



GRADUATE STUDENT HANDBOOK

JANUARY 2021

Curriculum Studies and Studies in Applied Linguistics (CSSAL)



Table of Contents

WELCOME.....	3
ABOUT CSSAL.....	3
PROGRAM OF STUDY	3
LEARNING OUTCOMES.....	4
CORE FACULTY	4
MA FIELDS OF STUDY	5
MPED FIELDS OF STUDY	5
PHD FIELDS OF STUDY.....	7
COURSE SEQUENCE.....	8
PROGRAM TRANSITIONS	14
GRADUATE PROGRAM INFORMATION	14
CENTRE	15
PROGRAM MAPS	15
RESOURCES, SERVICES AND QUICK CONTACTS	30
APPENDIX A – LEARNING OUTCOMES OF MA FIELD OF CURRICULUM STUDIES	32
APPENDIX B – LEARNING OUTCOMES OF MA FIELD OF APPLIED LINGUISTICS	35
APPENDIX C – LEARNING OUTCOMES OF MPED CURRICULUM AND PEDAGOGY	40
APPENDIX D – LEARNING OUTCOMES OF MPED EARLY CHILDHOOD EDUCATION	46
APPENDIX E – LEARNING OUTCOMES OF MPED MATHEMATICS EDUCATION	56
APPENDIX F – LEARNING OUTCOMES OF MPED TESOL	62
APPENDIX G – LEARNING OUTCOMES OF PHD FIELD OF CURRICULUM STUDIES.....	65
APPENDIX H – LEARNING OUTCOMES OF PHD FIELD OF APPLIED LINGUISTICS	69

WELCOME

We are delighted you have joined curriculum studies and studies in applied linguistics (CSSAL) at Western graduate education.

ABOUT CSSAL

Who Are We?

The CSSAL *Academic Research Clusters* (ARC) aims to advance knowledge in curriculum studies and studies in applied linguistics. CSSAL members promote scholarly inquiry and collaboration, and knowledge dissemination in ways that improve education and serve public good. We are a community that shares a common mission, vision and values.

CSSAL Mission

CSSAL work involves creating educational possibilities for people through curiosity and intellectual engagement, freedom of thought, dialogic exchange, civic responsibility, democratic principles, equity, and social justice.

CSSAL Vision

CSSAL members are a diverse group of teachers/professionals and researchers who are united by a central vision: The CSSAL ARC will be the heart of the Faculty's aim to prepare educators for a diverse and changing world through excellence in teaching, research, and collaboration with the local and international communities.

CSSAL Values

Our practice and any proposed program changes are centered on the core values that CSSAL members share. These core values include academic excellence, critical thought, creativity, collaboration and cooperative teamwork, ethics and integrity, fostering and supporting talent, supporting equity and social justice, and respecting linguistic, cultural, racial, and sexual diversity.

PROGRAM OF STUDY

Master of Arts (MA)

- The MA program is a robust, research-intensive degree that helps students build rigorous academic skills for future success in education. A number of fields of study are offered and you will work with one of our world-renowned faculty members, enabling you to conduct leading-edge research and build the right skills to accomplish both your academic and career goals.
- As a graduate student, you also have access to the faculty's Research Office, which provides you with research support and opportunities to travel to – and speak at – conferences.
- Some students may qualify for further funding opportunities (such as an entrance scholarship).

Master of Professional Education (MPEd)

- The MPEd program is designed for professionals who want to advance their careers, develop critical thinking and decision-making skills as well as learn to integrate research into their professional life that helps with solving workplace problems.

- Our cohort-based program allows you to grow your professional network. By studying with the same group of students throughout your MPEd, you will develop professional relationships that may last a lifetime.

Doctor of Philosophy (PhD)

- The PhD program provides you with exceptional mentorship and scholarly resources to succeed at the highest level of academia. You will work with one of our world-renowned faculty members to conduct your research investigation.
- As a Western Funded PhD student, you get a comprehensive funding package which covers your annual tuition for four years and provides a paid RA/TA position. You also have access to the faculty's Research Office, which provides you with research support and opportunities to travel to – and speak at – conferences.

LEARNING OUTCOMES

See attached Appendices A-H.

CORE FACULTY

Curriculum Studies

- Anton Puvirajah – Science/Stem education, science teacher education, informal Sciences/STEM education, computational thinking, educational technologies and computing, Teacher Education (<https://www.edu.uwo.ca/faculty-profiles/anton-puvirajah.html>)
- George Gadanidis – mathematics/Stem education, computational thinking, computer science education, e-learning, secondary education, Teacher Education, Stem education, (<https://imaginethis.ca/>) (<https://www.edu.uwo.ca/faculty-profiles/george-gadanidis.html>)
- Immaculate Kizito Namukasa – mathematics/Stem education, computational thinking, educational technologies and computing, elementary education, secondary education, Stem education, Teacher Education (<https://www.edu.uwo.ca/faculty-profiles/immaculate-namukasa.html>)
- Isha DeCoito – Stem education, digital literacy, educational technologies and computing, e-learning, Teacher Education, learning sciences, indigenous curriculum (<https://www.edu.uwo.ca/faculty-profiles/isha-decoito.html>)
- Kathy Hibbert – Teacher Education, e-learning and Digital Literacy, Language and Literacy Education (including multimodal and multiliteracies), and professions' education. Methodologically, she brings expertise in qualitative approaches to research such as Critical Narrative Inquiry, Constructivist Grounded Theory and socio-material approaches to inquiry (<https://www.edu.uwo.ca/faculty-profiles/kathryn-hibbert.html>)
- Mi Song Kim – early childhood education, educational technologies and computing, Teacher Education, Stem education, multiliteracies, learning sciences (<https://www.edu.uwo.ca/faculty-profiles/misong-kim.html>)
- Rachel Heydon – literacy, curriculum studies, early childhood education, intergenerational learning, Teacher Education (<https://www.edu.uwo.ca/faculty-profiles/rachel-heydon.html>)

- Veronica Pacini-Ketchabaw – early childhood education, pedagogy, environmental education, girlhood studies, racialization (<https://www.edu.uwo.ca/faculty-profiles/veronica-pacini-ketchabaw.html>)
- Zheng Zhang – Curriculum studies, literacy education (multimodal literacies, new media literacies, bilateral education), teacher education, transnational education (<https://www.edu.uwo.ca/faculty-profiles/zheng-zhang.html>)

Studies in Applied Linguistics

- Farahnaz Faez – TESOL, Teacher Education, (<https://www.edu.uwo.ca/faculty-profiles/farahnaz-faez.html>)
- Frank Boers – TESOL, second language education, examines the effects of various kinds of instructional procedures and classroom activities, often with a focus on the acquisition of multiword expressions (<https://www.edu.uwo.ca/faculty-profiles/frank-boers.html>)
- Julie Byrd Clark – French language education, Social approaches to languages, second language education, language policy and planning, intercultural studies (<https://www.edu.uwo.ca/faculty-profiles/julie-byrd-clark.html>)
- Ruslan Suvorov – language assessment, technology, computer-assisted language learning, educational technologies and computing, e-learning, TESOL, online education (<https://www.edu.uwo.ca/faculty-profiles/ruslan-suvorov.html>)
- Shelley Taylor – conducts research on pluri-/multilingualism and minority language issues in various contexts (TESOL, FSL, etc.) (<https://www.edu.uwo.ca/faculty-profiles/shelley-taylor.html>)
- Stuart Webb – TESOL (<https://www.edu.uwo.ca/faculty-profiles/stuart-webb.html>)

MA FIELDS OF STUDY

Applied Linguistics

- <https://www.edu.uwo.ca/graduate-education/program/mped/curriculum-pedagogy.html>
<https://www.edu.uwo.ca/graduate-education/program/ma/applied-linguistics.html>
- Designed to help students to succeed in their areas of interest by supporting them with top-tier researchers and academics, extensive library services, and helpful administrative support.

Curriculum Studies

- <https://www.edu.uwo.ca/graduate-education/program/ma/curriculum-studies.html>
- Designed to help students to succeed in their areas of interest by supporting them with top-tier researchers and academics, extensive library services, and helpful administrative support.

MPED FIELDS OF STUDY

Curriculum and Pedagogy

- <https://www.edu.uwo.ca/graduate-education/program/mped/curriculum-pedagogy.html>

- Designed to support and challenge educators who are engaged in leading curriculum in an era of rapid technological, demographic, and cultural and linguistic change, graduates of the MPED in Curriculum and Pedagogy will have received sustained opportunities to critically explore and develop knowledge and the ability to apply that knowledge in curricular practice relative to a breadth of curricular and pedagogical issues.

Early Childhood Education

- <https://www.edu.uwo.ca/graduate-education/program/mped/ece.html>
- Graduates of the Master of Professional Education in the field of Early Childhood Education receive sustained learning opportunities based in problems of ECE practice that will help them to understand the ECE field as a whole, conceptualizations of children, childhood, and children's rights in ECE programming and curricula, key approaches to curriculum development, pedagogy, and assessment, ethical ECE practice, critical reflection in professional decision-making, issues of equity and diversity, subject-area concerns, conducting and evaluating ECE research, and other critical topics that will provide a basis for developing, implementing, evaluating, and celebrating curricula with young children.
- In partnership with Capilano University, the Faculty of Education is pleased to offer MPED ECE students, the opportunity to add a set of courses and a practicum placement which will fulfill the license obligations stipulated by the Ontario College of Early Childhood Educators (CECE) required for certification. Note: Students requesting these additional courses must meet Capilano University admission requirements and will be subject to additional course fees.

Mathematics Education

- <https://www.edu.uwo.ca/graduate-education/program/mped/mathematics-education.html>
- The Master of Professional Education in the field of Mathematics Education prepares candidates for professional and leadership roles in mathematics education. Using a practitioner-scholar approach, courses are designed to link research and practice, and course assignments offer opportunities to apply knowledge and investigate authentic problems of practice related to mathematics education.

Teaching English to Speakers of Other Languages (TESOL)

- <https://www.edu.uwo.ca/graduate-education/program/mped/tesol.html>
- In an increasingly globalized world, the need for proficiency in English and English language teachers worldwide is on the rise. In response to the global demand for qualified ESL/EFL (English as a Second Language/English as a Foreign Language) teachers, the Faculty of Education at Western University is offering a Master of Professional Education (MPED) in the field of TESOL.
- The Master of Professional Education in the field of TESOL is a dynamic program designed to help language teachers develop the required competencies to become effective English as a second or foreign language (ESL/EFL) teachers. This program is designed specifically for international candidates who wish to enhance their ESL/EFL teaching skills, increase their level of language proficiency and obtain a master's degree in TESOL.

PHD FIELDS OF STUDY

Applied Linguistics

- <https://www.edu.uwo.ca/graduate-education/program/phd/applied-linguistics.html>
- Designed to challenge students to engage with foundational theories and focused areas of educational research. Through developing expertise in a specified field, candidates will also contribute to existing bodies of knowledge and extend the reach of research to influence theory, policy, and practice.

Curriculum Studies

- <https://www.edu.uwo.ca/graduate-education/program/phd/curriculum-studies.html>
- Designed to challenge students to engage with foundational theories and focused areas of educational research. Through developing expertise in a specified field, candidates will also contribute to existing bodies of knowledge and extend the reach of research to influence theory, policy, and practice.

COURSE SEQUENCE

PhD, in the field of Curriculum Studies

Program: Education		Degree: PhD		Plan Code: 26279CS		Field of Research: Curriculum Studies	
Year 1				Year 2			
Fall (Term 1)	Winter (Term 2)	Summer (Term 3)		Fall (Term 4)	Winter (Term 5)	Summer (Term 6)	
GRADEDUC 9715	GRADEDUC 9715						
*Elective	GRADEDUC 9730						
*Elective	*Elective						
SGPS Academic Integrity Module			Comprehensive Exam	Thesis Proposal	Thesis	Thesis	
Year 3				Year 4			
Fall (Term 7)	Winter (Term 8)	Summer (Term 9)		Fall (Term 10)	Winter (Term 11)	Summer (Term 12)	
Thesis	Thesis	Thesis		Thesis	Thesis	Thesis	
REQUIRED COURSES (1.5 Credits)							
Subject	Course #	Course Title		Course Weight (Credits)	# Terms to Complete	Description	
Education	9715	PhD Seminar		1	2		
Education	9730	Advanced Topics in Curriculum		0.5	1		
ELECTIVE COURSES (1.5 Credits)							
Subject	Course #	Course Title		Course Weight (Credit)	# Terms to Complete		
Education	9520	Teaching in a Virtual World		0.5	1		
Education	9535	Language and Literacy Curriculum, Pedagogy, and		0.5	1		
Education	9536	Multiliteracies: Texts and Contexts		0.5	1		
Education	9537	Multilingualism and Multiliteracies: Teaching Language		0.5	1		
Education	9557	Adolescent Literacy: Curriculum, Pedagogy, and Learning		0.5	1		
Education	9411	Teaching & Learning in Mathematics		0.5	1		
Education	9565	Mathematics Curriculum: A Critical Appraisal		0.5	1		
Education	9566	Mathematics, Science, and Technology Education: Policy		0.5	1		
Education	9571	Learning in Science		0.5	1		
Education	9572	Science & Science Teaching		0.5	1		
Education	9574	Talking About Teaching: Forms of Pedagogic Discourse &		0.5	1		
Education	9575	The Analysis of Teaching: Bridging Theory & Practice		0.5	1		
Education	9576	Narrative Inquiry: Teachers, Stories & Critical Pedagogy		0.5	1		
Education	9577	Action Research: Teachers as Researchers		0.5	1		
Education	9579	The Education of Teachers		0.5	1		
Education	9586	Early Literacy Curriculum, Pedagogy, and Learning		0.5	1		
Education	9609	Adult Education & Lifelong Learning		0.5	1		
Education	9625	Critical Issues in Language & Literacy Education		0.5	1		
Education	9641	Assessing and Evaluating Student Learning		0.5	1		
Education	9679	Curriculum, School & Society		0.5	1		
Education	9705	Quantitative Research Methods		0.5	1		
Education	9711	Qualitative Research in Education		0.5	1		
Education	9687	Special Topics in Curriculum: Inclusive and International		0.5	1		
Education	9687	Special Topics in Curriculum: Understanding the Young		0.5	1		
MILESTONES							
				THESIS			
Milestone Name		# Terms to Complete		Milestone Name		# Terms to Complete	
1. SGPS Academic Integrity Module		1		1. Doctoral Thesis		8	
2. Comprehensive Exam		1					
3. Thesis Proposal		1					

