

# Department of Secondary Education Graduate Program Handbook



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Digital versions of this handbook are available at: <http://secedadmin.ualberta.ca/content/graduate-students>

## **PREFACE**

The Department of Secondary Education is committed to research and scholarship in curriculum and pedagogy in teacher education and subject-area specializations. The department offers four graduate degree programs: Master of Education (MEd) (course-based), Master of Education (MEd) (thesis-based), Doctor of Education (EdD), and Doctor of Philosophy (PhD). Programs are designed to meet the needs of individual students.

Graduate students may pursue studies of curriculum and pedagogy at the secondary school level, either in general terms or with discipline-specific foci. Subject-area specialities include Aboriginal Curriculum Perspectives, Art and Media, Arts-based Research and Participatory Research, Biological Sciences, Career and Technology Studies, Curriculum Studies, Drama Education and Applied Theatre, English Language Arts, General Sciences, Intercivilizational Dialogue, Mathematics, Music, Physical Education, Physical Sciences (Chemistry and Physics), Religious and Moral Education, Second Languages, Social Studies, Teacher Education, and Technology in Education.

## **ADMISSION PROCESS**

Applications for admission are submitted on-line to the [Faculty of Graduate Studies and Research \(FGSR\)](#). The department assesses applications for admission according to the following criteria: grade point average of the most recent two years of full-time study or equivalent, relevant teaching experience, written references, compatibility of stated research interests with departmental expertise, and supervisor availability. The Faculty of Graduate Studies and Research (FGSR) makes final admission decisions based on the department's recommendations.

## **PROGRAM ADMINISTRATION**

Graduate students are registered in the Faculty of Graduate Studies and Research ([FGSR](#)). Program planning and supervision are provided by the Department of Secondary Education.

## **ON-LINE INFORMATION**

[Department of Secondary Education](#)

[Faculty of Education](#)

[Online applications](#)

[UofA Calendar](#)

[Course Listings \(BearTracks\)](#)

[Course Catalog](#)

## CONTACT INFORMATION

### DEPARTMENT OF SECONDARY EDUCATION

**(780) 492-3674**

Dr. Gregory Thomas, Department Chair

(780) 492-0743

[secchair@ualberta.ca](mailto:secchair@ualberta.ca) or [gthomas1@ualberta.ca](mailto:gthomas1@ualberta.ca)

Dr. Bonnie Watt, Associate Chair Graduate Programs

(780) 492-5191

[bwatt@ualberta.ca](mailto:bwatt@ualberta.ca)

Rebecca Saul, Graduate Program Administrator

(780) 492-2688

[edsegrad@ualberta.ca](mailto:edsegrad@ualberta.ca)

[Department of Secondary Education - Faculty Members Listing](#)

### DEPARTMENT STAFF

Vanessa Grabia, Assistant Chair (Administration)

(780) 492-8713

[vanessa.grabia@ualberta.ca](mailto:vanessa.grabia@ualberta.ca) or [elsecapo@ualberta.ca](mailto:elsecapo@ualberta.ca)

Linn Cardinal, Executive Assistant to the Chair

(780) 492-5416

[elsecea@ualberta.ca](mailto:elsecea@ualberta.ca)

Cris Ryder, Student Programs Assistant

(780) 492-3674

[cris.ryder@ualberta.ca](mailto:cris.ryder@ualberta.ca)

Kateryna Barnes, Communications and Web

(780) 492-2215

[kateryna.barnes@ualberta.ca](mailto:kateryna.barnes@ualberta.ca) or [elsecweb@ualberta.ca](mailto:elsecweb@ualberta.ca)

Rick Eng, Lab Coordinator

(780) 492-2022

[reng@ualberta.ca](mailto:reng@ualberta.ca)

### FACULTY OF EDUCATION

Dr. Douglas Gledlie, Associate Dean - Graduate Studies

(780)-248-1951

[EdDean.GradStudies@ualberta.ca](mailto:EdDean.GradStudies@ualberta.ca)

Human Resources & Finance

[eduhrfin@ualberta.ca](mailto:eduhrfin@ualberta.ca)

### FACULTY OF GRADUATE STUDIES AND RESEARCH (FGSR)

**(780) 492-3499**

Dean

Dr. Brooke Milne

(780) 492-2888

[graddean@ualberta.ca](mailto:graddean@ualberta.ca)

Vice-Dean

Dr. Ali Shiri

[gradvd@ualberta.ca](mailto:gradvd@ualberta.ca)

TBA

Admission Services

[grad.admissions@ualberta.ca](mailto:grad.admissions@ualberta.ca)

(780) 492-9456

Program Services

[gradpgm1@ualberta.ca](mailto:gradpgm1@ualberta.ca)

(780) 492-1240

Fees

[gradfees@ualberta.ca](mailto:gradfees@ualberta.ca)

Awards/Scholarships

[grad.awards@ualberta.ca](mailto:grad.awards@ualberta.ca)

(780) 492-9460

## COURSE-BASED MASTER OF EDUCATION PROGRAM

The course-based Master of Education degree is intended for educators who wish to develop scholarly and professional expertise in areas of curriculum and/or pedagogy. The program is specifically designed for (but not limited to) those who wish to pursue part-time studies.

### Program Requirements (also see [Master's Course-Based Program Checklist](#))

- **Program Duration:** The maximum time allowed to complete the requirements for the course-based MEd is six years.
- **Residency:** There is no residency requirement.
- **Course Credit Requirement:** Minimum of 30 credits of graduate-level courses (equivalent to ten 3-credit courses), of which no grade is below C+. A research project (EDSE 900 Research/Capping Exercise) represents the final three credits of these 30 credits. Minimum registration required is 3-credit course weight equivalents per year (September to August).
- **Required Courses:**
  - EDSE 503 - Curriculum Foundations;
  - EDSE 504 - Curriculum Inquiry;
  - EDSE 510 - Research Methods in Secondary Education;
  - EDSE 900 - Research/Capping Exercise (EDSE 900 is offered in the Winter session as a taught seminar course, and is usually taken as the last course in the program. Please consult with your academic advisor and plan your program accordingly. See page [10](#) and page [14](#) for final project description and registration information).
- **Other Courses:** Additional courses (in addition to the required ones listed above) are selected by the student in consultation with the academic advisor. The number of Individual Study (EDSE 502) courses is limited to 3 credits per semester and 6 credits per program.
- **Active registration:** It is a requirement that students maintain active registration for the duration of their program (see page [11](#)). For information about University minimum units of course weight and registration requirements see the [University Calendar - Registration](#).
- **Ethics:** Completion of ethics training hours. Department Ethics component (equivalent to 8 hours) through successful completion of EDSE 510 and EDSE 900 plus FGSR Ethics component (equivalent to 5 hours) through successful completion of the [FGSR Academic Integrity and Ethics Training Requirement](#).
  - Students admitted prior to 2021: This requirement can be met through completion of the [Graduate Ethics Training \(GET\)](#) course offered by FGSR.
  - Students admitted 2021 or later: It is recommended that incoming students (or current students who have not yet completed ethics) complete the ethics requirement through INT D 710 on BearTracks, a zero-credit, self-paced course.
- **Research Ethics Review:** Not applicable to course-based MEd students. Final projects cannot involve research with human participants. Exceptions are possible on the recommendation of the student's advisor.
- **FGSR - Professional Development Requirement:** MEd course-based students automatically fulfill the FGSR professional development requirement.

