical fitness’ by probing ethical leadership dilemmas. Explore coaching and mentoring as strategies for improvement at the individual level.

## ***9519 – Capstone Course***

A culminating course in which candidates work together on framing, analyzing, and responding to problems and challenges they encounter in their leadership practice.

## **MPEd – Field of Mathematics Education**

### ***9411 – Teaching and Learning Mathematics Today***

The professional and theoretical perspectives associated with learning and pedagogy in mathematics. Participants will be expected to reflect critically on both theory and practice, based upon psychological, epistemological, mathematical, and current pedagogical and curricular approaches, in light of how mathematics is taught in schools.

## ***9413 – Mathematics Education through the Arts***

What can we learn from the Arts about designing effective mathematics teaching, learning, and communication? This course explores parallels between what makes for a good math lesson or learning experience and what makes for a good book or a good movie. The course also explores how the Arts may be used to enhance student communication in mathematics.

## ***9418 – Computational Modelling in Mathematics and Science Education***

A critical introduction to the role of computer coding and digital making as ways of teaching mathematics and science concepts and relationships. The history, current trends, future possibilities of computational thinking in mathematics and science education are situated within the broader context of mathematics, science, and technology education.

## ***9419 – Mathematics for Teachers***

A focus on making mathematics engaging and meaningful for learners. Participants explore ways to develop connected knowledge, consistent beliefs, and positive attitudes towards mathematics, and are introduced to research on the nature, role, and development of teachers' knowledge of mathematics.

## ***9496 – Understanding Research Methods for Educational Practice***

An introduction to curriculum research as an innovative process with emphasis on designs involving students, educators, community members, and/or educational practitioners. Topics may include theoretical understanding and practical application of various research designs, relating to the topic of curriculum, including quantitative and qualitative methods to offer guidance in developing inquiry/questions of practice and reading/interpreting research.

## ***9497 – Understanding Curriculum Leadership for Educational Practice***

Focus on leading the development, implementation, and evaluation of positive curricular change. Emphasis on ways of conceptualizing curriculum leadership and advocacy and professional learning and reflective practice to promote equitable and enabling environments for all. The course will give students opportunities to explore curriculum leadership in their MPED focus.

## ***9498 – Capstone Course***

The Capstone Course provides students with an opportunity to expand breadth of experience and to gain working knowledge of applied theories in a real-world education setting. Students will develop a project to apply their learning to practice, investigate and reflect on their findings, write a project report, and gain practical experience under the guidance of a supervisor and/or instructor.

## **MPED – Field of Multiliteracies**

### ***9492 – Understanding Multiliteracies Pedagogy***

Introduction to the relationship between textual conventions, the contexts of their use, and critical reflection on those relationships. Students will engage with multiple textual

forms and contexts, including digital texts, to learn how they can be utilized to expand communication options. Issues of assessment in multiliteracies pedagogies also explored.

### ***9493 – Understanding Multiliteracies and Student Diversity***

Critical consideration of various aspects of student diversity that can make a difference in language and literacy education (e.g., cultural and linguistic diversity, Indigenous learners, socio-economic status, gender, and learners who struggle with print literacy). Includes practical suggestions for how multiliteracies curriculum and pedagogy can capitalize on diversity.

### ***9496 – Understanding Research Methods for Educational Practice***

An introduction to curriculum research as an innovative process with emphasis on designs involving students, educators, community members, and/or educational practitioners. Topics may include theoretical understanding and practical application of various research designs, relating to the topic of curriculum, including quantitative and qualitative methods to offer guidance in developing inquiry/questions of practice and reading/interpreting research.

### ***9497 – Understanding Curriculum Leadership for Educational Practice***

Focus on leading the development, implementation, and evaluation of positive curricular change. Emphasis on ways of conceptualizing curriculum leadership and advocacy and professional learning and reflective practice to promote equitable and enabling environments for all. The course will give students opportunities to explore curriculum leadership in their MPED focus.

### ***9498 – Capstone Course***

The Capstone Course provides students with an opportunity to expand breadth of experience and to gain working knowledge of applied theories in a real-world education setting. Students will develop a project to apply their learning to practice, investigate and reflect on their findings, write a project report, and gain practical experience under the guidance of a supervisor and/or instructor.

### ***9535 – Understanding Language and Literacy Curriculum, Pedagogy, and Learning in a Changing World***

Introduction the field of Literacy Studies. Topics include: the history and expansion of literacy in educational curricula, literacy in national and international educational settings and everyday activities, overview of diverse traditions in literacy research and scholarship, ways in which literacy research informs and is informed by national and transnational policies.