PhD, in the field of Applied Linguistics

Year 1			Year 2		
Fall (Term 1)	Winter (Term 2)	Summer (Term 3)	Fall (Term 4)	Winter (Term 5)	Summer (Term 6)
GRADEDUC 9715	GRADEDUC 9715				
*Elective	GRADEDUC 9711				
*Elective	*Elective				
SGPSAcademic Integrity Module		Comprehensive Exam	Thesis Proposal	Thesis	Thesis
Year 3			Year 4		
Fall (Term 7)	Winter (Term 8)	Summer (Term 9)	Fall (Term 10)	Winter (Term 11)	Summer (Term 12)
Thesis	Thesis	Thesis	Thesis	Thesis	Thesis
REQUIRED COURSES (1.0 Credits)					
Subject	Course #	Course Title	Course Weight (Credits)	# Terms to Complete	Description
Education	9715	PhD Seminar	1	2	
MANDATORY COURSES (0.5 Credits)					
Subject	Course #	Course Title	Course Weight (Credits)	# Terms to Complete	Description
Education	9711	Qualitative Research in Education	0.5	1	
ELECTIVE COURSES (1.5 Credits)					
Subject	Course #	Course Title	Course Weight (Credits)	# Terms to Complete	Description
Education	9203	Globalization and Education	0.5	1	
	9300	Understanding Second Language Learning and Teaching	0.5	1	
Education	9301	Social Approaches to Language Learning and Teaching	0.5	1	
Education	9302	Teaching and Learning Vocabulary	0.5	1	
Education	9303	Computer-Assisted Language Learning	0.5	1	
Education	9305	Discourse Analysis and Language Teaching	0.5	1	
Education	9306	Syllabus and Materials Design	0.5	1	
Education	9307	Language Teacher Education	0.5	1	
Education	9308	Teaching and Learning Grammar	0.5	1	
Education	9309	Second Language Assessment	0.5	1	
Education	9425	Language, Identity and Pedagogy	0.5	1	
Education	9580	Introduction to Curriculum	0.5	1	
Education	9625	Critical Issues in Language and Literacy Education	0.5	1	
Education	9599	Early Literacy Curriculum, Pedagogy, and Learning	0.5	1	
Education	9683	Critical Pedagogy	0.5	1	
Education	9705	Advanced Quantitative Research Methods	0.5	1	
Education	9711	Qualitative Research in Education	0.5	1	
Education	9730	Advanced Topics in Curriculum	0.5	1	
MILESTONES			THESIS		
Milestone Name	# Terms to Complete		Milestone Name	# Terms to Complete	
1. SGPS Academic Integrity Module	1		1. Doctoral Thesis	8	
2. Comprehensive Exam	1				
3. Thesis Proposal	1				

MA, if the field of Curriculum Studies- Thesis Route

Program: Education		Degree: MA		Plan Code: 18279CS		Field of Research: Curriculum Studies	
Year 1				Year 2			
Fall (Term 1)		Winter (Term 2)		Summer (Term 3)		Fall (Term 4)	
GRADEDUC 9580		GRADEDUC 9678					
*Electives		*Electives					
*Electives		*Electives					
				Thesis Proposal		Masters Thesis	
						Masters Thesis	
						Masters Thesis	
REQUIRED COURSES (1.0 Credits)							
Subject	Course #	Course Title	Course Weight (Credits)	# Terms to Complete			
1.EDUCATION	9580	Introduction to Curriculum	0.5	1			
		Diverse Traditions: Introduction to					
2.EDUCATION	9678	Education Research	0.5	1			
ELECTIVE COURSES (2.0 Credits)							
Subject	Course #	Course Title	Course Weight (Credits)	# Terms to Complete			
1.EDUCATION	9687	Special Topics in CSSAL: Critical Pedagogy	0.5	1			
1.EDUCATION	9687	Special Topics in CSSAL: Understanding the Young Child	0.5	1			
1.EDUCATION	9688	Special Topics in CSSAL: Discourse Analysis	0.5	1			
1.EDUCATION	9687	Special Topics in CSSAL: Inclusive and International Mathematics	0.5	1			
2.EDUCATION	9730	Advance Topics in Curriculum	0.5	1			
3.EDUCATION	9621	Introduction to Quantitative Research Methods	0.5	1			
4.EDUCATION	9705	Advance Quantitative Research Methods	0.5	1			
5.EDUCATION	9599	The Education of Teachers	0.5	1			
6.EDUCATION	9520	Teaching in a Virtual World	0.5	1			
7.EDUCATION	9535	Language and Literacy Curriculum, Pedagogy, and Learning in a Changing World	0.5	1			
8.EDUCATION	9536	Multiliteracies: Texts and Contexts	0.5	1			
9.EDUCATION	9537	Multilingualism and Multiliteracies: Teaching Language and Literacy in a Globalized World	0.5	1			
10.EDUCATION	9557	Adolescent Literacy: Curriculum, Pedagogy, and Learning	0.5	1			
11.EDUCATION	9564	Teaching and Learning in Mathematics	0.5	1			
12.EDUCATION	9565	Mathematics Curriculum: A Critical Appraisal	0.5	1			
13.EDUCATION	9566	Mathematics, Science, and Technology Education: Policy and Society	0.5	1			
14.EDUCATION	9571	Learning in Science	0.5	1			
15.EDUCATION	9572	Science and Science Teaching	0.5	1			
16.EDUCATION	9574	Talking about Teaching: Forms of Pedagogic Discourse and Practice	0.5	1			
17.EDUCATION	9575	The Analysis of Teaching: Bridging Theory and Practice	0.5	1			
18.EDUCATION	9576	Narrative Inquiry: Teachers, Stories and Critical Pedagogy	0.5	1			
19.EDUCATION	9577	Action Research: Teachers as Researchers	0.5	1			
20.EDUCATION	9586	Early Literacy Curriculum, Pedagogy, and Learning	0.5	1			
21. EDUCATION	9609	Adult Education and Lifelong Learning	0.5	1			
22.EDUCATION	9625	Critical Issues in Language and Literacy Education	0.5	1			
23.EDUCATION	9679	Curriculum, School and Society	0.5	1			
MILESTONES			THESIS				
Milestone Name	# Terms to Complete		Milestone Name	# Terms to Complete			
1. SGPS Academic Integrity Module	1		1. Masters Thesis	3			
2. Thesis Proposal	1						

MA, if the field of Curriculum Studies- Masters Research Project Route

Program: Education		Degree: MA		Plan Code: 18279CSP		Field of Research: Curriculum Studies	
Year 1				Year 2			
Fall (Term 1)		Winter (Term 2)		Summer (Term 3)		Fall (Term 4)	
GRADEDUC 9580		GRADEDUC 9678		*Electives		GRADEDUC 9589	
*Electives		*Electives		*Electives			
*Electives		*Electives					
REQUIRED COURSES (1.0 Credits)							
Subject	Course #	Course Title	Course Weight (Credits)	# Terms to Complete			
1. EDUCATION	9580	Introduction to Curriculum	0.5	1			
2. EDUCATION	9678	Diverse Traditions: Introduction to Education Research	0.5	1			
3. Education	9589	Masters Research Project	0	3			
ELECTIVE COURSES (3.0 Credits)							
Subject	Course #	Course Title	Course Weight (Credits)	# Terms to Complete			
1. EDUCATION	9687	Special Topics in CSSAL: Critical Pedagogy	0.5	1			
1. EDUCATION	9687	Special Topics in CSSAL: Understanding the Young Child	0.5	1			
1. EDUCATION	9688	Special Topics in CSSAL: Discourse Analysis	0.5	1			
1. EDUCATION	9687	Special Topics in CSSAL: Inclusive and International Mathematics	0.5	1			
2. EDUCATION	9730	Advance Topics in Curriculum	0.5	1			
3. EDUCATION	9621	Introduction to Quantitative Research Methods	0.5	1			
4. EDUCATION	9705	Advance Quantitative Research Methods	0.5	1			
5. EDUCATION	9599	The Education of Teachers	0.5	1			
6. EDUCATION	9520	Teaching in a Virtual World	0.5	1			
7. EDUCATION	9535	Language and Literacy Curriculum, Pedagogy, and Learning in a Changing World	0.5	1			
8. EDUCATION	9536	Multiliteracies: Texts and Contexts	0.5	1			
9. EDUCATION	9537	Multilingualism and Multiliteracies: Teaching Language and Literacy in a Globalized World	0.5	1			
10. EDUCATION	9557	Adolescent Literacy: Curriculum, Pedagogy, and Learning	0.5	1			
11. EDUCATION	9564	Teaching and Learning in Mathematics	0.5	1			
12. EDUCATION	9565	Mathematics Curriculum: A Critical Appraisal	0.5	1			
13. EDUCATION	9566	Mathematics, Science, and Technology Education: Policy & Society	0.5	1			
14. EDUCATION	9571	Learning in Science	0.5	1			
15. EDUCATION	9572	Science and Science Teaching	0.5	1			
16. EDUCATION	9574	Talking about Teaching: Forms of Pedagogic Discourse and Practice	0.5	1			
17. EDUCATION	9575	The Analysis of Teaching: Bridging Theory and Practice	0.5	1			
18. EDUCATION	9576	Narrative Inquiry: Teachers, Stories and Critical Pedagogy	0.5	1			
19. EDUCATION	9577	Action Research: Teachers as Researchers	0.5	1			
20. EDUCATION	9586	Early Literacy Curriculum, Pedagogy, and Learning	0.5	1			
21. EDUCATION	9609	Adult Education and Lifelong Learning	0.5	1			
22. EDUCATION	9625	Critical Issues in Language and Literacy Education	0.5	1			
23. EDUCATION	9679	Curriculum, School and Society	0.5	1			
MILESTONES							
Milestone Name				# Terms to Complete			
1. SGPS Academic Integrity Module				1			

MA, if the field of Applied Linguistics- Thesis Route

Program: Education		Degree: MA		Plan Code: 18279AL		Field of Research: Applied Linguistics	
Year 1				Year 2			
Fall (Term 1)		Winter (Term 2)		Summer (Term 3)		Fall (Term 4)	
*Electives		GRADEDUC 9678					
*Electives		*Electives					
*Electives		*Electives					
Academic Integrity Module				Thesis Proposal		Thesis	
				Thesis		Thesis	
REQUIRED COURSES (0.5 Credits)							
Subject	Course #	Course Title	Course Weight (Credits)	# Terms to Complete			
1. Education	9678	Diverse Traditions: Introduction to Education Research	0.5	1			
MANDATORY COURSES (0.5 Credits)							
Subject	Course #	Course Title	Course Weight (Credits)	# Terms to Complete			
1. Education	9621	Introduction to Quantitative Research Methods	0.5	1			
2. Any research methods course as approved by supervisor							
ELECTIVE COURSES (2.0 Credits)							
Subject	Course #	Course Title	Course Weight (Credits)	# Terms to Complete			
1. Education	9300	Understanding Second Language Learning and	0.5	1			
2. Education	9301	Social Approaches to Language Learning and Teaching	0.5	1			
3. Education	9302	Teaching and Learning Vocabulary	0.5	1			
4. Education	9303	Computer-assisted Language Learning	0.5	1			
5. Education	9304	Teaching the Four Skills	0.5	1			
6. Education	9305	Discourse Analysis and Language Teaching	0.5	1			
7. Education	9306	Syllabus and Materials Design	0.5	1			
8. Education	9307	Language Teacher Education	0.5	1			
9. Education	9537	Multilingualism and Multiliteracies: Teaching	0.5	1			
10. Educatio	9538	Minority Language Issues	0.5	1			
11. Education	9577	Action Research: Teachers as Researchers	0.5	1			
12. Education	9578	Issues in Second Language Teaching and Learning	0.5	1			
13. Education	9580	Introduction to Curriculum	0.5	1			
14. Education	9730	Advanced Topics in Curriculum	0.5	1			
15. Education	9625	Critical Issues in Language and Literacy Education	0.5	1			
16. Education	9687	Special Topics in CSSAL: Critical Pedagogy	0.5	1			
17. Education	9705	Advance Quantitative Research Methods	0.5	1			
MILESTONES				THESIS			
Milestone Name		# Terms to Complete		Milestone Name		# Terms to Complete	
1. SGPS Academic Integrity Module		1		1. Masters Thesis		3	
2. Thesis Proposal		1					

MA, if the field of Applied Linguistics- Masters Research Project Route

Program: Education		Degree: MA		Plan Code: 18279ALP		Field of Research: Applied Linguistics	
Year 1			Year 2				
Fall (Term 1)	Winter (Term 2)	Summer (Term 3)	Fall (Term 4)	Winter (Term 5)	Summer (Term 6)		
GRADEDUC 9621	GRADEDUC 9678	*Electives			GRADEDUC 9589		
*Electives	*Electives	*Electives					
*Electives	*Electives						
Academic Integrity Module							
REQUIRED COURSES (0.5 Credits)							
Subject	Course #	Course Title	Course Weight (Credits)	# Terms to Complete			
1. Education	9585	Masters Research Project	0	3			
2. Education	9678	Diverse Traditions: Introduction to Education Research	0.5	1			
Notes:							
MANDATORY COURSES (0.5)							
Subject	Course #	Course Title	Course Weight (Credits)	# Terms to Complete			
1. Education	9621	Introduction to Quantitative Research Methods	0.5	1			
2. Any other research methods course as approved by supervisor							
ELECTIVE COURSES (3.0 Credits)							
Subject	Course #	Course Title	Course Weight (Credits)	# Terms to Complete			
1. Education	9300	Understanding Second Language Learning and	0.5	1			
2. Education	9301	Social Approaches to Language Learning and Teaching	0.5	1			
3. Education	9302	Teaching and Learning Vocabulary	0.5	1			
4. Education	9303	Computer-assisted Language Learning	0.5	1			
5. Education	9304	Teaching the Four Skills	0.5	1			
6. Education	9305	Discourse Analysis and Language Teaching	0.5	1			
7. Education	9306	Syllabus and Materials Design	0.5	1			
8. Education	9307	Language Teacher Education	0.5	1			
9. Education	9537	Multilingualism and Multiliteracies: Teaching	0.5	1			
10. Educatio	9538	Minority Language Issues	0.5	1			
11. Education	9577	Action Research: Teachers as Researchers	0.5	1			
12. Education	9578	Issues in Second Language Teaching and Learning	0.5	1			
13. Education	9580	Introduction to Curriculum	0.5	1			
14. Education	9730	Advanced Topics in Curriculum	0.5	1			
15. Education	9625	Critical Issues in Language and Literacy Education	0.5	1			
16. Education	9687	Special Topics in CSSAL: Critical Pedagogy	0.5	1			
17. Education	9705	Advance Quantitative Research Methods	0.5	1			
MILESTONES							
Milestone Name		# Terms to Complete					
1. SGPS Academic Integrity Module		1					

PROGRAM TRANSITIONS

This is how students may transition between programs with applications and approval.