- **Tuition and Fees:** For information about fee assessments and non instructional fees, visit [FGSR - Tuition and Fee Assessment](#).

## THESIS-BASED MASTER OF EDUCATION PROGRAM

The thesis-based Master of Education degree is intended for educators who wish to develop scholarly and professional expertise in areas of curriculum and/or pedagogy. This program is particularly suitable for (but not limited to) individuals who are able to study full-time for two semesters.

### Program Requirements (also see [Master's Thesis-Based Program Checklist](#))

- **Program Duration:** The maximum time allowed to complete the requirements for the thesis-based MEd is four years.
- **Residency:** There is no residency requirement.
- **Course Credit Requirement:** Minimum of 30 credits of graduate-level courses, of which no grade is below C+. This is equivalent to seven 3-credit courses and a thesis of at least 9 credits. Minimum registration required is 3-credit course weight equivalents per term, i.e., one course in Fall and one in Winter. FGSR automatically registers thesis students in THES 906 for Spring and Summer terms.
- **Required Courses:**
  - EDSE 503 - Curriculum Foundations;
  - EDSE 504 - Curriculum Inquiry;
  - EDSE 510 - Research Methods in Secondary Education;
  - EDSE 511 - Research Design in Secondary Education.
- **Other Courses:** Additional courses are selected by the student in consultation with the academic advisor. The number of Individual Study (EDSE 502) courses is limited to 3 credits per semester and 6 credits per program.
- **Active registration:** It is a requirement that students maintain active registration for the duration of their program (see page [10](#)). For information about University minimum units of course weight and registration requirements see the [University Calendar - Registration](#).
- **Ethics:** Completion of ethics training hours. Department Ethics component (equivalent to 8 hours) through successful completion of EDSE 510 and EDSE 511 plus FGSR Ethics component (equivalent to 5 hours) through successful completion of the [FGSR Academic Integrity and Ethics Training Requirement](#).
  - Students admitted prior to 2021: This requirement can be met through completion of the [Graduate Ethics Training \(GET\)](#) course offered by FGSR.
  - Students admitted 2021 or later: It is recommended that incoming students (or current students who have not yet completed ethics) complete the ethics requirement through INT D 710 on BearTracks, a zero-credit, self-paced course.
- **Research Ethics Review:** All students conducting research with human subjects must submit and have approved a Research Ethics Review **prior** to commencing research (see page [15](#)).
- **Professional Development Requirement:** MEd thesis-based students automatically fulfill the FGSR professional development requirement.
- **Thesis:** See page [14](#) and page [15](#). Thesis-based Master's students must complete a thesis. See [FGSR - Thesis Preparation, Requirements & Deadlines](#) for information on required components and formatting.

- **Final Oral Examination:** The thesis must be successfully defended (see page [12](#) and page [14](#)).
- **Tuition and Fees:** For information about fee assessments and non instructional fees, visit [FGSR - Tuition and Fee Assessment](#).

## DOCTOR OF EDUCATION (EdD) PROGRAM

The Doctor of Education program is designed for educators who are interested in conducting scholarly research into curriculum and/or pedagogy. This program is especially suited for (but not limited to) those who wish to develop their knowledge of pedagogical practice and curriculum leadership.

### Program Requirements (also see [Doctoral Program Checklist](#))

- **Program Duration:** The maximum time allowed to complete the requirements for the EdD is six years. Please note that students must register as full-time students throughout their program.
- **Residency:** The minimum period of residency is twelve consecutive months of full-time registration. During the Fall and Winter terms, students must carry a minimum 9-credit load per term. For students admitted Fall 2011 and thereafter, automatic registration in Thesis 906 for both Spring and Summer terms is also required. The one-year residency requirement for EdD students is in place so that students can become part of the community of scholars to which the Department supports and belongs.
- **Program Credit Requirement:** EdD students admitted Fall 2011 and thereafter must pay the equivalent of at least three full years of program fees. EdD students should complete a minimum of 21 credits from coursework during their residency period/s. EdD students who have not completed EDSE 503 and EDSE 504 prior to admittance, i.e., those who are new to the department, are expected to also take EDSE 503 and EDSE 504 for a total of 27 minimum credits. This is equivalent to nine 3-credit courses (including EDSE 503 and EDSE 504), of which no grade must be below C+, and thesis registration of at least 9 credits. All program requirements, other than the thesis, must be completed within three years of the commencement of a student's program (see the [University Calendar - Time Limit for Completion of Graduate Programs](#)).
- **Required Courses:**
  - EDSE 610 - Advanced Research Seminar in Secondary Education I;
  - EDSE 620 - Advanced Research Seminar in Secondary Education II (\*Please note that students must have completed a 500- or 600-level Advanced Research Methods course **prior** to enrolling in EDSE 620. EDSE 620 prepares students for their candidacy examination, and thus should be taken as the last or near last course before candidacy.)

Students are also expected to take EDSE 503: Curriculum Foundations and EDSE 504: Curriculum Inquiry (or equivalent) if not already completed in an earlier degree. Decisions about equivalencies are made in consultation with the supervisor; final decision is made by the Associate Chair Graduate Programs.
- **Other Courses:** At least five 3-credit additional graduate courses are selected by the student in consultation with the supervisor. The number of Individual Study (EDSE 602) courses is limited to 3 credits per semester and 6 credits per program.