### ***9581 – Understanding Writing, Reading, and Representing Across the Curriculum***

Content area literacy is examined from the viewpoints of English studies, psychology, linguistics, content area disciplines, and the multiliteracies movement. The nature of representations and their role in the construction and communication of knowledge is a central theme. Implications for curriculum planning, instructional methods and assessment are critically considered.



## **MPEd – Field of Teaching English to Speakers of Other Languages (TESOL)**

### ***9300 – Understanding Second Language Learning and Teaching***

This course examines various factors and concepts related to the acquisition/learning of an additional language. Topics such as competence and performance, formal and informal learning, first and second language acquisition, models of second language acquisition, learning styles and strategies, and factors affecting language learning will be discussed in this course.

### ***9301 – Social Approaches to Language Learning and Teaching***

This course looks at sociolinguistic issues that are central to second language learning and teaching. It examines factors such as language attitudes and motivations, variations in language, language policies and their applications to TESOL.

### ***9302 – Teaching and Learning Vocabulary***

The aim of this course is to develop the knowledge necessary to comment critically on vocabulary research and practice, and create an effective plan for vocabulary learning within a course. Issues that teachers must consider when planning for vocabulary will be examined and applied to a teaching and learning program.

### ***9303 – Computer-Assisted Language Learning (CALL)***

This course looks at theoretical and practical issues in Computer-Assisted Language Learning (CALL). Students will examine the different CALL resources and be involved in using, evaluating and designing digital tools for language learning and teaching.

### ***9305 – Discourse Analysis and Language Teaching***

Discourse analysis involves the investigation of language in use. This course examines the analysis of spoken and written discourse structure, and discusses its applications to language teaching.

### ***9306 – Syllabus and Materials Design***

This course explores and evaluates various approaches and theories relating to syllabus and materials design in the English language classroom. A primary objective is to help students to improve upon their abilities to create and assess materials and syllabi for use in their own teaching.

### ***9307 – Language Teacher Education***

This course critically examines current approaches to second language teacher education and looks at the development of strategies for critical self-awareness and self-evaluation.

### ***9308 – Teaching and Learning Grammar***

This course involves the analysis and evaluation of different pedagogical interventions that are intended to promote the learning of grammar. The course is designed with a view to helping teachers to improve their design of course materials and classroom activities.

### ***9309 – Second Language Assessment***

This course involves the study of the theory and practice of language assessment, with a particular focus on classroom learning. Both formal tests and a range of alternative forms of assessment are covered.

### ***9311 – Teaching Reading and Writing Skills***

This course discusses methods to help students develop and improve their reading and writing skills in the second language. It examines relevant research and applies research-informed principles to the design of reading and writing activities inside and outside the language classroom. Due attention is also given to feedback strategies.

### ***9312 – Teaching Listening and Speaking Skills***

This course discusses methods to help students develop and improve their listening and speaking skills in the second language. Due attention is given to the teaching of pronunciation (including prosody). Research-informed principles are applied to the design of instructional materials and classroom activities.

## **MPEd – Field of Teaching Students with Exceptionalities**

### ***9480 – Introduction to Teaching Students with Exceptionalities***

This course emphasizes critically understanding various conceptions of education for students with exceptionalities. Examples of historical and regional variations will be examined. Implications for models of delivering services will be considered, including the role of the individual educational plan. Several exceptionalities will be introduced, including learning disabilities, attention deficit/hyperactivity disorder, communication disorders, and intellectual developmental disabilities; gifted and struggling learners will also be considered. Each exceptionality will be considered with respect to the following: Psychological characteristics, assessment, learning needs and strengths, interventions; and program accommodations and modifications. Students will have the opportunity to apply different conceptions to analyze and solve problems of practice.

### ***9481 – Social and Emotional Learning***

This course focuses on the interpersonal challenges and well-being of students. Topics include the following: resiliency; belonging; safe and inclusive schools; the role of mental health professionals in the schools; and whole class and individual interventions.

### ***9482 – Academic Learning for Students with Exceptionalities***

In this course, students learn to analyze and address problems of practice concerning the academic learning of struggling learners. Topics covered will include general teaching practices such as strategy instruction, universal design, and differentiated instruction; subject-specific interventions and modifications in decoding, reading comprehension, written composition, mathematics, and content area subjects; and accessing evidence-based instructional resources.

### ***9484 – Inquiry and Research for Educating Exceptional Students***

This course focuses on the role of research in professional knowledge and practice. Methods of research commonly found in the special education literature will be presented, with an emphasis on critical analysis and classroom application. Methods of research for professional learning, such as action research, will be introduced. Effective strategies for searching research literature and examples of professionally relevant, evidence-based, accessible sources of research will be highlighted.