- MPED -> MA (with ARC and Associate Dean, Graduate Programs)
- MPED -> PhD (with research project and supervisor, ARC, and Associate Dean, Graduate Programs)
- MA -> PhD (normal route, with application)
- MA -> PhD fast-track (with application and approval of supervisor, ARC, and Associate Dean, Graduate Programs)

GRADUATE PROGRAM INFORMATION

Program Planning and Course Enrollment

- https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/program_planning.html

Timetables, Timelines and Course Descriptions

- https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/timetables_etc.html

Program Policies

- <https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/policies.html>

Graduate Supervision Handbook

- <https://grad.uwo.ca/administration/supervision.html>

Funding Opportunities

- <https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/funding.html>

Forms and Guidelines

- https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/forms_guides.html

Research Ethics Seminars and Guidelines

- <https://www.uwo.ca/research/ethics/human/WesternREM.html>

Information on leaves and part-time status

- <https://www.edu.uwo.ca/graduate-education/program/ma/curriculum-studies.html>

Graduate and postdoctoral studies information on academics

- <https://grad.uwo.ca/academics/index.html>
- <https://grad.uwo.ca/academics/courses/interdisciplinary.cfm>

Graduate writing information, seminars and assistance

- <http://writing.uwo.ca/>
- <https://www.icrc.uwo.ca/>

CENTRE

Interdisciplinary Centre for Research in Curriculum as a Social Practice

- <https://www.icrc.uwo.ca/>

The Interdisciplinary Centre for Research in Curriculum as a Social Practice is a strong community-university network that supports collaborative scholarship on unique and complex curricular issues to inform public policy and pedagogy in the 21st century.

PROGRAM MAPS

The MA and PhD programs are flexible and offer many pathways for research-intensive students. Students may either complete a 12- to 16- month program which combines coursework with a Master's Research Project or they may also choose to complete a 24-month program which includes coursework and a Master's Thesis.

Coursework, independent studies, research proposals, and the comprehensive examinations allow students to narrow and refine their research focus according to their own interests and their academic and professional pursuits. The suite of MPED programs in Applied Linguistics and in Curriculum Studies broaden the course offerings and interaction for MA and PhD students through 4 first year courses per program, which can be taken as electives by MA and PHD students.

MA – FIELD OF CURRICULUM STUDIES

Onsite

MA students may choose one of two program pathways:

1. 8 courses + MRP (Master's Research Project)
2. 6 courses + Master's Thesis

(Exceptional students may apply with permission from the supervisor to fast track into our PhD program at the end of their first year.)

The MA program is offered on a full-time or part-time basis. See link for information on leaves and part-time status: <https://www.edu.uwo.ca/graduate-education/program/ma/curriculum-studies.html>

Times to Completion:

Full-time - Typically 24 months (2 years)

Part-time- Typically 9 terms (3 years)

Please note: Part-time students need to plan to take the core course early in their programs. The part-time program allows students to maintain employment while pursuing their degree.

Students may choose to focus their research in one or more of the following areas: 1) Early Childhood Education; 2) Multiliteracies; 3) Mathematics Education; 4) Curriculum and Pedagogy.

Thesis based students will be required to complete 6 half courses + Thesis.

MRP based students will be required to complete 8 half courses + MRP.

- 2 required half courses
 - 9678 Diverse Traditions: Introduction to Educational Research
 - 9580 *Introduction to Curriculum*

- 4 (or 6) Elective half courses, such as:
 - 9520 Teaching in a Virtual World
 - 9535 Language and Literacy Curriculum, Pedagogy, and Learning in a Changing World
 - 9536 Multiliteracies: Texts and Contexts
 - 9537 Multilingualism and Multiliteracies: Teaching Language and Literacy in a Globalized World
 - 9557 Adolescent Literacy: Curriculum, Pedagogy, and Learning
 - 9564 Teaching and Learning in Mathematics
 - 9565 Mathematics Curriculum: A Critical Appraisal
 - 9566 Mathematics, Science, and Technology Education: Policy and Society
 - 9571 Learning in Science
 - 9572 Science & Science Teaching
 - 9574 Talking About Teaching: Forms of Pedagogic Discourse & Practice
 - 9575 The Analysis of Teaching: Bridging Theory & Practice
 - 9576 Narrative Inquiry: Teachers, Stories & Critical Pedagogy
 - 9577 Action Research: Teachers as Researchers
 - 9579 The Education of Teachers
 - 9599 Early Literacy Curriculum, Pedagogy, and Learning
 - 9609 Adult Education & Lifelong Learning
 - 9625 Critical Issues in Language & Literacy Education
 - 9641 Assessing and Evaluating Student Learning
 - 9679 Curriculum, School & Society
 - Quantitative Research Methods
 - 9711 Qualitative Research in Education
 - Special Topics in Curriculum: Inclusive and International Mathematics
 - Special Topics in Curriculum: Understanding the Young Child
 - Special Topics in Curriculum: Discourse Analysis
 - Special Topics in Curriculum: Critical Pedagogy
 - Special Topics in Curriculum: Culturally and Linguistically Sustaining Pedagogy
 - Special Topics in Curriculum: Contemporary Approaches to Pedagogy
- Thesis (or MRP)

Note: In lieu of the recommended courses, up to two electives inside or outside the ARC can be made with the approval of the student's supervisor. Students may have the option to enrol in an Independent Reading and Research Course with approval from the Associate Dean, Graduate Programs.

MA Thesis Process:

Students must consult the [Master's Thesis Guide \(PDF\)](#) and the School of Graduate & Postdoctoral Studies' [Thesis Regulation Guide](#) for complete thesis guidelines and regulations.

Proposal:

- Following the successful completion of your course work, a student may begin work on their proposal. The proposal should be submitted in the Summer term of the first year.
- There is no set length for a proposal, but 20-25 pages (double-spaced) is usually sufficient.
- When the Thesis Supervisory Committee is satisfied with a student's written proposal, the student may submit the proposal for approval. The student will submit one copy of their proposal electronically and the Master's Thesis Proposal Approval form (located at https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/forms_guides.html) to the Graduate Programs Office for approval by the Associate Dean, Graduate Programs (or designate). Please note that the Proposal Form must be signed electronically. The student will be notified by the Graduate Programs Office when the proposal has been approved.

Ethics:

- All research with human participants conducted by faculty, staff and students must be approved by a Western University Research Ethics Board before the research begins.

Thesis:

- Thesis format specifications are listed in section 8.3 of the School of Graduate and Postdoctoral Studies' Graduate Regulations: <https://grad.uwo.ca/administration/regulations/8.html>.
- There is no set limit to the length of an MA Thesis. The only reasonable criterion is the space that is needed to discuss the issue being explored but a typical MA Thesis is approximately 80-125 pages in length. Formatting templates can be located on the SGPS website at <https://grad.uwo.ca/academics/thesis/formatting.html>
- When the Advisory Committee decides that the thesis is ready for an examination, the student submits the following form to the Graduate Programs Office: Master's Thesis Examination Request Form: https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/forms_guides.html. The form must be submitted to the Graduate Programs Office a minimum of four weeks prior to the defense. On the Master's Thesis Examination Request Form, the Thesis Supervisor submits a list of examiners and a date for the examination. It is the Supervisor's responsibility to coordinate a date and time for the exam with the examiners. The Graduate Programs Office submits to SGPS the proposed Master's Thesis Examination Request Form. The examination cannot be held until the School of Graduate and Postdoctoral Studies has approved the list of examiners and the date.

MRP Process:

Students must consult the "[Master's Research Project Guide](#)" for complete thesis guidelines and regulations.

Proposal:

- To undertake an MRP students must first complete 8 Graduate level courses. Submission of the MRP Proposal is due by the last day of the 3rd term in program.
- The MRP proposal must communicate clearly in standard written English what you propose to accomplish in your MRP. There is no set length for a proposal, but 10-15 pages (double-spaced) is usually sufficient.
- When your proposal is ready for submission, submit the following to the Graduate Programs Office:
 - One copy of your proposal electronically.
 - Master's Research Project Proposal Submission form (including electronic signatures from your supervisor), located on the Forms & Guidelines web page at https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/forms_guides.html
 - Students must obtain Supervisor's signatures before submission.
- Please follow the detailed instruction document for electronic signatures which is available on our Forms & Guidelines page: https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/forms_guides.html
- The student will be notified by the Graduate Programs Office when the proposal has been approved.

Ethics:

- All research with human participants conducted by faculty, staff and students must be approved by a Western University Research Ethics Board before the research begins.

MRP:

- There is no set limit to the length of an MRP. The only reasonable criterion is the length should enable you to discuss adequately the issue being explored. Typically, an MRP is approximately 50-60 pages in length.
- Once your Supervisor feels that the Project is ready for examination, the MRP is then submitted to the Graduate Office along with an approved and e-signed Master's Research Project Final Submission Form. The Reader will be chosen by your supervisor. They may be chosen from your field of study, from another field of study in the Faculty of Education, or from another faculty within the University. Both the Supervisor and the Reader examine the Project. The Reader is a person who has not been involved in the supervision of the Project. Students who are supervised by two professors, working as co-supervisors, must have their Project read by a Reader who is not one of the Supervisors.
- Both the supervisor and the second reader have two weeks to grade the MRP independently. Grade reports are submitted to the Graduate Office. The Graduate Office will then send these reports to the Supervisor, who will discuss with the student. Grade Reports and comments are not shared directly with the student. Should any modifications or amendments be required, the student must submit one copy of the revised MRP to the Graduate Programs Office electronically by the deadline specified below. A pass/fail scheme is used, and will be recorded on the student's transcript as a course.

MA – FIELD OF APPLIED LINGUISTICS

Onsite

MA students may choose one of two program pathways

1. 8 courses + MRP (Master's Research Project)
2. 6 courses + Master's Thesis

(Exceptional students may be invited by faculty to fast track into our PhD program at the end of their first year.)

Thesis based students will be required to complete 6 half courses + Thesis.

MRP based students will be required to complete 8 courses + MRP.

The MA program is offered on a full-time or part-time basis. See link for information on leaves and part-time status:

<https://www.edu.uwo.ca/graduate-education/program/ma/curriculum-studies.html>

Times to Completion:

Full-time - Typically 24 months (2 years)

Part-time- Typically 9 terms (3 years)

Please note: Part-time students need to plan to take the core course early in their programs. The part-time program allows students to maintain employment while pursuing their degree.

- 2 required half courses
 - 9678 Diverse Traditions: Introduction to Educational Research
 - 1 additional research methodology course as approved by supervisor (e.g., Introduction to Statistics)
- 4 (or 6) Elective half courses, such as:
 - Introduction to Linguistics
 - 9203 Globalization and education
 - 9300 Understanding second language learning and teaching
 - 9303 Computer-assisted language learning
 - 9301 Social approaches to language learning and teaching
 - 9306 Syllabus and materials design
 - 9302 Teaching and learning vocabulary
 - 9305 Discourse analysis and language teaching
 - 9307 Language teacher education
 - **9308 Teaching and learning grammar**
 - 9309 Second language assessment
 - **9311 Teaching Reading and Writing Skills**
 - 9312 Teaching listening and speaking Skills
 - 9425 Language, identity, pedagogy
 - 9580 An Introduction to curriculum
 - 9599 Early literacy curriculum, pedagogy, and learning
 - 9625 Critical Issues in Language & Literacy Education
 - 9683 Critical pedagogy
 - 9705 Advanced quantitative research methods
- Thesis (or MRP)

Note: In lieu of the recommended courses, up to two electives inside or outside the ARC can be made with the approval of the student's supervisor. Students may have the option to enrol in an Independent Reading and Research Course with approval from the Associate Dean, Graduate Programs.

MA Thesis Process:

Students must consult the [Master's Thesis Guide \(PDF\)](#) and the School of Graduate & Postdoctoral Studies' [Thesis Regulation Guide](#) for complete thesis guidelines and regulations.

Proposal:

- Following the successful completion of your course work, a student may begin work on their proposal. The proposal should be submitted in the Summer term of the first year.
- There is no set length for a proposal, but 20-25 pages (double-spaced) is usually sufficient.
- When the Thesis Supervisory Committee is satisfied with a student's written proposal, the student may submit the proposal for approval. The student will submit one copy of their proposal electronically and the Master's Thesis Proposal Approval form (located at https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/forms_guides.html) to the Graduate Programs Office for approval by the Associate Dean, Graduate Programs (or designate). Please note that the Proposal Form must be signed electronically. The student will be notified by the Graduate Programs Office when the proposal has been approved.