- **Active Registration:** It is a requirement that students maintain active registration for the duration of their program (see page [10](#)). For information about University minimum units of course weight and registration requirements see the [University Calendar - Registration](#).
- **Ethics:** Completion of ethics training hours. Department Ethics component (equivalent to 8 hours) through successful completion of EDSE 610 and EDSE 620 plus FGSR Ethics component (equivalent to 5 hours) through successful completion of the [FGSR Academic Integrity and Ethics Training Requirement](#).
  - Students admitted prior to 2021: This requirement can be met through completion of the [Graduate Ethics Training \(GET\)](#) course offered by FGSR.
  - Students admitted 2021 or later: It is recommended that incoming students (or current students who have not yet completed ethics) complete the ethics requirement through INT D 710 and INT D 720 on BearTracks, two zero-credit, self-paced courses.
- **Research Ethics Review:** All students conducting research with human subjects must submit and have a Research Ethics Review approved prior to commencing research (see page [15](#)).
- **Professional Development Requirement:** EdD students admitted Fall 2020 onwards must fulfill the FGSR Professional Development Requirement.
- **Candidacy Examination:** Students must prepare and orally defend a written candidacy paper outlining the proposed study and reviewing the relevant research and theory (see page [11](#)).
- **Final Oral Examination:** EdD program students must complete a thesis. The thesis must be successfully defended (see page [13](#)). See page [14](#) and page [15](#). See [FGSR - Thesis Preparation, Requirements & Deadlines](#) for information on required components and formatting.
- **Tuition and Fees:** For information about fee assessments and non instructional fees, visit [FGSR - Tuition and Fee Assessment](#).

## DOCTOR OF PHILOSOPHY (PhD) PROGRAM

The Doctor of Philosophy degree is intended for educators who wish to pursue a career of research, post-secondary teaching, and academic leadership in curriculum and/or pedagogy.

### Program Requirements (also see [Doctoral Program Checklist](#))

- **Program Duration:** The maximum time allowed to complete the requirements for the PhD is six years. Please note that students must register as full-time students throughout their program.
- **Residency:** A minimum of two academic years of full-time registration is mandatory. For purposes of residency, an academic year is defined as the eight-month period from September to April. During the Fall and Winter terms, students must carry a minimum 9-credit load per term. For students admitted Fall 2011 and thereafter, automatic registration in THES 906 for both Spring and Summer terms is also required. The two-year residency requirement for PhD students is in place so that students can become part of the community of scholars to which the Department supports and belongs.
- **Program Credit Requirement:** PhD students admitted Fall 2011 and thereafter must pay the equivalent of at least three full years of program fees. PhD students should complete a minimum of 21 credits from coursework during their residency period/s. PhD students who have not completed EDSE 503 and EDSE 504 prior to admittance, i.e., those who are new to the department, are expected to also take EDSE 503 and EDSE 504 for a total of 27 minimum credits. This is equivalent to nine 3-credit courses



(including EDSE 503 and EDSE 504), of which no grade must be below C+, and thesis registration of at least 9 credits. All program requirements, other than the thesis, must be completed within three years of the commencement of a student's program (see the [University Calendar - Time Limit for Completion of Graduate Programs](#)).

- **Required Courses:**

- EDSE 610 - Advanced Research Seminar in Secondary Education I;

- EDSE 620 - Advanced Research Seminar in Secondary Education II (\*Please note that students must have completed a 500- or 600-level Advanced Research Methods course *prior to* enrolling in EDSE 620. EDSE 620 prepares students for their candidacy examination, and thus should be taken as the last or near last course before candidacy. )

Students are also expected to take EDSE 503 -Curriculum Foundations and EDSE 504 - Curriculum Inquiry (or equivalent) if not already completed in an earlier degree. Decisions about equivalencies are made in consultation with the supervisor; final decision is made by the Associate Chair Graduate Programs.

- **Other Courses:** At least five 3-credit additional graduate courses are selected by the student in consultation with the supervisor. The number of Individual Study (EDSE 602) courses is limited to 3 credits per semester and 6 credits per program.
- **Active registration:** It is a requirement that students maintain active registration for the duration of their program (see page [10](#)). For information about University minimum units of course weight and registration requirements see the [University Calendar - Registration](#).
- **Ethics:** Completion of ethics training hours. Department Ethics component (equivalent to 8 hours) through successful completion of EDSE 610 and EDSE 620 plus FGSR Ethics component (equivalent to 5 hours) through successful completion of the [FGSR Academic Integrity and Ethics Training Requirement](#).
  - Students admitted prior to 2021: This requirement can be met through completion of the [Graduate Ethics Training \(GET\)](#) course offered by FGSR.
  - Students admitted 2021 or later: It is recommended that incoming students (or current students who have not yet completed ethics) complete the ethics requirement through INT D 710 and INT D 720 on BearTracks, two zero-credit, self-paced courses.
- **Research Ethics Review:** All students conducting research with human subjects must submit and have a Research Ethics Review approved **prior** to commencing research (see page [15](#)).
- **Professional Development Requirement:** PhD students admitted Fall 2020 onwards must fulfill the FGSR Professional Development Requirement.
- **Candidacy Examination:** Students must prepare and orally defend a written candidacy paper outlining the proposed study and reviewing the relevant research and theory (see page [12](#)).
- **Final Oral Examination:** PhD program students must complete a thesis. The thesis must be successfully defended (see page [13](#)). See [FGSR - Thesis Preparation, Requirements & Deadlines](#) for information on required components and formatting.
- **Tuition and Fees:** For information about fee assessments and non instructional fees, visit [FGSR - Tuition and Fee Assessment](#).

## **GUIDELINES FOR SUPERVISORS AND GRADUATE STUDENTS**

### **[Guidelines for Supervisors](#)**

### **[Guidelines for Graduate Students](#)**

## **ACADEMIC ADVISING AND SUPERVISING**

### **Academic Advisors (course-based programs) and Supervisors (thesis-based programs)**

All students are assigned advisors/supervisors by the Department at the time of admission.

Advisors/supervisors are selected from students' areas of interest. Their specific roles vary according to the degree program. For a course-based MEd, the academic advisor advises on course selection. For the thesis-based MEd, the program supervisor advises on course selection, and oversees the student's research and completion of the thesis.

For the EdD and PhD, the program supervisor supervises the student's research and completion of the dissertation. Usually at the end of the first year or the beginning of the second year, the program supervisor, in consultation with the student, submits the names of persons proposed for the student's supervisory committee to the Graduate Program Administrator for approval. The committee consists of the supervisor and at least two additional members. Information about the size and composition of the committee can be found in the [University Calendar - Size and Composition of Examining Committees](#). Please note that the Faculty of Graduate Studies and Research requires that the supervisory committee meet with the student at least once per year. Occasionally, a student may request or a faculty supervisor may recommend a change of supervisor, usually to accommodate a student's evolving research interests.

### **First Meeting Checklist**

Supervisors must have an introductory meeting (before December 31, 2021 for Fall 2021 admissions) with each new thesis-based graduate student to review important policies contained in our [Department's First- Meeting Checklist](#). This document must be signed by both the student and supervisor and submitted to the Graduate Program Administrator for placement on the student's file. This is an FGSR requirement.