### ***9483 – Positive Classroom Management***

This course focuses on positive classroom management. Topics will include the motivational principles underlying student behavior, school-wide classroom management, safe schools, and externalizing disorders.

### ***9486 – Assessment for Teaching Students with Exceptionalities***

This course examines assessment as it relates to the professional practice of teachers and school administrators. Topics covered include psycho-educational assessment in the identification of students with exceptionalities, including instruments, procedures, and statistics; and assessment of the classroom learning of students with exceptionalities. Students will learn to critically evaluate various forms of assessment and their results, and to apply knowledge about assessment to analyzing case studies, and solving problems of professional practice.

### ***9487 – Capstone Project for Teaching Students with Exceptionalities***

Students will present a final, culminating paper that demonstrates a critical reflection, review and synthesis of the professional program in response to a current issue in teaching students with exceptionalities.

### ***9488 – Laboratory of Practice for Students with Exceptionalities I***

This course is carried out across two terms at a reduced pace (1.5 hours per week). Students will carry out a research project on a problem of professional practice. They will formulate a research question and situate it in a professional and scholarly context, formulate a plan for action, carry out the plan, collect data to evaluate and modify the plan and practice, and write a final report.

### ***9488 – Laboratory of Practice for Students with Exceptionalities II***

This course is carried out across two terms at a reduced pace (1.5 hours per week). Students will carry out a research project on a problem of professional practice. They will formulate a research question and situate it in a professional and scholarly context, formulate a plan for action, carry out the plan, collect data to evaluate and modify the plan and practice, and write a final report.

## **MPEd – Field of French Education**

### ***9472 – Life-Long French Skills***

This seminar helps candidates become better teachers of the French language in Ontario by enhancing their multifaceted engagement in the French community. Relying on a holistic approach to community engaged learning/teaching, it leads students in a three steps process of research, empowerment and lifelong sustained best practices. At the end of this course, the students will have developed a personal portfolio in which they will establish a series of objectives they need to pursue every year to maintain and possibly enhance their French language and culture at the personal, professional and community levels.

### ***9471 – CEFR (Common European Framework of Reference for Languages)***

This course is of interest to K-12 and postsecondary French instructors. Its focus is on pedagogical approaches associated with the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001).

### ***9474 – Language and Grammar***

The MPEd Language/Grammar component is an online course for candidates looking to obtain an MPEd in French. All course material will be based on JK-Grade 12 Ontario French curriculum content.

- Candidates will be required to correct/modify/improve improper or insufficient French sample learning materials and sample test materials.
- Candidates will create French language/grammar lesson plans on specific topics for Primary-Junior, Junior-Intermediate and Intermediate-Senior levels. Lesson plans will be peer-evaluated and evaluated by the instructor.
- Candidates will create French evaluation/testing materials on specific topics for Primary-Junior, Junior-Intermediate and Intermediate-Senior levels. Evaluation/testing material will be peer-evaluated and evaluated by the instructor.
- Candidates will create a Final Project on a specific French topic for the course, which will be peer-evaluated and evaluated by the instructor. Upon successful completion and instructor approval, the Final Project will be uploaded to the Ontario Educational Resource Bank.

### ***9475 – Critical Language Awareness***

In this course, students will be introduced to the foundations of studying classroom interactions as well as how to apply the analysis of student interactions in their own future classroom. They will be engaged in a critical analysis of scholarly practices--including their own preconceived methods of teaching--particularly as concerns cultural diversity and the treatment of identity in pluri-ethnic schools in Francophone contexts (both minority and majority). The course will also examine different pedagogical models and their application in relation to different educational objectives.

### ***9470 – Second Language Acquisition***

In this course, of interest to educators with experience in elementary, secondary, college, or university level language teaching, students will explore theories of second (and

additional) language acquisition that relate to French language learning in naturalistic and instructional settings, and to FSL teaching. The course will be of benefit to Core French, French immersion and French First Language teachers at a variety of levels and contexts.

***9478 – Virtual Practicum Final Project***

In this course, candidates will prepare a final project and presentation to be streamed online to the instructor and fellow candidates. This live presentation will give candidates the opportunity to put the skills and knowledge they've acquired in the MPEd Program into practice as they teach a variety of French language and grammar concepts to an audience of their peers. Besides level-specific linguistic and syntactical content, the project will also include relevant language acquisition and evaluation materials related to certain aspects of Francophone cultures, as well as strategies and tools for French as a Second Language maintenance and long-term retention.