Ethics:

- All research with human participants conducted by faculty, staff and students must be approved by a Western University Research Ethics Board before the research begins.

Thesis:

- Thesis format specifications are listed in section 8.3 of the School of Graduate and Postdoctoral Studies' Graduate Regulations: <https://grad.uwo.ca/administration/regulations/8.html>.
- There is no set limit to the length of an MA Thesis. The only reasonable criterion is the space that is needed to discuss the issue being explored but a typical MA Thesis is approximately 80-125 pages in length. Formatting templates can be located on the SGPS website at <https://grad.uwo.ca/academics/thesis/formatting.html>
- When the Advisory Committee decides that the thesis is ready for an examination, the student submits the following form to the Graduate Programs Office: Master's Thesis Examination Request Form: https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/forms_guides.html. The form must be submitted to the Graduate Programs Office a minimum of four weeks prior to the defense. On the Master's Thesis Examination Request Form, the Thesis Supervisor submits a list of examiners and a date for the examination. It is the Supervisor's responsibility to coordinate a date and time for the exam with the examiners. The Graduate Programs Office submits to SGPS the proposed Master's Thesis Examination Request Form. The examination cannot be held until the School of Graduate and Postdoctoral Studies has approved the list of examiners and the date.

MRP Process:

Students must consult the "[Master's Research Project Guide](#)" for complete thesis guidelines and regulations.

Proposal:

- To undertake an MRP students must first complete 8 Graduate level courses. Submission of the MRP Proposal is due by the last day of the 3rd term in program.
- The MRP proposal must communicate clearly in standard written English what you propose to accomplish in your MRP. There is no set length for a proposal, but 10-15 pages (double-spaced) is usually sufficient.
- When your proposal is ready for submission, submit the following to the Graduate Programs Office:
 - One copy of your proposal electronically.
 - Master's Research Project Proposal Submission form (including electronic signatures from your supervisor), located on the Forms & Guidelines web page at https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/forms_guides.html
 - Students must obtain Supervisor's signatures before submission.
- Please follow the detailed instruction document for electronic signatures which is available on our Forms & Guidelines page: https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/forms_guides.html
- The student will be notified by the Graduate Programs Office when the proposal has been approved.

Ethics:

- All research with human participants conducted by faculty, staff and students must be approved by a Western University Research Ethics Board before the research begins.

MRP:

- There is no set limit to the length of an MRP. The only reasonable criterion is the length should enable you to discuss adequately the issue being explored. Typically, an MRP is approximately 50-60 pages in length.
- Once your Supervisor feels that the Project is ready for examination, the MRP is then submitted to the Graduate Office along with an approved and e-signed Master's Research Project Final Submission Form. The Reader will be chosen by your supervisor. They may be chosen from your field of study, from another field of study in the Faculty of Education, or from another faculty within the University. Both the Supervisor and the Reader examine the Project. The Reader is a person who has not been involved in the supervision of the Project. Students who are supervised by two professors, working as co-supervisors, must have their Project read by a Reader who is not one of the Supervisors.
- Both the supervisor and the second reader have two weeks to grade the MRP independently. Grade reports are submitted to the Graduate Office. The Graduate Office will then send these reports to the Supervisor, who will discuss with the student. Grade Reports and comments are not shared directly with the student. Should any modifications or amendments be required, the student must submit one copy of the revised MRP to the Graduate Programs Office electronically by the deadline specified below. A pass/fail scheme is used, and will be recorded on the student's transcript as a course.

MPEDs – FIELD OF CURRICULUM STUDIES

Four CSSAL MPED program fields — the Curriculum and Pedagogy Studies, Early Childhood Education, and Mathematics Education — begin with field-based specialization courses offered in the first year, and culminate in common courses offered in the second year.

The MPED is designated as a full-time program. Full-time status requires that students complete four half-courses in one year. MPED students will complete one course per semester (fall, winter, intersession, summer) for two years.

This program of study is a course-based cohort model. To ensure the integrity of the cohort model, continuous enrollment is required, and will necessitate that students complete all the required courses within the timeframe stipulated.

During the Year 2 courses, candidates complete their programs with a capstone course. This capstone project gives students an opportunity to apply their learning in practice through a project that they develop for a real-world context. Students design and enact the project, reflect on their findings, and they write a project report. Each of these stages are guided by an instructor, usually a Faculty member, who has research expertise in the student's field. Project learning opportunities (e.g., problem posing, project designing, evaluating, disseminating), formats (e.g., review, creative, reflective), and page length vary. Candidates may suggest alternate capstone formats to their instructors as appropriate.

Year 1 Courses

Curriculum & Pedagogy

1. ED 9100A Understanding Curriculum for Practitioners (Fall)
2. ED 9101B Understanding Teaching and Learning for Practitioners (Winter)
3. ED 9102L Understanding 21st Century Teaching and Learning (Summer–Intersession)
4. ED 9103L Understanding Assessment and Evaluation in Educational Settings (Summer)

ECE (Early Childhood Education)

1. ED 9400A Understanding the Young Child (Fall)
2. ED 9407B Understanding Early Childhood Education Curriculum (Winter)
3. ED 9408L Understanding Assessment and Evaluation in Early Childhood Settings (Summer-Intersession)
4. ED 9409L Understanding the Early Childhood Educator (Summer)

Mathematics Education

1. ED 9411A Teaching and Learning Mathematics Today (Fall)
2. ED 9418B Computational Thinking in Mathematics and Science Education (Winter)
3. ED 9419L Mathematics for Teachers (Summer-Intersession)
4. ED 9413L Mathematics Education through the Arts (Summer)

Year 2 Courses

Common Courses

- ED 9496A Understanding Research Methods for Educational Practice (Fall)
- ED 9497B Understanding Curriculum Leadership for Educational Practice (Winter)
- ED 9491 Capstone Course (C&P – Summer)
- ED 9495 Capstone Course (ECE – Summer)
- ED 9498 Capstone Course (Math – Summer-Intersession & Summer)

MPED – FIELD OF APPLIED LINGUISTICS

TESOL (one-year, onsite)

To complete the program, you need to complete eight courses. Three courses are offered in the Fall term, another three in the Winter term, and two are scheduled in Spring. Each course is completed within one term and includes 36 onsite class hours.

Below is a complete listing of the courses we have developed for this program. Each year eight of these courses will be scheduled.

- ⊖ 9300 Understanding Second Language Learning and Teaching
- 9301 Social Approaches to Language Learning and Teaching
- 9302 Teaching and Learning Vocabulary
- 9303 Computer-Assisted Language Learning (CALL)
- 9305 Discourse Analysis and Language Teaching
- 9306 Syllabus and Materials Design
- ⊖ 9307 Language Teacher Education
- 9308 Teaching and Learning Grammar
- 9309 Second Language Assessment
- 9311 Teaching Reading and Writing Skills
- 9312 Teaching Listening and Speaking Skills

PhD – FIELD OF CURRICULUM STUDIES

The PhD programs offer students a wide range of research possibilities due to diverse faculty research interests. PhD cohorts from both Applied Linguistics and Curriculum Studies often interact in their early years, giving students a broad exposure to research methodologies and theories.

Onsite

Students may focus in one or more of the following within: 1) Early Childhood Education; 2) Multiliteracies; 3) Mathematics Education; 4) Curriculum and Pedagogy.

You will be required to complete 6 half courses:

- 2 required courses
 - *PhD Seminar in CSSAL* (2 half courses)
 - *9730 Advanced Topics in Curriculum* half course
- 2 Elective half courses, such as:
 - 9520 Teaching in a Virtual World
 - 9535 Language and Literacy Curriculum, Pedagogy, and Learning in a Changing World
 - 9536 Multiliteracies: Texts and Contexts
 - 9537 Multilingualism and Multiliteracies: Teaching Language and Literacy in a Globalized World
 - 9557 Adolescent Literacy: Curriculum, Pedagogy, and Learning
 - 9564 Teaching and Learning in Mathematics
 - 9565 Mathematics Curriculum: A Critical Appraisal
 - 9566 Mathematics, Science, and Technology Education: Policy and Society
 - 9571 Learning in Science
 - 9572 Science & Science Teaching
 - 9574 Talking About Teaching: Forms of Pedagogic Discourse & Practice
 - 9575 The Analysis of Teaching: Bridging Theory & Practice
 - 9576 Narrative Inquiry: Teachers, Stories & Critical Pedagogy
 - 9577 Action Research: Teachers as Researchers
 - 9579 The Education of Teachers
 - 9599 Early Literacy Curriculum, Pedagogy, and Learning
 - 9609 Adult Education & Lifelong Learning
 - 9625 Critical Issues in Language & Literacy Education
 - 9641 Assessing and Evaluating Student Learning
 - 9679 Curriculum, School & Society
 - 9705 Advanced Quantitative Research Methods
 - 9711 Qualitative Research in Education
 - Special Topics in Curriculum: Inclusive and International Mathematics
 - Special Topics in Curriculum: Understanding the Young Child
 - 9687 Special Topics in Curriculum: Discourse Analysis
 - Special Topics in Curriculum: Critical Pedagogy

- 1 or more of the following strongly recommended half courses
 - Elective research methodology courses (eg Qualitative Research, Advanced Statistics)

- Comprehensive Examination

A comprehensive exam will be implemented in the PhD program to meet requirements for the depth and breadth outcomes from the *Graduate Degree Level Expectations* document. The goal of the exam is for students to demonstrate a depth of information concerning their specific program of research and a breadth of knowledge of their focus within the field (e.g., mathematics curriculum; ESL/EFL).

i. Format: One written question that asks students to discuss their program of research and how it relates to their focus within the field.

ii. Length: 8,000-10,000 words.

iii. **Curriculum field:** Demonstrating knowledge of the history and contemporary state of your focus within curriculum studies (e.g., mathematics in curriculum studies), describe your proposed program of research and how it relates to said focus. Considerations discussed may include: what is the state of knowledge in your focus relative to your research? Where is your research positioned within the focus? How does it mobilize (or not) historical traditions and/or contemporary practices in the area? How will it advance knowledge in the area? Students are encouraged to discuss their papers with anyone, including supervisors, but not show them drafts.

iv. **Timeframe:** As soon as you have completed your coursework, you will start your Comprehensive Exam process and must be completed in one term. Comprehensive Exams are a Milestone and will not show up as a course in your Student Centre. Once you have passed your Comprehensive Exam, it will appear at the end of your transcript under the Milestones area.

v. **Administration:** Students must submit the following to the Graduate Programs Office at least four weeks prior to the end of the term of registration: 1 electronic copy of comprehensive examination and Request for Administration of Qualifying Examination form.

vi. **Reviewers:** The student's supervisor and one committee member or alternative that has knowledge of the field shall be completed. Each reader will independently determine whether the paper is satisfactory or not and notify the Graduate Programs Office within two weeks after the submission date. The Graduate Programs Office will then notify the Supervisor who will share the results with the student.

vii. **Grading:** Grading will be satisfactory or unsatisfactory. The paper must be judged satisfactory by both reviewers in order to be marked "Pass". If a student's paper does not pass, the student will be permitted to resubmit a revised version of the paper within two weeks of its return. The revised paper will be re-read by the same reader(s) who had marked it unsatisfactory. If the revised paper is not assigned a "Pass", the student will be asked to withdraw from the program. If the paper is assigned a "Pass", the student may proceed in the program to complete degree requirements.

- **PhD Thesis Process:**

Students must consult the [PhD Thesis Guide](#) and the School of Graduate & Postdoctoral Studies' [Thesis Regulation Guide](#) for complete thesis guidelines and regulations.

Proposal:

- Following the successful completion of the qualifying examination (Ph.D. Qualifying Paper or Comprehensive Examination), a student may begin work on their proposal.
- There is no set length for a proposal, but 20-25 pages (double-spaced) is usually sufficient.
- Within six months following successful completion of the qualifying papers or comprehensive examinations, a student must submit a written research proposal to their Thesis Advisory Committee, and make an oral presentation to the committee in which the research problem, theoretical framework and methodology are explained and satisfactorily defended. The presentation will be open to all members of graduate faculty and to all graduate students.
- To schedule a Proposal Presentation a student should work with their Supervisor to set a date and time then please inform the Graduate Programs Office for public announcement.
- When the Thesis Supervisory Committee is satisfied with a student's written proposal and the oral presentation made to the committee, the student may submit the proposal for approval. The student will submit one copy of their proposal electronically and the PhD Thesis Proposal Approval form (located at https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/forms_guides.html) to the Graduate Programs Office for approval by Associate Dean, Graduate Programs (or designate). Please note that this form needs to be filled out, signed, and submitted electronically.

- The student will be notified by the Graduate Programs Office when the proposal has been approved.

Ethics:

- All research with human participants conducted by faculty, staff and students must be approved by a Western University Research Ethics Board before the research begins.

Dissertation

- When the thesis has been completed and approved by the Supervisor and the Thesis Advisory Committee, the candidate may submit the thesis for examination. The candidate submits the [Doctoral Thesis Examination Request Form](#) to the Graduate Programs Office. The forms have to be submitted a minimum of seven weeks prior to the defence date. The thesis is uploaded to Scholarship@Western, Electronic Thesis and Dissertation Repository, a minimum of six weeks prior to the defence date.
- Students are required to present a public lecture on their thesis research. Normally the public lecture is scheduled the same day or within twenty-four hours before the thesis examination. The Graduate Office at the Faculty of Education will announce the public lecture via email. The lecture is open to all members of the community. The examiners normally attend the public lecture and thesis examination.
- Please refer to section 8.4.4.2 of School of Graduate & Postdoctoral Studies' Graduate Regulations for regulations and procedures of the thesis oral examination - <https://grad.uwo.ca/administration/regulations/8.html>.

PhD – APPLIED LINGUISTICS

The PhD programs offer students a wide range of research possibilities due to diverse faculty research interests. PhD cohorts from both Applied Linguistics and Curriculum Studies often interact in their early years, giving students a broad exposure to research methodologies and theories.