### **Program Planning Forms**

Before registering for courses, students must meet with their assigned advisors/supervisors to plan their programs. The Program Planning Form is sent to graduate students via the listserv annually, and is also available through the [Graduate Student Admin Site](#). The form is to be completed by the graduate student in consultation with their academic advisor/supervisor by August 31 each year until coursework, residency (if applicable), and final project/thesis requirements are complete. Please note that copies of submitted forms are automatically sent to the Graduate Program Administrator, student, and advisor/supervisor.

### **Annual Reports**

All Master's and Doctoral students must submit an annual report to the Graduate Program Administrator by August 31 each year. The Program Planning Form is sent to graduate students via the listserv annually, and is also available through the [Graduate Student Admin Site](#). Please note that copies of submitted reports are automatically sent to the Graduate Program Administrator, student, and advisor/supervisor.

## Change of Category

MEd and PhD students wishing to change their program category, (i.e. MEd course-based to thesis-based program, or vice versa), should first discuss the change with their academic advisor or supervisor. Students must contact the Graduate Program Administrator for additional information or to initiate the request. The effective date of a category change will be the beginning of the next term.

EdD students wishing to change to the PhD program are advised that there is an application process. Applications must be received by January 15th to be considered, and will be adjudicated by the Department's Graduate Admissions Committee. Applications will consist of:

- A letter from the EdD student to the Graduate Admissions Committee requesting the switch, with a rationale for the switch;
- A letter of support from the supervisor;
- Transcripts.

In no cases may the application occur within two months of a scheduled candidacy or final examination.

## REGISTRATION

### Course Registration

The web registration system [BearTracks](#) is open to all incoming and continuing graduate students. Upon consultation with advisors or supervisors, students must build their class schedules and register in the appropriate courses for the upcoming term(s). To access the service, students must have a valid campus computing identification number (CCID) and password. If you do not have these, you must contact the Office of the Registrar or Information Services and Technology for assistance.. Please consult with your advisor or supervisor when making any changes to your program to ensure that you continue to meet program requirements. Students should check their registration prior to the add/delete deadlines each term to ensure that registration is accurate. The student has final responsibility to ensure that program requirements are met.

### Residence Requirement (Doctoral programs only)

PhD students must be registered as full-time students for a minimum period of two academic years to meet the residence requirement. Registration of 9 credits or more in both the Fall and Winter terms is considered to be full-time study. This can be achieved through registration in 9 credits of coursework, through registration in THES 909 which has a course weight of 9 credits, or through some combination of coursework and thesis registration.

EdD students must be registered as full-time students for 12 consecutive months to meet the residence requirement. The minimum period of residency is twelve consecutive months of full-time registration. During the Fall and Winter terms, students must carry a minimum 9-credit load. For students admitted Fall 2011 and thereafter, automatic registration in THES 906 for both Spring and Summer terms is also required.

### Maintaining Active Registration

**Course Based Students:** Course-based MEd students must register for at least one course in a minimum of one term in each September to August period in order to keep their programs active.

**Thesis-Based Students:** Thesis-based students must register in both Fall and Winter sessions in coursework and/or thesis, as well as must be registered in thesis for Spring and Summer sessions in order to keep their

programs active. Please note that registration in THES 906 (6 units) will be automatically added by the Faculty of Graduate Studies and Research (FGSR) to each thesis-based student's registration for Spring and Summer terms. It is important to also note that courses taken in addition to the THES 906 during Spring and Summer are assessed at an additional cost to the student.

Students who fail to maintain active registration will be considered to have lapsed and will have to reapply for admission. Readmission is not guaranteed. If readmission is granted, the Faculty of Graduate Studies and Research charges a readmission fee of approximately \$1,500. Information about readmission can be found on [FGSR Graduate Program Manual - Readmission](#).

### **Course-Based Master's Final Project (EDSE 900)**

The purpose of the MEd Final Project in the Department of Secondary Education provides for the exploration of a question of academic and professional interest in the fields of teacher education, professional development, or curriculum studies through formulating a study, engaging in approaches to inquiry, and presenting results.

The format of the MEd Final Project will reflect the nature and purpose of the inquiry, appropriately address the intended audience, and include a 500-word written abstract describing the significance of the inquiry, the approach, and the results. Upon completion of the EDSE 900 the student should submit an electronic copy of the student's 500-word abstract to the Graduate Program Administrator for departmental records.

Students are also encouraged to submit an electronic copy of the MEd Final Project to the [Department of Secondary Education Community in the Education and Research Archive \(ERA\)](#) at the University of Alberta.

### **Thesis-Based Student Registration at End of Program (PhD, EdD, and MEd Thesis-Based)**

In order to meet the Faculty of Graduate Studies and Research requirements, thesis-based students must be registered in THES preceding convocation.

Please be aware that all courses and ethics training must be completed before the thesis can be defended. The Faculty of Graduate Studies and Research will not accept the thesis prior to the completion of coursework.

Please see [FGSR's Minimum Thesis Formatting Requirements](#) and [FGSR's Thesis Submission Checklist](#) to ensure all required components of the thesis are included and complete. For example, FGSR now requires that any thesis involving human participants must include the REB approval certificate in the Preface.

## **ORAL EXAMINATIONS**

All Doctoral students must complete both a Candidacy Examination and a Final Oral Examination.

All Master's thesis-based students must complete a Final Oral Examination.

### **Doctoral Candidacy Examination**

The candidacy examination has two primary objectives:

- to determine whether the student has an adequate knowledge of the discipline and of the subject matter relevant to the proposed thesis; and
- to determine whether the student has the ability to pursue and complete original research at an advanced level.

The candidacy examination must be completed along with all program requirements (other than the thesis) by the end of the 3rd year of the student's program. The candidacy examination must normally be passed no less than six months prior to the final examination of the thesis.

**It is the supervisor's responsibility to make all arrangements for the candidacy examination.** The candidacy examining committee shall be constituted as per the requirements outlined in the U of A Calendar. There must be two arms' length members on the examining committee. The supervisor will nominate members of the examining committee. The names of the proposed committee members are submitted to the Graduate Program Administrator **at least three weeks prior to the proposed examination date (not including holidays)** for preparation of the official Notice of Examining Committee & Examination Date form. The student will forward a curriculum vitae and a written research proposal to all members of the examining committee at least three weeks prior to the examination date (not including holidays). The candidacy examination shall be chaired by a faculty member who is not the supervisor but who is a member of the Department of Secondary Education. The Chair is to be selected by the student's supervisor. The Chair is a non-examining chair and cannot participate as an examiner during the candidacy examination. The Chair is responsible for determining specific examination/questioning procedures **before** the candidacy examination and discussing these with both the student and the committee members. Detailed information related to Decisions of the Candidacy Committee is outlined in the [University Calendar - Conduct of Examinations](#).

### **Doctoral Final Oral Examination**

The doctoral student's supervisory committee must all agree that the thesis is complete and ready to defend prior to scheduling the final oral examination. A 'Preliminary Acceptance of Thesis Form,' must be completed and signed by all supervisory committee members. This form is available upon request of the Graduate Program administrator.

Information about the size and composition of the committee can be found in the [University Calendar - Size and Composition of Examining Committees](#). There must be two arm's length members on the examining committee, one of which must be an external examiner/reader from outside the University of Alberta. This individual must be a recognized authority in the student's field of research, must have experience evaluating doctoral area work, and must be in a position to review the thesis objectively. An external examiner/reader must not have had any association with the student, supervisor, or department within the last six years.

**It is the supervisor's responsibility to make all arrangements for the doctoral final examination.** The Associate Chair Graduate Program, upon recommendation of the supervisor, will nominate an external examiner/reader and submit the name and curriculum vitae to the Dean of the Department's Faculty **at least two months** prior to the examination. If approved, the Faculty will issue a formal invitation to the external examiner/reader.

The supervisor and student must remain at arm's length from the external examiner where the thesis is concerned. The student must supply a copy of the thesis and a curriculum vitae in electronic format to the Graduate Program Administrator **at least five weeks** in advance of the examination date. The student should be prepared to supply paper copies of each, in the event that the external examiner/reader confirms that this is their preferred format. The Graduate Program Administrator will send the thesis and curriculum vitae to the external examiner **at least four weeks** prior to the examination (not including holidays). The student is responsible for forwarding the thesis to the rest of the members of the examining committee. For in person examinations, the student will bring copies of their CV to the examination, for distribution to the balance of the examining committee. For virtual examinations, the student will send a copy of their CV to the Graduate Program Administrator who will distribute them to the examining committee prior to the examination.

Once the external examiner/reader has been invited by the Faculty, the names of all members of the final oral examining committee are submitted by the supervisor to the Graduate Program Administrator **at least three weeks** prior to the examination (not including holidays) for preparation of the official Notice of Examining Committee & Examination Date form. The **Department** will send a notice to the examining committee confirming the examination date.

The final oral examination will be chaired by a faculty member from the Department of Secondary Education who is not the supervisor. The Department requires that final doctoral examinations have a non-examining committee chair. Selected by the supervisor, the Chair of the examining committee is responsible for moderating the examination. In the event that there is an external reader (rather than an external examiner who participates in the final oral examination), the Chair will also present the external reader's questions and initial beside the external reader's name on the signature page if the student passes the final oral examination.

Detailed information related to Doctoral Final Examination can be found in the [University Calendar - Final Doctoral Examination](#).

### **Thesis-Based Master's Final Oral Examination**

The Master's student's supervisor must ensure that the thesis is complete and ready to defend prior to scheduling the final oral examination. Information about the size and composition of the committee can be found in the [University Calendar - Size and Composition of Examining Committees](#). There must be one arm's length member on the examining committee.

**It is the supervisor's responsibility to make all arrangements for the MEd final examination.** The names of all members of the final oral examining committee must be submitted by the supervisor to the Graduate Program Administrator at **least three weeks** prior to the examination (not including holidays) for preparation of the official Notice of Examining Committee & Examination Date form. The **student** will supply a copy of the thesis to the examining committee **at least three weeks** in advance of the examination date (not including holidays). The **Department** will send a notice to the examining committee confirming the examination date.

The final oral examination will be chaired by a faculty member from the Department of Secondary Education who is not the supervisor. Selected by the supervisor, the Chair of the examining committee is responsible for moderating the examination. The Chair should be a non-examining chair, and should only participate as an examiner if there are extenuating circumstances.

Detailed information related to the Master's Final Examination can be found in [University Calendar - Thesis Based Master's Program Examination](#).

## **SUBMISSION OF THESIS (PhD, EdD, and MEd Thesis-Based)**

Theses approved by final examination committees must be submitted by students electronically to the Faculty of Graduate Studies and Research (FGSR) for approval via Thesis Deposit. Instructions for submission including a submission checklist can be found on [FGSR - Thesis Preparation, Requirements & Deadlines](#). Additional information about requirements can be found in the [University Calendar - Thesis Requirements](#).

Thesis completion form and thesis submission deadlines (including registration and convocation deadlines) can be found at the following link:

[Deadlines for Students Admitted Fall 2011 and Onwards](#)

Once the thesis is approved, it will then be published in UAlberta's institutional repository: [Education and Research Archive \(ERA\)](#).

## CONVOCATION DEADLINES

Deadline for Spring 2022 Convocation: 4:00 pm on **April 1, 2022**

Registration is NOT REQUIRED for any future terms.

Deadline for Fall 2021 Convocation: 4:00 pm on **October 1, 2021**

Registration is NOT REQUIRED for any future terms.

### Course-based Students

Departments must submit Reports of Final Completion for Course-based MEd degrees to FGSR by the convocation deadlines in order to convocate. The Graduate Program Administrator will prepare and submit this on behalf of the student by the deadlines indicated above.

### Thesis-based Students

FGSR must receive the Thesis Approval/Program Completion form and students must submit and have their thesis approved in Thesis Deposit by the convocation deadlines in order to convocate. It is strongly recommended that students submit their thesis a minimum of 3-5 working days before any deadline, as corrections may be required. The final thesis must be accepted and approved by FGSR by 4 pm on the dates outlined below. If the final thesis including any required corrections is submitted and approved by FGSR after 4 pm on the dates outlined above, the thesis is considered submitted in the next convocation submission period. Students must submit their thesis within six months of the final examination.

Additional information can be found at [FGSR - Convocation](#).

## PERMISSION TO CONDUCT RESEARCH

### Research Ethics Review

All research conducted by students that deals with human participants is subject to a research ethics review by one of the four designated University Research Ethics Boards.

[Alberta Research Information Services \(ARISE\)](#), an online ethics system, is used for ethics applications across the Education Faculty. All future human ethics applications for new studies and post-approval activities such as amendments, renewals and close reports must be entered into the system. An application is developed using a smart form, which is dynamically created as the form is completed. All other aspects of ethics review and administration will also be managed online. To access [ARISE](#), go to for forms and details of the University's recently updated procedures. You will require a valid CCID and password to log on. If you are a Mac user you must use Firefox as your browser. If you receive a pop up blocker at the top of your page, click it to disengage it and make ARISE a trusted site. You must then fill in your profile page. This must be done the first time you log on. There is detailed information on the ARISE homepage regarding the use of the online platform. In the online form students must indicate their status as students and the name of their supervisor. When a student submits



the form it will be routed to the supervisor for review, feedback and approval before being forwarded to the Research Ethics Board.