Onsite

Students will be required to complete 6 half courses:

- 2 required courses
 - *PhD Seminar in CSSAL (2 half courses)*
 - *1 Additional Research Methodology half course - as approved by supervisor.*
- 3 Elective half courses
 - 9203 Globalization and education
 - 9300 Understanding second language learning and teaching
 - 9301 Social approaches to language learning and teaching
 - 9302 Teaching and learning vocabulary
 - 9303 Computer-assisted language learning
 - 9305 Discourse analysis and language teaching
 - 9306 Syllabus and materials design
 - 9307 Language teacher education
 - 9308 Teaching and learning grammar
 - 9309 Second language assessment
 - 9311 Teaching Reading and Writing Skills
 - 9312 Teaching listening and speaking Skills
 - 9425 Language, identity, pedagogy
 - 9580 An Introduction to curriculum
 - 9599 Early literacy curriculum, pedagogy, and learning
 - 9625 Critical Issues in Language & Literacy Education
 - 9683 Critical pedagogy
 - 9705 Advanced quantitative research methods
 - 9711 Qualitative Research in Education
 - 9730 Advanced Topics in Curriculum

- Comprehensive Exam

A comprehensive exam will be implemented in the PhD program to meet requirements for the depth and breadth outcomes from the *Graduate Degree Level Expectations* document. The goal of the exam is for students to demonstrate a depth of information concerning their specific program of research and a breadth of knowledge of their focus within the field (e.g., mathematics curriculum; ESL/EFL).

- i. Format: One written question that asks students to discuss their program of research and how it relates to their focus within the field.
- ii. Length: 8,000-10,000 words.
- iii. Draft question: While cognizant that Applied Linguistics is a highly interdisciplinary field, you will demonstrate knowledge of key aspects of the development of your area of specialization in Applied Linguistics, including its evolution, seminal works and contemporary knowledge and issues in the area (e.g., educational linguistics related to second/foreign language teaching; discourse or genre approaches to EAP, etc.), describe your proposed program of research and how it relates to said area. Students are encouraged to discuss their papers with anyone, including supervisors, but not show them drafts.
- iv. Timeframe: As soon as you have completed your coursework, you will start your Comprehensive Exam process and must be completed in one term. Comprehensive Exams are a Milestone and will not show up as a course in your Student Centre. Once you have passed your Comprehensive Exam, it will appear at the end of your transcript

under the Milestones area.

- v. Administration: Students must submit the following to the Graduate Programs Office at least four weeks prior to the end of the term of registration: 1 electronic copy of comprehensive examination and Request for Administration of Qualifying Examination form.
 - vi. Reviewers: The student's supervisor and one committee member or alternative that has knowledge of the field shall be completed. Each reader will independently determine whether the paper is satisfactory or not and notify the Graduate Programs Office within two weeks after the submission date. The Graduate Programs Office will then notify the Supervisor who will share the results with the student.
 - vii. Grading: Grading will be satisfactory or unsatisfactory. The paper must be judged satisfactory by both reviewers in order to be marked "Pass". If a student's paper does not pass, the student will be permitted to resubmit a revised version of the paper within two weeks of its return. The revised paper will be re-read by the same reader(s) who had marked it unsatisfactory. If the revised paper is not assigned a "Pass", the student will be asked to withdraw from the program. If the paper is assigned a "Pass", the student may proceed in the program to complete degree requirements.
- PhD Thesis Process:
Students must consult the [PhD Thesis Guide](#) and the School of Graduate & Postdoctoral Studies' [Thesis Regulation Guide](#) for complete thesis guidelines and regulations.

Proposal:

- Following the successful completion of the qualifying examination (Ph.D. Qualifying Paper or Comprehensive Examination), a student may begin work on their proposal.
- There is no set length for a proposal, but 20-25 pages (double-spaced) is usually sufficient.
- Within six months following successful completion of the qualifying papers or comprehensive examinations, a student must submit a written research proposal to their Thesis Advisory Committee, and make an oral presentation to the committee in which the research problem, theoretical framework and methodology are explained and satisfactorily defended. The presentation will be open to all members of graduate faculty and to all graduate students.
- To schedule a Proposal Presentation a student should work with their Supervisor to set a date and time then please inform the Graduate Programs Office for public announcement.
- When the Thesis Supervisory Committee is satisfied with a student's written proposal and the oral presentation made to the committee, the student may submit the proposal for approval. The student will submit one copy of their proposal electronically and the PhD Thesis Proposal Approval form (located at https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/forms_guides.html) to the Graduate Programs Office for approval by Associate Dean, Graduate Programs (or designate). Please note that this form needs to be filled out, signed, and submitted electronically.
- The student will be notified by the Graduate Programs Office when the proposal has been approved.

Ethics:

- All research with human participants conducted by faculty, staff and students must be approved by a Western University Research Ethics Board before the research begins.

Dissertation

- When the thesis has been completed and approved by the Supervisor and the Thesis Advisory Committee, the candidate may submit the thesis for examination. The candidate submits the [Doctoral Thesis Examination Request Form](#) to the Graduate Programs Office. The forms have to be submitted a minimum of seven weeks prior to the

defence date. The thesis is uploaded to [Scholarship@Western](#), Electronic Thesis and Dissertation Repository, a minimum of six weeks prior to the defence date.

- Students are required to present a public lecture on their thesis research. Normally the public lecture is scheduled the same day or within twenty-four hours before the thesis examination. The Graduate Office at the Faculty of Education will announce the public lecture via email. The lecture is open to all members of the community. The examiners normally attend the public lecture and thesis examination.
- Please refer to section 8.4.4.2 of School of Graduate & Postdoctoral Studies' Graduate Regulations for regulations and procedures of the thesis oral examination - <https://grad.uwo.ca/administration/regulations/8.html>.

RESOURCES, SERVICES AND QUICK CONTACTS

QUICK CONTACTS

Education Graduate Affairs Assistance

- cssal.graded@uwo.ca

Western account

- edu.tech.support@uwo.ca
- ITS Helpdesk at 519 661-3800 (or x83800)

ACADEMIC POLICIES INTEGRITY AND CODES OF CONDUCT

- <https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/policies.html>
- <https://www.uwo.ca/univsec/pdf/board/code.pdf>

ACCESSIBILITY AND DEVELOPMENT SERVICES

- <http://academicsupport.uwo.ca/>
- http://academicsupport.uwo.ca/accessible_education/index.html
- <https://grad.uwo.ca/administration/regulations/14.html>

SAFETY

- <https://www.uwo.ca/footpatrol/>
- <https://www.uwo.ca/police/>
- <https://www.uwo.ca/equity/>
- [Fire alarm procedures](#)
- <https://www.uwo.ca/parking/index.html>

HUMAN RIGHTS

- <https://www.uwo.ca/equity/>
- <https://www.uwo.ca/ombuds/>
- https://www.uwo.ca/health/student_support/survivor_support/index.html

RESOURCES AND SERVICES

Indigenous Student Centre

- <https://indigenous.uwo.ca/students/>

Graduate student groups

- SOGS – <https://sogs.ca/>
- EGSA – <https://www.edu.uwo.ca/graduate-education/egsa/index.html>

International students' activities and programs

- <https://teaching.uwo.ca/research/publications.html#csigs>
- <https://www.uwo.ca/international/>
- <https://iesc.uwo.ca/>

Technology, Academic, Health and Financial Matters Support

- https://www.edu.uwo.ca/CSW/get_support/index.html
- https://grad.uwo.ca/life_community/organize/index.html
- ITS Helpdesk at 519 661-3800 (or x83800)

Housing On campus and off campus housing services

- <https://housing.uwo.ca/>

Health, wellness, counselling and self-care

- <https://www.uwo.ca/health/>
- https://grad.uwo.ca/life_community/organize/index.html

International student center

- <https://iesc.uwo.ca/visas/index.html>

Registration Services

- <https://www.registrar.uwo.ca/>

Education Technology, Account, WTS and OWL assistance

- https://www.edu.uwo.ca/CSW/get_support/technology_support.html

Libraries and The Book Store

- <https://www.lib.uwo.ca/> and <https://www.lib.uwo.ca/tutorials/index.html>
- www.bookstore.uwo.ca

London City Vulnerable Sector police check

- https://www.londonpolice.ca/en/services/Vulnerable-Sector-Check.aspx?_mid_=125400#

Student events and groups

- <https://westernu.campuslabs.ca/engage/>

Student Life

- https://grad.uwo.ca/life_community/index.html

Graduate student conferences

- The Robert Macmillan Symposium in Education (RMSE)

Professional development

- <https://www.uwo.ca/ownyourfuture/>
- <https://teaching.uwo.ca/teaching/teaching-assistants.html>

CITY OF LONDON LINKS

- City of London: www.london.ca
- London Transit: www.ltconline.ca
- London International Airport: <http://flylondon.ca>
- VIA Rail Information: www.viarail.ca/en
- Greyhound: www.greyhound.ca

Appendix A – LEARNING OUTCOMES OF MA FIELD OF CURRICULUM STUDIES

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
1. Depth & Breadth of Knowledge	Students will demonstrate: critical understanding and generation of curriculum knowledge and awareness of current problems and/or new insights in curriculum informed by, the forefront of the field of curriculum and curriculum practice	Core course in introductions to curriculum Elective courses to support outcomes relative to specific research areas in curriculum e.g. mathematics education, early childhood education, literacy Core course in research methodology	Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials and mock proposals.
2. Research & Scholarship	Students will demonstrate a conceptual understanding and methodological competence in curriculum that: i) Enables a working comprehension of how established and innovative techniques of curriculum research, inquiry, and dissemination are used to create and interpret knowledge in the discipline of curriculum studies; ii) Critical evaluation of established and new/innovative forms of research scholarship in curriculum; iii) Critically analyzes and evaluates complex curricular issues and judgements based on established and/or innovative principles and techniques in curriculum; and, On the basis of that competence, has shown at least one of the following: i) The development and support of a sustained argument in written form; or ii) Originality and creativity in the dissemination and application of knowledge.	Core course in research methodology Elective course(s) in research methodology Core course in introduction to curriculum Elective courses to support outcomes relative to specific research areas in curriculum e.g. mathematics education, early childhood education, literacy Thesis Proposal MRP (Master Research Project) Thesis	Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, thesis presentation, thesis examination, and master research project review.
3. Level of Application of Knowledge	Students will demonstrate competence in the research process by applying an existing body of knowledge in the critical analysis of a new curriculum question or of a specific problem or issue in an educational setting.	Core course in research methodology Elective course(s) in research methodology Core course in introduction to curriculum	Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
		Elective courses to support outcomes relative to specific research areas in curriculum e.g. mathematics education, early childhood education, literacy Thesis Proposal MRP (Master Research Project) Thesis Support in writing grant applications	materials, literature database, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications, thesis presentation, thesis examination, and master research project review.
4. Professional Capacity / Autonomy	Students will demonstrate <ul style="list-style-type: none"> a. The qualities and transferable skills necessary for curriculum research, scholarship, advocacy, and leadership requiring: <ul style="list-style-type: none"> i) The exercise of initiative and professional responsibility in all curricular endeavors; ii) Critical decision-making and problem solving in a variety of curriculum situations; b. Demonstrated intellectual independence and curiosity required for continuing professional learning; c. Demonstration of ethical behavior consistent with academic and professional integrity and the use of appropriate academic and professional guidelines and procedures for responsible conduct of research and scholarship; and d. Demonstrated ability to critically appreciate the broader implications of applying knowledge to particular educational contexts. 	Core course in research methodology Elective course(s) in research methodology Core course in introduction to curriculum Elective courses to support outcomes relative to specific research areas in curriculum e.g. mathematics education, early childhood education, literacy Thesis Proposal MRP (Master Research Project) Thesis Support in writing grant applications	Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications, thesis presentation, thesis examination, and master research project review.
5. Level of Communication Skills	Students will effectively communicate ideas, concepts, issues, and arguments about curriculum using the most appropriate genres and modes.	Core course in research methodology	Presentations, essays, self-assessments, peer assessments, technology

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
		<p>Elective course(s) in research methodology Core course in introduction to curriculum Elective courses to support outcomes relative to specific research areas in curriculum e.g. mathematics education, early childhood education, literacy Thesis Proposal MRP (Master Research Project) Thesis Support in writing grant applications</p>	<p>enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications, thesis presentation, thesis examination, and master research project review.</p>
<p>6. Awareness of Limits of Knowledge</p>	<p>Students will demonstrate cognizance of the complexity and implications of curriculum knowledge, including the potential contributions of other interpretations, methods, and disciplines.</p>	<p>Core course in research methodology Elective course(s) in research methodology Core course in introduction to curriculum Elective courses to support outcomes relative to specific research areas in curriculum e.g. mathematics education, early childhood education, literacy Thesis Proposal MRP (Master Research Project) Thesis Support in writing grant applications</p>	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, literature review, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications, thesis presentation, thesis examination, and master research project review.</p>

Appendix B – LEARNING OUTCOMES OF MA FIELD OF APPLIED LINGUISTICS

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
<p>1. Depth & Breadth of Knowledge</p>	<p>Students will demonstrate a systematic understanding of knowledge of applied linguistics and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of applied linguistics research or professional practice;</p>	<p>Core courses in research methodology relevant used within the field of applied linguistics</p> <p>A range of elective courses that allow development of expertise within specific areas within the field of applied linguistics</p> <p>Elective courses that develop expertise in second language acquisition</p> <p>Elective courses that develop expertise in teaching and learning a second language</p> <p>Elective courses that develop expertise in multilingualism</p> <p>Elective courses that develop expertise in social dimensions of applied linguistics</p> <p>A thesis to provide opportunities for students to achieve expectations related to the application of knowledge of applied linguistics (specifically: competence in the applied linguistics research process by applying an existing body of knowledge into the critical analysis of a new question or of a specific problem or</p>	<p>Oral and written assignments, self-assessment, peer assessment, research projects, examinations, and a thesis defense</p>

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
		issue in a new setting);	
2. Research & Scholarship	<p>Students will demonstrate a conceptual understanding and methodological competence that:</p> <ul style="list-style-type: none"> i) Exhibits a working comprehension of how established techniques of research and inquiry within the field of applied linguistics are used to create and interpret knowledge in the discipline; ii) Enables a critical evaluation of current and advanced research and scholarship in the discipline of applied linguistics; iii) Enables a treatment of complex issues and judgements based on established principles and techniques within the field of applied linguistics: and, on the basis of that competence, has shown at least one of the following: <ul style="list-style-type: none"> i) The development and support of a sustained argument in written form; or ii) Originality in the application of knowledge of applied linguistics. 	<p>Core courses in research methodology used within the field of applied linguistics that reinforce i, ii, and iii in column 2</p> <p>A thesis component requiring: i) The exercise of initiative and of personal responsibility and accountability; ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; iii) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and iv) The ability to appreciate the broader implications of applying knowledge to particular contexts.); an awareness of the limits of knowledge (specifically, cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines)</p>	<p>Oral and written assignments, self-assessment, peer assessment, research projects that measure knowledge and skills for scholarship in applied linguistics.</p> <p>A thesis defense which includes rigorous review of skills and knowledge gained within the program</p>
3. Level of Application of Knowledge	Students will demonstrate competence in the research process used within the field of applied linguistics by applying an existing body of knowledge to the critical analysis of a new	Core courses in research methodology used	Oral and written assignments, research projects, examinations, self-

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
	question or of a specific problem or issue in a new setting.	<p>within the field of applied linguistics</p> <p>A range of elective courses that allow development of expertise within specific areas within the field of applied linguistics</p> <p>Elective courses that develop expertise in second language acquisition</p> <p>Elective courses that develop expertise in teaching and learning a second language</p> <p>Elective courses that develop expertise in multilingualism</p> <p>Elective courses that develop expertise in social dimensions of applied linguistics</p> <p>A thesis component requiring: i) The exercise of initiative and of personal responsibility and accountability; ii) Decision-making in complex situations; iii) The intellectual independence required for continuing professional development; iv) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and v) The ability to</p>	assessment, peer assessment and a thesis defense that measure knowledge and skills for scholarship in applied linguistics. Thesis defense?

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
		appreciate the broader implications of applying knowledge to particular contexts.); an awareness of the limits of knowledge (specifically, cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines)	
4. Professional Capacity / Autonomy	<p>Students will demonstrate the qualities and transferable skills necessary for employment related to developing expertise of applied linguistics and requiring:</p> <ul style="list-style-type: none"> i) The exercise of initiative and of personal responsibility and accountability; ii) Decision-making in complex situations; <p>b. The intellectual independence required for continuing professional development;</p> <p>c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<p>Core and elective courses that develop the breadth and depth of knowledge required for professional autonomy within the field of applied linguistics</p> <p>A thesis to provide opportunities for students to achieve expectations related to the application of applied linguistics knowledge in a professional capacity</p>	Self-assessment, peer assessment, oral and written assignments, research projects, examinations, and a thesis defense that measure knowledge and skills for scholarship in applied linguistics.
5. Level of Communication Skills	Students will demonstrate the ability to communicate ideas, issues and conclusions clearly.	Core and elective course that develop the breadth and depth of knowledge required to communicate ideas and issues and conclusions clearly in wider area of applied linguistics and the second language acquisition, second language teaching and learning, multilingualism, and	Oral and written assignments, self-assessment, peer assessment, research projects, examinations, and a thesis defense that measure knowledge and skills necessary to effectively communicate ideas relevant to applied linguistics.

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
		<p>social approaches to language learning</p> <p>A thesis component that specifically focuses on the development and support of a sustained argument in written form, and/or originality in the application of knowledge of applied linguistics;</p>	
6. Awareness of Limits of Knowledge	Students will demonstrate cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines in the field of applied linguistics.	<p>Core and elective course that develop the breadth and depth of knowledge required to recognize the gaps and limits in knowledge of specialized areas within the field of applied linguistics</p> <p>A thesis that includes discussion of its specific area in the field of applied linguistics</p>	Tests, oral and written assignments, research projects, self-assessment, peer assessment, examinations, and a thesis defense that measure knowledge and skills for scholarship in applied linguistics.

Appendix C – LEARNING OUTCOMES OF MPED CURRICULUM AND PEDAGOGY

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
1. Depth & Breadth of Knowledge	A critical understanding of curriculum and pedagogy knowledge as it applies to professional practice and awareness and identification of current problems and/or new insights in curriculum and pedagogy as informed by the forefront of the field of curriculum and curriculum practice	<p>All Required Courses in the program. Specifically:</p> <p>Year 1 Required Courses:</p> <p>Fall ED 9100A Understanding Curriculum for Practitioners</p> <p>Winter ED 9101B Understanding Teaching and Learning for Practitioners</p> <p>Summer (Intersession) ED 9102L Understanding 21st Century Teaching and Learning</p> <p>Summer (Summer Session) ED 9103L Understanding Assessment and Evaluation in Educational Settings</p> <p>Year 2 Required Courses:</p> <p>Fall ED 9496A Understanding Research Methods for Educational Practice</p> <p>Winter ED 9497B Understanding Curriculum Leadership for Educational Practice</p> <p>Summer (Intersession and Summer Sessions) ED 9491L Capstone Project An inquiry into specific practical aspects of curriculum, pedagogy and their interrelationships in each student’s professional life.</p>	Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, action-based inquiry, and mock proposals.
2. Research & Scholarship	A conceptual understanding about and increased professional competence in curriculum and pedagogy relative to professional practice that enables: i) a working comprehension of how established and	<p>The Following Required Courses:</p> <p>ED 9496A Understanding Research Methods for Educational Practice</p> <p>ED 9497B Understanding Curriculum Leadership for</p>	Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
	<p>innovative techniques of curriculum research and dissemination are used to create and interpret knowledge in the practice of curriculum and pedagogy such that students may be critical readers and consumers of research; ii) the ability to critically appraise established and innovative forms of research and scholarship in curriculum and pedagogy relative to professional practice; and iii) the ability to critically analyze and evaluate complex curricular and pedagogical problems of practice based on established and/or innovative principles and techniques in curriculum and pedagogy</p>	<p>Educational Practice</p> <p>ED 9491L Capstone Project</p>	<p>materials, literature database, thesis proposal, article critique, conference participation, manuscript preparation,</p> <p>Capstone presentation and sharing with varied audiences.</p>
<p>3. Level of Application of Knowledge</p>	<p>Competence in the inquiry and research process relative to professional practice in curriculum and pedagogy and demonstrated all outcomes by applying knowledge of curriculum and pedagogy to critical analyses of problems of practice as shown through the development of a sustained argument in written form and through other multimodal means pertinent to genres of dissemination accepted by the domain(s) of their professional practice.</p>	<p>The Following Required Courses:</p> <p>ED 9496A Understanding Research Methods for Educational Practice</p> <p>ED 9497B Understanding Curriculum Leadership for Educational Practice</p> <p>ED 9491L Capstone Project</p>	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, thesis proposal, article critique, conference participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications,</p> <p>Capstone planning, presentation and sharing with varied audiences,</p>

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
			<p>Innovating with new education curriculum resources, Implementing investigating, analyzing existing resources, Adapting, or creating resources, Writing about these products, Sharing personal learnings, processes and/or reflections, Reflecting about professional or personal learning.</p>
<p>4. Professional Capacity / Autonomy</p>	<p>The knowledge and skills necessary for research within professional educational contexts, advocacy, and leadership relative to curriculum and pedagogy which calls for:</p> <p>i) initiative and professional responsibility in all curricular endeavors; ii) critical decision-making and problem solving in a variety of curriculum situations; iii) intellectual independence and curiosity required for continuing professional learning; iv) ethical behaviour consistent with academic and professional integrity and the use of appropriate academic and professional guidelines and procedures for responsible conduct of inquiry, research and</p>	<p>All Required Courses, most particularly: ED 9497B Understanding Curriculum Leadership for Educational Practice ED 9491L Capstone Project</p>	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications, Capstone planning, presentation and sharing with varied audiences, Innovating with new education curriculum resources,</p>

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
	scholarship; and v) the ability to critically appreciate the broader implications of applying knowledge to particular classroom, school and other educational contexts.		<p>Implementing investigating, analyzing existing resources,</p> <p>Adapting, or creating resources,</p> <p>Writing about these products,</p> <p>Sharing personal learnings, processes and/or reflections,</p> <p>Reflecting about professional or personal learning.</p>
5. Level of Communication Skills	The ability to effectively communicate ideas, concepts, issues, and arguments about curriculum and pedagogy through multiple modes, media, and genres pertinent to their professional context(s).	All Required Courses	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications, Capstone planning, presentation and sharing with varied audiences,</p> <p>Innovating with new education curriculum resources,</p> <p>Implementing</p>

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
			<p>investigating, analyzing existing resources,</p> <p>Adapting, or creating resources,</p> <p>Writing about these products,</p> <p>Sharing personal learnings, processes and/or reflections,</p> <p>Reflecting about professional or personal learning.</p>
<p>6. Awareness of Limits of Knowledge</p>	<p>Cognizance of the complexity and implications of curriculum and pedagogy in professional practice, including the potential contributions of a diversity of interpretations, methods, and disciplines.</p>	<p>All Required Courses</p>	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, literature review, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings,</p> <p>Innovating with new education curriculum resources,</p> <p>Implementing investigating, analyzing existing resources,</p> <p>Adapting, or creating resources,</p>

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
			<p>Writing about these products,</p> <p>Sharing personal learnings, processes and/or reflections,</p> <p>Reflecting about professional or personal learning.</p>

Appendix D – LEARNING OUTCOMES OF MPED EARLY CHILDHOOD EDUCATION

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
<p>1. Depth & Breadth of Knowledge</p>	<p>A critical understanding of foundational and contemporary curricular and pedagogical knowledge as it applies to professional practice in early childhood education (ECE) and awareness and identification of current problems and/or new insights in ECE curriculum and pedagogy as informed by the forefront of the field.</p>	<p>All Required Courses in the program. Specifically: Year 1: Fall ED 9400A Understanding the Young Child Foundations of early childhood education with historical and philosophical underpinnings. Critical examination of theories of children (birth-age 8) and childhood and approaches to ECE including developmental and reconceptualist. Considers contemporary debates and advances in the field (e.g., children’s rights and issues of equity and diversity) with implications for professional practice. Winter ED 9407B Understanding Early Childhood Education Curriculum Critical analysis of diverse approaches to early childhood curriculum (e.g., Developmentally Appropriate Practice, Reggio Emilia, High/Scope) with implications for curricular commonplaces (i.e., child, educator, subject matter, milieu). Emphasis on advanced curriculum development, implementation, and assessment to enhance children’s meaning making. Summer (Intersession) ED 9408L Understanding Assessment and Evaluation in Early Childhood Settings Purposes and principles of assessment and evaluation in ECE settings. Topics include: developmental screening, functional assessments, observation and documentation, and program evaluation. Emphasis on maintaining a credit view of children as learners and making ethical use of assessment data. Summer (Summer Session) ED 9409L Understanding the Early Childhood Educator Multiprofessional nature of early childhood education and care and roles of professionals. Organization and governance of ECEC, including legislation and regulation of teaching and ECE professions. Topics include: ethical standards, interprofessional learning and</p>	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, action-based inquiry, and mock proposals.</p>

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
		<p>collaboration, advocacy for children and families, implications of professionalization on ECE work and professional career trajectories.</p> <p>Year 2: Fall ED 9496A Understanding Research Methods for Educational Practice An introduction to 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 All Required Courses in the program.</p> <p>Specifically:</p> <p>Year 1: Fall ED 9400A Understanding the Young Child Foundations of early childhood education with historical and philosophical underpinnings. Critical examination of theories of children (birth-age 8) and childhood and approaches to ECE including developmental and reconceptualist. Considers contemporary debates and advances in the field (e.g., children’s rights and issues of equity and diversity) with implications for professional practice.</p> <p>Winter ED 9407B Understanding Early Childhood Education Curriculum Critical analysis of diverse approaches to early childhood curriculum (e.g., Developmentally Appropriate Practice, Reggio Emilia, High/Scope) with implications for curricular commonplaces (i.e., child, educator, subject matter, milieu). Emphasis on advanced curriculum development, implementation, and assessment to enhance children’s meaning making.</p> <p>Summer (Intersession) ED 9408L Understanding Assessment and Evaluation in Early Childhood Settings Purposes and principles of assessment and evaluation in ECE settings. Topics include: developmental screening, functional assessments, observation and documentation, and program evaluation. Emphasis on maintaining a credit view of children as learners and making ethical use of assessment data.</p>	

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
		<p>Summer (Summer Session) ED 9409L Understanding the Early Childhood Educator</p> <p>Multiprofessional nature of early childhood education and care and roles of professionals. Organization and governance of ECEC, including legislation and regulation of teaching and ECE professions. Topics include: ethical standards, interprofessional learning and collaboration, advocacy for children and families, implications of professionalization on ECE work and professional career trajectories.</p> <p>Year 2: Fall ED 9496A Understanding Research Methods for Educational Practice</p> <p>An introduction to 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 including quantitative and qualitative methods to offer guidance in developing inquiry/questions of practice and reading/interpreting research.</p> <p>Winter ED 9497B Understanding Curriculum Leadership for Educational Practice</p> <p>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.</p> <p>Summer (Intersession and Summer Sessions) Capstone Project</p>	
2. Research & Scholarship	A working comprehension of how established and innovative techniques of curriculum research and dissemination	<p>Required Courses:</p> <p>ED 9496A Understanding Research Methods for Educational Practice</p> <p>ED 9497B Understanding Curriculum Leadership for Educational Practice</p> <p>ED 9491L Capstone Project</p>	Presentations, essays, self-assessments, peer assessments, technology enhanced learning