Students who wish to conduct research in schools in one of the four Edmonton-area school districts must also complete a [Cooperative Activities Program \(CAP\)](#) form with other research documents that are available on the website. Cooperative Activities Program is an administrative network designed to coordinate and facilitate university-initiated research projects which require the involvement of students, teachers and/or other personnel within four school boards in Edmonton and the surrounding area (Elk Island Public Schools, Edmonton Catholic Schools, Edmonton Public Schools, St. Albert Separate (Protestant) Schools).

Please note that Cooperative Activities Program applications that are received in the Dean's Office over the summer months will be held until after Labour Day, at which time they will be processed. **In some cases a time period of up to six months may be required for approval.**

Approval of an ethics application through REMO is necessary **before** a Cooperative Activities Form is submitted to the Associate Dean, Research and Graduate Studies, Faculty of Education.

## RESOURCES FOR GRADUATE STUDENTS

[The University of Alberta Calendar](#)

[Thesis Preparation, Requirements, and Deadlines](#)

[Regulations Governing Student Employment](#)

[Graduate Scholarships and Awards Manual](#)

[Graduate Students' Association Newsletter](#)

[Intellectual Property Guidelines](#)

[A Guide to Academic Integrity for Graduate Students](#)

Note on the **Code of Student Behaviour**: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) (avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

[Faculty of Education Graduate Policies](#)

## FACILITIES, CENTRES, AND SERVICES

### Secondary Education

#### Mailboxes

2021-2022 Information TBA

#### Office Space

- Graduate students with assistantships will be assigned office space, on a term by term basis



- All remaining graduate students should utilize the shared graduate office space on the second floor of Education North

**Keys:**

- Keys must be signed out by the person they are being assigned to (keys cannot be signed out on another person's behalf).
- The cost for a replacement key is \$40 per key and is payable in cash only. If a key is lost, another will not be issued until the lost key procedure (as per UAPPOL) has been completed and the replacement cost is paid.
- Classroom keys (if applicable) must be returned at the end of the course.
- Office and mailbox keys must be returned at the same time as offices are vacated.

**Photocopier Access:**

2021-2022 Information TBA

**\*Computer Access:**

2021-2022 Information TBA

**Listservs:**

Graduate students are automatically subscribed to the [Department of Secondary Education listserv](#). The listserv is only used to communicate to graduate students about issues relevant to their program. Students are also automatically subscribed to the [Faculty of Education Graduate Student listserv](#). These listservs provide a direct line of communication between the department, faculty and graduate students. Students should check their University of Alberta e-mail regularly. The University of Alberta e-mail address is the e-mail address through which the Department and University communicates with graduate students.

### **Library Services (Education)**

As of June 2020, the HT Coutts Library, formerly the home of the Education and Curriculum collections, has permanently closed. The high-use materials of the Education collection have been relocated to the 2nd floor of [Rutherford North](#). This includes curriculum materials, children's literature, and manipulatives. Current print books on the theory and practice of teaching & pedagogy will also be housed in Rutherford Library. Lower use items will be housed at the Research & Collections Resource Facility, all accessible via placing a hold. Education librarians will be available in their Rutherford offices and they will continue to meet faculty and students in classes and in person as well as remotely. An array of databases, such as ERIC, a database of journal and educational literature, [are available](#). There are also many [services](#) relevant to graduate students available through the Library; please make an appointment with your Subject Librarian, [David Sulz](#), to learn to use these resources effectively. For general help in using library resources, feel free to use the [Library's Ask Us Service](#).

### **Centre for Math, Science and Technology Education (CMASTE)**

The mission of CMASTE is to promote and encourage excellence in mathematics, science and technology education in the province of Alberta, across Canada and worldwide, by enhancing and encouraging the professional development of mathematics, science and technology education through:

- The initiation and facilitation of education-related research development projects;
- The establishment and maintenance of a network of researchers, educators and other interest groups;
- The production of resource materials and the publication of research findings.

Co-Directors: Dr. Janelle McFeetors, [jmcfeetors@ualberta.ca](mailto:jmcfeetors@ualberta.ca) and Dr. Mijung Kim, [mijung@ualberta.ca](mailto:mijung@ualberta.ca)

### **Curriculum and Pedagogy Initiative [CPI]**

CPI is dedicated to the pursuit of theoretical and applied issues of curriculum and pedagogy through seminars and contributions by visiting scholars. Contact: Dr. Claudia Eppert at [eppert@ualberta.ca](mailto:eppert@ualberta.ca) or Dr. David Lewkowich at [lewkowic@ualberta.ca](mailto:lewkowic@ualberta.ca), Website: TBA

### **Centre for Research in Applied Measurement & Evaluation (CRAME)**

This Centre can provide students with help in determining the appropriate statistical procedures for their research and offer research and statistical consulting services.

### **Centre for Research for Teacher Education and Development (CRTED)**

This Centre provides a facility for students with particular interests in research in teacher education and development. The Centre offers several ongoing discussion and seminar groups that support research work in teacher education. Contact: Dr. Sean Lessard, Director, [slessard@ualberta.ca](mailto:slessard@ualberta.ca)

### **Canadian Centre for Research on Literacy (CCRL)**

This Centre conducts basic and applied research on literacy. Graduate students and others interested in literacy issues may participate in seminars on literacy, ongoing research projects where appropriate, as well as other initiatives supported by the Centre. Website <https://sites.google.com/ualberta.ca/ccrl>

### **The Arts-based Research Studio**

This facility hosts presentations and other events related to arts-based research.

## **Educational Technology Services within the Faculty of Education**

### **Centrally Supported Educational Technologies**

The following eLearning services are managed and supported by the [Centre for Teaching and Learning \(CTL\)](#)

- **eClass:** The University of Alberta's brand name for its Learning Management System is eClass. Currently, eClass is powered by Moodle. Many instructors use eClass to enhance face-to-face courses. If you are taking an online or blended course, you will most likely access your course site through eClass. You will find all eClass resources [here](#). If you run into difficulties please contact CTL at [ctl@ualberta.ca](mailto:ctl@ualberta.ca) or 780-492-2826.
- **Technologies in Education:** 3-104 Ed North, [techined@ualberta.ca](mailto:techined@ualberta.ca), 780-492-3563. **Technologies in Education** provides graduate students in the Faculty of Education with the help they need to become more effective, knowledgeable and confident integrating technology into their daily practice of teaching & learning, research, communication and administration. Call, email or drop in to Technologies in

Education to get answers to your technology questions. If the staff can't help, they'll get you to the person who can.

*Table 2: Overview of technology services within the faculty of education.*

Technical Support	<a href="#">IST Support</a>	Room 2-10 General Services Building	<a href="mailto:ist@ualberta.ca">ist@ualberta.ca</a> 780-492-9400
PD/consultation/ media services	<a href="#">Technologies in Education</a>	3-104 Ed North	<a href="mailto:techined@ualberta.ca">techined@ualberta.ca</a> 780-492-3563
Central eLearning services	<a href="#">Centre for Teaching &amp; Learning (CTL)</a>	5-02 Cameron Library	<a href="mailto:ctl@ualberta.ca">ctl@ualberta.ca</a> 780-492-2826

### **Technology Support for Assignments**

The [Education Learning Commons \(ELC\)](#), located on the third floor of Education North (3-104), is a place where students can access specialized equipment (such as SMART boards and iClickers) and software (such as Atlas.ti) and work on assignments or projects, independently or in groups, with tutoring and support close by. Drop-in Support: Monday through Friday from 9:00 am to 1:00 pm. Please refer to the website information.

### **Professional Development and Training for Technology**

If you would like to learn more about incorporating technology into your program of studies or into your research, Technologies in Education has academic and technical staff available to provide consultation, coaching, training, assistance and support regarding the use of technology. They will start wherever you are in terms of your technical know-how and work with you to help you develop the skills and expertise you want to develop.

### **Media Services**

Technologies in Education offers a wide range of general multimedia services, including graphic design support, capture of live events such as guest speakers, audio and video editing, screen capture, equipment training, media support for assignments, scanning, printing, laminating and more. They also provide support for video conferencing.

### **Research Consultation**

Technologies in Education provides consultation services on technology to support a variety of research activities. They can work with you to help figure out the technical requirements for your research activities, advise you on what you need to include in your ethics application and even provide basic training opportunities. They also provide hotel space for projects that need a temporary home. Three hotel rooms are available to be booked depending on COVID-19 protocols.

### **General Services**

Technologies in Education can encode your One Card to provide after-hours access to IST computer labs as well as to the Education buildings. You must provide an authorizing form signed by your academic advisor

confirming that you are an Education graduate student. You can get this form from your department or from Technologies in Education.

## CAMPUS ASSISTANCE

### Academic Programming

Supervisor - first point of contact on issues directly related to programming, for example, number of courses, research discussions, program progression, etc.

Rebecca Saul - Graduate Program Administrator, [edsegrad@ualberta.ca](mailto:edsegrad@ualberta.ca).

Graduate Program Handbook (Secondary Education)

Graduate Program Manual

University Calendar (Graduate Policies)

### Academic and Career Resources

[Academic Success Centre](#)

[ACCESS Outreach Team](#)

[Centre for Writers](#)

[Academic Writing Resources](#)

[Accessibility Resources](#)

[UofA Libraries](#)

[Career Centre](#)

### Physical and Mental Health Services

[University Health Centre](#)

[Counselling & Clinical Services \(CCS\)](#) is an agency within the University Health Centre staffed by Registered Psychologists and psychologists-in-training supervised by senior staff. Student Counselling Services is available to students who are currently enrolled at the University of Alberta. There is no charge for individual sessions.

**The primary goal of CCS is to provide the highest quality and most accessible professional psychological services to students who may be experiencing personal, academic, or career concerns.** Phone: (780) 492-5205, 2-600 Students' Union Building.

[Graduate Student Assistance Program \(GSAP\)](#) provides all Graduate Students with 24/7 access to psychological counselling services, as well as access to a wide range of health, wellness and worklife services through Homewood Health Solutions. Graduate Students still have access to counselling through Student Counselling Services; however, **this new benefit increases availability and improves access to valued and necessary services.** [Homewood Health Solutions](#) (780) 428-7587 (24 hours a day/7 days a week).

[Helping Individuals at Risk Program](#) is designed to provide assistance to individuals at risk of harming themselves or others, before a situation escalates, facilitate early identification of at-risk behavior and provide a confidential, centralized location for reports of at-risk behavior. Main Phone: (780) 492-4372, E-mail: [hiarua@ualberta.ca](mailto:hiarua@ualberta.ca)

## Other Resources

- [Peer Support Centre](#): (780) 492-4268
- [Student Ombudservice](#): (780) 492-4689
- [Distress Line](#): (780) 482-4357 or 1-800-232-7288
- [U of A Chaplain's Association](#): (780) 492-0339
- [Canadian Mental Health Association](#): (780) 482-6576
- [Campus Security](#): (780) 492-5050
- [Suicide Bereavement Program](#): (780) 414-6300

If you or someone you know is in immediate danger of harming themselves or others, please call 911 (emergency services) or go directly to the emergency room of any hospital.

## University Policy Concerns

### [Office of Safe Disclosure and Human Rights](#)

Address concerns and questions about how University policy, procedures or ethical standards are being applied at the University of Alberta. The focus of the office is on issue resolution and individuals can expect confidentiality in a neutral and safe environment.

Phone: (780) 248-1894, E-mail: [osdhr@ualberta.ca](mailto:osdhr@ualberta.ca)

## FINANCIAL ASSISTANCE

### Graduate Assistantships (Teaching and Research)

The Department of Secondary Education cannot guarantee financial assistance to all students; however, we are able to offer some graduate teaching assistantships on a competitive basis to full-time students. Decisions about assistantships are based on the needs of the department (e.g., principal instructors), need of the students (e.g., course load, program, year of program), and student qualifications (e.g., teaching certificate and experience, subject area background) and demand on resources.

### [Graduate Financial Support Services](#)

If you are in need of assistance in financial aid, student loans, bursaries, emergency student loans, please see the website for further information.

## Research Travel Support

Research travel support is available from FGSR to full-time Doctoral and MEd students. These travel awards are available for travel to a research conference in which the student is actively participating (presenting a paper or poster session, participating in a panel discussion, etc.) or other research travel (e.g., to library, archives, field station, etc.) which is necessary for, and directly related to, the completion of the thesis research. Application forms and full criteria for eligibility are available on the [FGSR website](#). Other research travel support available includes the [Faculty of Education Myer Horowitz Graduate Student Travel Award](#) and the [Graduate Students' Association \(GSA\) Academic Travel Award](#).

## Scholarships

A range of scholarships are available to graduate students in Secondary Education. Competition for these awards is high. A listing of scholarships is provided on [FGSR Scholarships and Awards](#), [Department Specific Awards](#) and the [Faculty of Education website](#).