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
	<p>are used to create and interpret knowledge in the practice of ECE such that students may be critical readers and consumers of research.</p> <p>The ability to critically appraise established and innovative forms of research and scholarship in ECE curriculum relative to professional practice.</p> <p>The ability to critically analyze and evaluate complex curricular and pedagogical problems of practice through established and/or innovative principles and techniques in the field.</p>		<p>assignments, group projects, case studies, curriculum development materials, literature database, thesis proposal, article critique, conference participation, manuscript preparation,</p> <p>Capstone presentation</p>
3. Level of Application of Knowledge	Effective application of knowledge of ECE curriculum to critical analyses of problems of practice as shown through the development of a sustained argument in written form and through other multimodal means pertinent to genres of dissemination	All Required Courses	Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, thesis proposal, article

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
	accepted by the domain(s) of students' professional practice.		critique, conference participation, manuscript preparation, poster presentation, research conducted in formal and Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, thesis proposal, article critique, conference participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications, Capstone planning, presentation and sharing with

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
			<p>varied audiences,</p> <p>Innovating with new education curriculum resources,</p> <p>Implementing investigating, analyzing existing resources,</p> <p>Adapting, or creating resources,</p> <p>Writing about these products,</p> <p>Sharing personal learnings, processes and/or reflections,</p> <p>Reflecting about professional or personal learning.</p>
<p>4. Professional Capacity / Autonomy</p>	<p>Knowledge and skills necessary for advocacy and leadership relative to ECE curriculum in professional practice which calls for:</p> <p>i) initiative and professional responsibility in ECE curricular endeavors;</p> <p>ii) critical decision-making and problem</p>	<p>All Required Courses, most particularly: ED 9497B Understanding Curriculum Leadership for Educational Practice</p> <p>ED 9491L Capstone Project</p>	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, thesis</p>

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
	<p>solving in ECE curriculum practice;</p> <p>iii) intellectual independence and curiosity required for continuing professional learning;</p> <p>iv) ethical behaviour consistent with academic and professional integrity and the use of appropriate academic and professional guidelines and procedures for responsible conduct of inquiry, research and scholarship; and</p> <p>v) the ability to critically appreciate the broader implications of applying knowledge to ECE practice.</p>		<p>proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications,</p> <p>Capstone planning, presentation and sharing with varied audiences,</p> <p>Innovating with new education curriculum resources,</p> <p>Implementing investigating, analyzing existing resources,</p> <p>Adapting, or creating resources,</p> <p>Writing about these products,</p> <p>Sharing personal learnings, processes and/or reflections</p> <p>Reflecting about professional or personal learning.</p>

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
5. Level of Communication Skills	The ability to effectively communicate ideas, concepts, issues, and arguments about ECE curriculum through multiple modes, media, and genres pertinent to their professional context(s).	All Required Courses	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications,</p> <p>Capstone planning, presentation and sharing with varied audiences,</p> <p>Innovating with new education curriculum resources,</p> <p>Implementing investigating, analyzing existing resources,</p> <p>Adapting, or creating</p>

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
			<p>resources,</p> <p>Writing about these products,</p> <p>Sharing personal learnings, processes and/or reflections,</p> <p>Reflecting about professional or personal learning.</p>
<p>6. Awareness of Limits of Knowledge</p>	<p>Cognizance of the complexity and implications of ECE practice, including the potential contributions of a diversity of interpretations, methods, disciplines, philosophies, and theoretical frameworks.</p>	<p>All Required Courses</p>	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, literature review, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings,</p> <p>Innovating with new education curriculum resources,</p>

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
			<p>Implementing investigating, analyzing existing resources,</p> <p>Adapting, or creating resources,</p> <p>Writing about these products,</p> <p>Sharing personal learnings processes and/or reflections,</p> <p>Reflecting about professional or personal learning.</p>

Appendix E – LEARNING OUTCOMES OF MPED MATHEMATICS EDUCATION

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
<p>1. Depth & Breadth of Knowledge</p>	<p>A critical understanding and generation of curriculum knowledge and awareness on both theory and practice, based upon psychological, epistemological, mathematical, curriculum and current pedagogical approaches, in light of how mathematics is taught in schools today and in light of how technology changes how mathematics is taught in schools.</p>	<p>All required courses in the program. Specifically:</p> <p>Year 1 Required Courses: Fall ED 9411A Teaching and Learning Mathematics Today</p> <p>Winter ED 9418B Computational Thinking in Mathematics and Science Education</p> <p>Summer (Intersession) ED 9419L Mathematics for Teachers</p> <p>Summer (Summer Session) ED 9413L Mathematics Education Through the Arts</p> <p>Year 2 Required Courses: Fall ED 9496A Understanding Research Methods for Educational Practice</p> <p>Winter ED 9497B Understanding Curriculum Leadership for Educational Practice</p> <p>Summer (Intersession and Summer Sessions) ED 9498L Capstone Courses in Last Part of Year 2</p>	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials and mock proposals.</p>
<p>2. Research & Scholarship</p>	<p>A conceptual understanding and competences in school, classroom, and other educational settings. Inquiry and research in Mathematics education curriculum that:</p>	<p>Required Courses: ED 9496A Understanding Research Methods for Educational Practice</p> <p>ED 9413L Mathematics Education Through the Arts</p>	<p>Presentations, essays, self-assessments, peer assessments, technology-enhanced learning assignments, group projects, case studies, curriculum development materials, literature</p>

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
	<p>i) enables a working comprehension of how established and innovative techniques of curriculum research, inquiry, dissemination, and translation are used to create and interpret knowledge in the discipline of curriculum studies in Mathematics education;</p> <p>ii) critical evaluation of established and new/innovative forms of research and scholarship in curriculum; and</p> <p>iii) critically analyzes and evaluates complex curricular issues and judgments based on established and/or innovative principles and techniques in curriculum; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>i) The development and support of a sustained argument in written form; or</p> <p>ii) Originality and creativity in the dissemination and application of knowledge.</p>	<p>ED 9498L Capstone plan, Project and presentation</p>	<p>database, thesis proposal, article critique, conference participation, manuscript preparation,</p> <p>Capstone presentation and sharing with varied audiences.</p>
<p>3. Level of Application of Knowledge</p>	<p>Competence in the inquiry and research process by applying an existing body of knowledge in the critical analysis of a new curriculum question or of a specific problem of practice or issue in a classroom, school, or another educational setting.</p>	<p>Required Courses: ED 9413L Mathematics Education Through the Arts ED 9496A Understanding Research Methods for Educational Practice ED 9497B Understanding Curriculum Leadership for Educational Practice</p>	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, thesis proposal, article critique, conference participation, manuscript preparation, poster presentation,</p>

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
		ED 9498L Capstone plan, Project and presentation	<p>research conducted in formal and informal settings, grant applications,</p> <p>Capstone planning, presentation and sharing with varied audiences,</p> <p>Innovating new mathematics education curriculum resources,</p> <p>Implementing investigating, analyzing existing resources,</p> <p>Adapting, or creating resources; and</p> <p>Writing reports for these products,</p> <p>Sharing learnings, processes and/or reflections,</p> <p>Reflecting about own professional or personal learning.</p>
4. Professional Capacity / Autonomy	<p>a. The qualities and transferable skills necessary for curriculum research, Inquiry, scholarship, advocacy, and leadership requiring:</p> <p>i) the exercise of initiative and professional responsibility in all curricular endeavors;</p> <p>ii) critical decision-making and problem solving in a variety of curriculum situations.</p> <p>b. Intellectual independence and curiosity required for continuing professional learning;</p>	<p>Required Courses:</p> <p>ED 9496A Understanding Research Methods for Educational Practice</p> <p>ED 9497B Understanding Curriculum Leadership for Educational Practice</p> <p>ED 9498L Capstone plan, Project and presentation</p>	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications,</p> <p>Capstone presentation</p>

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
	<p>c. Ethical behaviour consistent with academic and professional integrity and the use of appropriate academic and professional guidelines and procedures for responsible conduct of inquiry, research and scholarship; and</p> <p>d. The ability to critically appreciate the broader implications of applying knowledge to particular classroom, school and other educational contexts.</p>		<p>and sharing with varied audiences,</p> <p>Innovating new mathematics education curriculum resources,</p> <p>Implementing investigating, analyzing existing resources,</p> <p>Adapting, or creating resources; and</p> <p>Writing reports for these products,</p> <p>Sharing learnings, processes and/or reflections,</p> <p>Reflecting about own professional or personal learning.</p>
<p>5. Level of Communication Skills</p>	<p>Effectively communicate ideas, concepts, issues, and arguments about mathematics education curriculum using the most appropriate genres and modes.</p>	<p>All Required Courses, but mostly:</p> <p>ED 9496A Understanding Research Methods for Educational Practice</p> <p>ED 9413L Mathematics Education Through the Arts</p> <p>ED 9498L Capstone plan, Project and presentation</p> <p>Support in drafting manuscripts, Manuals, and Presentations</p>	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications,</p> <p>Capstone presentation and Sharing with varied audiences,</p> <p>Innovating new mathematics education curriculum resources,</p>

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
			<p>Implementing investigating, analyzing existing resources,</p> <p>Adapting, or creating resources,</p> <p>Writing reports for these products,</p> <p>Sharing learnings, processes and/or reflections</p> <p>Reflecting about own professional or personal learning.</p>
6. Awareness of Limits of Knowledge	Cognizance of the complexity and implications of mathematics curriculum knowledge, including the potential contributions of other interpretations, methods, and disciplines.	All Required Courses	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, literature review, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings,</p> <p>Innovating new mathematics education curriculum resources,</p> <p>Implementing investigating, analyzing existing resources,</p> <p>Adapting, or creating resources, Writing reports for these products,</p>

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
			Sharing learnings, processes and/or reflections, Reflecting about own professional or personal learning.

Appendix F – LEARNING OUTCOMES OF MPED TESOL

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
<p>1. Depth & Breadth of Knowledge</p>	<p>A systematic understanding of knowledge and a critical awareness of current problems and/or new insights that is informed by literature in the fields of TESOL and Applied Linguistics.</p>	<p>Observation of English language learning courses was included to provide a critical awareness of classroom challenges that are involved with teaching ESL and EFL. Observation also allows students to ground their understanding of the TESOL literature. A range of required courses that allow development of expertise within key areas in the field of TESOL.</p> <p>Required Courses consist of the following areas:</p> <p>Fall ED 9300A Understanding Second Language Learning and Teaching</p> <p>ED 9301A Social Approaches to Language Learning and Teaching</p> <p>ED 9302A Teaching and Learning Vocabulary</p> <p>Winter ED 9303B Computer-Assisted Language Learning (CALL)</p> <p>ED 9304B Teaching the Four Skills</p> <p>ED 9305B Discourse Analysis and Language Teaching</p> <p>Summer ED 9306L Syllabus and Materials Design</p> <p>ED 9307L Language Teacher Education</p>	<p>Presentations, reflections, assignments, group work, peer assessments, technology enhanced learning assignments, and article critiques.</p>

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
2. Research & Scholarship	<p>A conceptual understanding of research and pedagogical competence that enables:</p> <p>i) a working comprehension of how research has been conducted to inform TESOL practice;</p> <p>ii) a critical evaluation of the research literature in the disciplines or TESOL and Applied Linguistics; and</p> <p>iii) the ability to critically analyze and evaluate complex pedagogical problems of practice based on established and/or innovative principles and techniques in TESOL.</p>	<p>The inclusion of core courses in TESOL that are grounded in the research literature reinforce i, ii, and iii in column 2.</p> <p>Course readings, discussion, and assessment are designed to evaluate understanding of the research literature.</p> <p>Assessment and the inclusion of a Capstone Project (within the Language Teacher Education course) is designed to evaluate critical analysis of the research literature, the ability to develop argument in written form, and apply knowledge gained through completing the program to tasks relevant to TESOL.</p>	<p>Presentations, assignments, group work, peer assessments, technology enhanced learning assignments, article critiques, and a Capstone Project were included to provide an accurate assessment of scholarship in TESOL.</p>
3. Level of Application of Knowledge	<p>Awareness and understanding of TESOL literature and pedagogy. The ability to apply the existing body of knowledge to critical analysis of questions and issues relevant to the practice of TESOL in varied settings.</p>	<p>All courses included in the program have practical applications. Courses focus on applying the existing body of literature to the practice of TESOL in varied settings that include teaching English as a foreign language and teaching English as a second language.</p> <p>The Language Teacher Education course specifically focuses on application of knowledge gained through completing the program to the practice of TESOL in an English for Academic purposes setting.</p>	<p>Presentations, assignments, group work, peer assessments, technology enhanced learning assignments, article critiques, and a Capstone Project.</p>
4. Professional Capacity / Autonomy	<p>a. The qualities and transferable skills necessary for employment requiring:</p>	<p>The MPED TESOL program provides the comprehensive knowledge that is necessary for professional autonomy and employment in a variety</p>	<p>Reflections, presentations, assignments, group work, peer assessments, technology enhanced</p>

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
	<p>i) the exercise of initiative and of personal responsibility and accountability;</p> <p>ii) decision-making in a variety of TESOL situations;</p> <p>b. The intellectual independence required for continuing professional development;</p> <p>c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible classroom conduct; and</p> <p>d. The ability to appreciate the broader implications of applying knowledge to particular contexts.</p>	<p>of TESOL contexts.</p> <p>Observation of English language courses raises awareness of the skills and expectations necessary for employment.</p>	<p>learning assignments, article critiques, and a Capstone Project were included to provide an accurate assessment of the extent to which these learning outcomes are achieved.</p>
<p>5. Level of Communication Skills</p>	<p>The ability to effectively communicate ideas, concepts, issues, and arguments about TESOL using the most appropriate genres and modes.</p>	<p>All courses include classroom work and assessment that is designed to further develop the skills necessary to effectively communicate about TESOL in oral and written modes.</p>	<p>Reflections, presentations, assignments, group work, peer assessments, technology enhanced learning assignments, article critiques, and a Capstone Project.</p>
<p>6. Awareness of Limits of Knowledge</p>	<p>Demonstrated cognizance of the scope and complexity of TESOL literature and practice, including the potential contributions of other interpretations, methods, and disciplines.</p>	<p>Courses raise awareness of the breadth and depth of the TESOL literature and the many challenges involved in TESOL practice.</p> <p>Assessment focuses students on the limitations of their knowledge and the need to further develop their knowledge in specific areas in the future.</p>	<p>Reflections, presentations, assignments, group work, peer assessments, technology enhanced learning assignments, article critiques, and a Capstone Project.</p>

Appendix G – LEARNING OUTCOMES OF PHD FIELD OF CURRICULUM STUDIES

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
1. Depth & Breadth of Knowledge	Articulate and analyze the generation of curriculum knowledge and awareness of current problems and/or new insights in curriculum informed by, the forefront of the field of curriculum and curriculum practice	<p>Core Course in advanced topics in curriculum</p> <p>Core course in PhD methodology seminar</p> <p>Elective course(s) to support outcomes relative to research methodologies</p> <p>Elective course to support outcomes relative to specific research areas in curriculum (e.g., mathematics education, early childhood education, literacy)</p> <p>Comprehensive Examination</p>	Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, literature review, mock thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications, thesis presentation, thesis examination
2. Research & Scholarship	<p>a. Demonstrate an ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the curriculum discipline, and to adjust the research design or methodology in light of unforeseen problems;</p> <p>b. Demonstrate ability to make informed critical judgments on complex issues in curriculum, requiring new/innovative theories, methodologies, and methods; and</p> <p>c. Demonstrate ability to design, implement, evaluate, and disseminate original research of a quality to satisfy peer review and to merit publication.</p>	<p>Core course in PhD methodology seminar</p> <p>Core course in advanced topics in curriculum</p> <p>Elective course(s) to support outcomes relative to research methodologies</p> <p>Elective courses to support outcomes relative to specific research areas in curriculum (e.g., mathematics education, early childhood education, literacy)</p> <p>Comprehensive Examination</p>	Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, literature review, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications, oral examination,

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
		Dissertation Proposal Dissertation	thesis presentation thesis examination.
3. Level of Application of Knowledge	<p>Demonstrate capacity to:</p> <ul style="list-style-type: none"> i) Undertake and critically evaluate research in curriculum at an advanced level; and ii) Contribute to the development of knowledge, critique, academic or professional skills, techniques, tools practices, ideas, theories, approaches, and/or materials in curriculum. 	<p>Core course in PhD methodology seminar</p> <p>Core course in advanced topics in curriculum</p> <p>Elective course(s) to support outcomes relative to research methodologies</p> <p>Elective courses to support outcomes relative to specific research areas in curriculum (e.g., mathematics education, early childhood education, literacy)</p> <p>Comprehensive Examination</p> <p>Dissertation Proposal</p> <p>Dissertation</p> <p>Grant Proposal Writing</p> <p>Research Assistantship</p> <p>Teaching Assistantship</p>	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, literature review, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications, oral examination, thesis presentation, teaching evaluation, thesis examination.</p>
4. Professional Capacity / Autonomy	<ul style="list-style-type: none"> a. Demonstrate qualities and transferable skills and knowledge necessary for curriculum research, scholarship, advocacy, and leadership requiring the exercise of initiative, ability to collaborate, professional responsibility, and creativity in all curricular endeavors; b. Demonstrate critical intellectual independence to be academically and professionally engaged across scholarly and professional communities; 	<p>Core course in PhD methodology seminar</p> <p>Core course in advanced topics in curriculum</p> <p>Elective course(s) to support outcomes relative to research methodologies</p> <p>Elective courses to support outcomes relative to specific</p>	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, literature review, thesis proposal, article critique, conference</p>

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
	<p>c. Model and demonstrate ethical behavior consistent with academic and professional integrity and the use of appropriate academic and professional guidelines and procedures for responsible conduct and promotion of research; and</p> <p>d. Demonstrate ability to critically evaluate the broad implications of applying knowledge to particular educational contexts and make appropriate recommendations and/or actions.</p>	<p>research areas in curriculum (e.g., mathematics education, early childhood education, literacy)</p> <p>Comprehensive Examination</p> <p>Dissertation Proposal</p> <p>Dissertation</p> <p>Grant Proposal Writing</p> <p>Research Assistantship</p> <p>Teaching Assistantship</p> <p>Core course in PhD methodology seminar</p>	<p>and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications, oral examination, thesis presentation, teaching evaluation, thesis examination, membership in professional organizations, community service, community partnership.</p>
<p>5. Level of Communication Skills</p>	<p>Effectively communicate ideas, concepts, issues, and arguments about curriculum using the most appropriate genres and modes to a variety of audiences and for a variety of purposes.</p>	<p>Core Course in advanced topics in curriculum</p> <p>Elective course(s) to support outcomes relative to research methodologies</p> <p>Elective courses to support outcomes relative to specific research areas in curriculum (e.g., mathematics education, early childhood education, literacy)</p> <p>Comprehensive Examination</p> <p>Dissertation Proposal</p> <p>Dissertation</p> <p>Grant Proposal Writing</p>	<p>Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, literature review, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications, oral examination, thesis presentation, teaching evaluation, thesis examination,</p>

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
		Research Assistantship Teaching Assistantship	membership in professional organizations, community service, community partnership.
6. Awareness of Limits of Knowledge	Demonstrate appreciation of the limitations of their own work and knowledge, and of the potential contributions of other interpretations, methods, knowledge and disciplines.	Core Course in advanced topics in curriculum Elective course(s) to support outcomes relative to research methodologies Elective courses to support outcomes relative to specific research areas in curriculum (e.g., mathematics education, early childhood education, literacy) Comprehensive Examination Dissertation Proposal Dissertation Grant Proposal Writing Research Assistantship Teaching Assistantship	Presentations, essays, self-assessments, peer assessments, technology enhanced learning assignments, group projects, case studies, curriculum development materials, literature database, literature review, thesis proposal, article critique, conference and symposium participation, manuscript preparation, poster presentation, research conducted in formal and informal settings, grant applications, oral examination, thesis presentation, teaching evaluation, thesis examination, membership in professional organizations, community service, community partnership.

Program Design Components (required, mandatory and optional courses, milestones and thesis/OIP/MRP etc) aligned with Program-Level Learning Outcomes and GDLES

- List each program design components' learning outcomes and indicate which program learning outcome(s) and GDLE(s) that is fulfilled.

Appendix H – LEARNING OUTCOMES OF PHD FIELD OF APPLIED LINGUISTICS

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
<p>1. Depth & Breadth of Knowledge</p>	<p>Ability to articulate and apply a substantial body of knowledge of applied linguistics that is at the forefront of the discipline and professional practice.</p>	<p>Core course in research methodology relevant within the field of applied linguistics</p> <p>Core course that provides that foundation to doctoral studies within Education and Applied Linguistics with a mixture of methodological, theoretical, and practical content based in the fields.</p> <p>A range of elective course that allow development of expertise within specific areas within the field of applied linguistics</p> <p>Elective courses that develop expertise in second language acquisition</p> <p>Elective courses that develop expertise in social dimensions of applied linguistics</p> <p>A comprehensive examination to provide opportunities to achieve expectations in developing a depth and breadth of knowledge of applied linguistics (specifically; A thorough understanding of a substantial body of</p>	<p>Tests, self-assessment, peer assessment, oral and written assignments, research projects, examinations, and a thesis defense</p>

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
		<p>knowledge that is at the forefront of a specific area of applied linguistics</p> <p>A thesis to provide opportunities for students to achieve expectations related to the application of knowledge of applied linguistics (specifically: competence in the applied linguistics research process by applying an existing body of knowledge into the critical analysis of a new question or of a specific problem or issue in a new setting);</p>	
2. Research & Scholarship	<p>a. The ability to conceptualize, design, and implement applied linguistics research for the generation of new knowledge, applications, or understanding at the forefront of applied linguistics, and to adjust the research design or methodology in light of unforeseen problems;</p> <p>b. The ability to make informed judgements on complex issues in specialized areas within the field of applied linguistics sometimes requiring new methods; and</p> <p>c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review and to merit publication.</p>	<p>Core courses in research methodology used within the field of applied linguistics that reinforce a, b, and c, in column 2.</p> <p>Applied linguistics content course that reinforce a, b, and c in column 2.</p> <p>A Comprehensive Examination to provide opportunities to achieve the ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the</p>	<p>Oral and written assignments, self-assessment, peer assessments, research projects that measure knowledge and skills for scholarship in applied linguistics.</p> <p>A comprehensive examination that measures the ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the area of specialization within the field of applied linguistics.</p> <p>A thesis defense which includes rigorous review of</p>

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
		<p>light of unforeseen problems.</p> <p>A thesis component requiring: i) The exercise of initiative and of personal responsibility and accountability; ii) Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. the ability to appreciate the broader implications of applying knowledge to particular contexts.); an awareness of the limits of knowledge (specifically, cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.);</p>	<p>skills and knowledge gained within the field of applied linguistics.</p>
<p>3. Level of Application of Knowledge</p>	<p>The capacity to: Undertake pure and/or applied research at an advanced level within the field of applied linguistics; and ii) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials within the field of applied linguistics.</p>	<p>Core courses in research methodology used within the field of applied linguistics</p> <p>A range of elective courses that allow development of expertise within specific areas within</p>	<p>Oral and written assignments, self - assessment, peer assessments, research projects that measure knowledge and skills for scholarship in applied linguistics.</p>

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
		<p>the field of applied linguistics</p> <p>Elective courses that develop expertise in second language acquisition</p> <p>Elective courses that develop expertise in teaching and learning a second language</p> <p>Elective courses that develop expertise in teaching and learning a second language</p> <p>Elective course that develop expertise in multilingualism</p> <p>Elective course that develop expertise in social dimensions of applied linguistics</p> <p>A comprehensive examination to provide a thorough understanding of a substantial body of knowledge that is at the forefront of a specific area within the field of applied linguistics</p> <p>A thesis component requiring: i) The exercise of initiative and of personal responsibility and accountability; ii) Decision-making in complex situations; b. the intellectual independence require for continuing professional development; c. The ethical behavior consistent with academic integrity and the use of</p>	<p>A comprehensive examination that measures academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials within the field of applied linguistics</p>

Ontario Graduate Degree Level Expectations	Program-level Learning Outcomes	How does the program support achievement of each GDLE?	How does the program evaluate the achievement of each GDLE?
		<p>appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.); an awareness of the limits of knowledge (specifically, cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.);</p>	
<p>4. Professional Capacity / Autonomy</p>	<p>a. To demonstrate the qualities and transferable skills necessary for employment that relates to applied linguistics and requires the exercise of personal responsibility and largely autonomous initiative in complex situations;</p> <p>b. The intellectual independence to be academically and professionally engaged and current;</p> <p>c. The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p> <p>d. The ability to evaluate the broader implications of applying knowledge to particular contexts within the field of applied linguistics.</p>	<p>Core and elective courses that develop the breadth and depth of knowledge required for professional autonomy within the field of applied linguistics</p> <p>A comprehensive examination that demonstrates intellectual independence, and the ability to evaluate the broader implications of applying knowledge to particular contexts within the field of applied linguistics.</p> <p>A thesis that requires the exercise of personal responsibility and largely autonomous initiative.</p> <p>A thesis that provides opportunities for</p>	<p>Self -assessment, peer assessment, oral and written assignments, research projects, examinations, and a thesis defense that measures knowledge and skills for scholarship in applied linguistics.</p> <p>A comprehensive examination that measures the breadth and depth of knowledge required for professional autonomy within the field of applied linguistics.</p>

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
		students to achieve expectations related to the application of applied linguistics knowledge necessary for professional practice.	
5. Level of Communication Skills	To demonstrate the ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.	<p>Core and elective course that develop the breadth and depth of knowledge required to communicate ideas and issues and conclusions clearly in wider area of applied linguistics and the specialized areas of second language acquisition, second language teaching and learning, multilingualism, and social approaches to language learning.</p> <p>A comprehensive examination that requires the clear and effective communication of complex and/or ambiguous ideas, issues and conclusions.</p> <p>A thesis component that specifically focuses on the development and support of a sustained argument in written form that deals with complex and/or originality in the application of knowledge of applied linguistics;</p>	<p>Oral and written assignments, research projects, examinations, self-assessment, peer assessment, and a thesis defense that measure knowledge and skills necessary to effectively communicate ideas relevant to applied linguistics.</p> <p>A comprehensive examination that measures the ability to communicate complex and/or ambiguous ideas, issues and conclusions relevant to a specialized area within the field of applied linguistics clearly and effectively</p>
6. Awareness of Limits of Knowledge	To articulate and explain the limitations of their own work and area within the field of applied linguistics, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and to the field of applied linguistics.	Core and elective courses that develop the breadth and depth of knowledge required to recognize the gaps and limits in	Tests, oral and written assignments, self-assessment, peer assessment, research projects,

<i>Ontario Graduate Degree Level Expectations</i>	<i>Program-level Learning Outcomes</i>	<i>How does the program support achievement of each GDLE?</i>	<i>How does the program evaluate the achievement of each GDLE?</i>
		<p>knowledge of specialized areas within the field of applied linguistics.</p> <p>A comprehensive examination that demonstrates the complexity of knowledge, and to the potential contributions of other interpretations, methods, and disciplines.</p> <p>A thesis that includes an appreciation of the limitations of their own work and area of specialization within the field of applied linguistics.</p> <p>A thesis component that demonstrates the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.</p>	<p>examinations, and a thesis defense that measure knowledge and skills for scholarship in applied linguistics.</p> <p>A comprehensive examination that reveals the complexity of knowledge, and of the potential contributions of other interpretations, methods, and to the field of applied linguistics.</p>



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