The following table provides an indication of departmental deadlines for some of the awards. Assistance will be provided by the department with development of applications for scholarships. Since graduate students must be engaged in full-time study when they take up a scholarship, it is recommended that applications be made prior to admission or early in programs.

Specific details about applying for scholarships including application requirements and deadlines will be circulated to graduate students via the graduate student listserv.

Award Name*	Program*	Department Deadlines*
<b>Scholarships/Fellowships</b> <a href="#">Social Sciences &amp; Humanities Research Council Doctoral Fellowships (SSHRC)</a>	Doctoral	September 22, 2021 for Research Proposal review (not mandatory).  See <a href="#">FGSR website</a> for more application information.
<b>Izzak Walton Killam Memorial Scholarship</b> <a href="#">Izaak Walton Killam Memorial Scholarship</a>	Doctoral	January TBA
<b>Andrew Stewart Memorial Graduate Prize</b> <a href="#">Andrew Stewart Memorial Graduate Prize</a>	Doctoral	April TBA

\*subject to change, as necessary

## SSHRC Information Sessions

The Faculty of Education normally holds SSHRC information sessions for graduate students mid September.

## Workshops

A number of workshops are held each year, specifically for graduate students. These are offered by the department, the Faculty of Education, and the University. We encourage you to attend these professional development activities. Details will be circulated by the listserv.

## PARTICIPATION IN DEPARTMENT AND UNIVERSITY AFFAIRS

### [Graduate Students' Association \(GSA\)](#)

The Graduate Students' Association is an organization run by graduate students and is their corporate voice on campus. Each department on campus has an elected graduate student representative to the Graduate Students' Association. Activities of the GSA include providing student representation on university boards and

committees, lobbying government bodies for improvements in education, and sponsoring research and employment symposia.

### **Secondary Education Graduate Students' Association (SEGSA)**

The Secondary Education Graduate Student's Association is engaged in fostering a thriving academic and social community with their peers in all graduate programs in this department. SEGSA offers numerous possibilities for participation, including opportunities to share their views and address issues with Faculty members through representation on various committees.

### **Departmental Committee and Council Representatives**

There are graduate student representatives on the following departmental councils and committees:

- A. Department of Secondary Education Council;
- B. Department of Secondary Education Graduate Program Committee;
- C. Faculty Graduate Academic Affairs Committee;
- D. Communications Committee;
- E. Secondary Education Graduate Students' Association (SEGSA).

### **Selection of Graduate Student Representatives**

Each Fall, the Associate Chair Graduate Programs will invite SEGSA to nominate or allow their names to stand for election to the Graduate Students' Association, the Department Council, the Secondary Education Graduate Committee, and to the Faculty of Education Graduate Committee. Students are encouraged to participate in these department decision-making settings.

## **SUSTAINABILITY**

The Department of Secondary Education supports sustainable healthy lifestyles and is committed to modeling sustainability in its teaching research and administration. For example, in our lounge area we have a filtered water system, installed a dishwasher and invested in ceramic mugs/plates to reduce waste, as well as plastic, bottle and paper recycling bins. Proceeds from bottle recycling in classrooms go in their entirety to a dedicated charity each year. On the third floor of Education South there is a recycling area where paper, cardboard, plastics, bottles and batteries can be recycled. We encourage you to use these facilities and think about the impact of your actions in your personal and professional lives. We strongly encourage you to reduce the amount of photocopying you do and when you do need to print, print double-sided. We are keen to hear of any suggestions you may have to help support our healthy and sustainable lifestyle initiative.

The University of Alberta has two dedicated sustainability groups - [Energy Management and Sustainable Operations \(EMSO\)](#) and the [Sustainability Council](#) whose staff can provide advice and support for any sustainability initiatives you may want to develop, whether operational or academic in nature. There are campus sustainability grants available that can provide funding for sustainability related activities. If you are having a meeting or event, we encourage you to participate in the Green Spaces program to adopt sustainable actions related to waste reduction, energy efficiency, water conservation and social sustainability. The University of Alberta is also a member of the [Association for the Advancement of Sustainability in Higher Education](#) (AASHE), "a membership-based association of colleges and universities working to advance sustainability in higher education in the U.S. and Canada." The AASHE's mission is to promote sustainability in all sectors of higher education.





## DEPARTMENT OF SECONDARY EDUCATION FACULTY MEMBERS

### Adams, Catherine

(Professor) BSc. (Computing Science) Alberta, M.Ad.Ed. (St. Francis Xavier), PhD (Alberta)

**Major Interests:** Digital technology integration across K-12 and postsecondary educational environments; ethical and pedagogical issues involving digital media in schools; Phenomenology of Practice, Post/phenomenology, Actor-Network Theory (ANT) and other posthuman approaches to qualitative inquiry; Computing science (including coding and computational thinking) education; Media ecology.

**email:** [cathy.adams@ualberta.ca](mailto:cathy.adams@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/caadams>

### Bilash, Olenka

(Professor) BA (Winnipeg), BA Hons (Sask), MA, PhD (Alberta)

**Major Interests:** Teacher education; curriculum theory and pedagogy in second language education, culture and identity; intercultural competency; multilingual literacy; bilingual education; applied linguistics; sociocultural theory; plurilingualism; heritage languages; aboriginal languages; endangered languages; small language communities; mentorship and online professional development; digital learning; digital resource development; multicultural education; writing process; action research; international education, citizenship education; transformative learning; Ukrainian language development; community of practice; community-university engagement; emerging democracies; post Soviet reform; qualitative research methodology.

**email:** [obilash@ualberta.ca](mailto:obilash@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/obilash>

### Chorney, David

(Professor) BEd (Sask), BA (Sask), MEd (Alberta), PhD (Alberta)

**Major Interests:** Curriculum theory and development in physical education, pedagogy and effective teaching, teacher preparation and teacher development, culture and ethnicity in the physical education classroom, technology integration in physical education, aboriginal and minority issues as they pertain to the field of physical education, population health and wellness, gender issues in physical education, qualitative research methodologies.

**email:** [dchorney@ualberta.ca](mailto:dchorney@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/dchorney>

### Conrad, Diane

(Professor) BFA (British Columbia), BEd (Ottawa), MEd (Alberta), PhD (Alberta)

**Major Interests:** Curriculum & pedagogy in drama/theatre education, critical pedagogy, popular or applied theatre, popular arts, education for social justice, youth justice, "at-risk" youth & incarcerated youth, Aboriginal education, qualitative research methods - arts-based research, performance ethnography/ethnodrama, participatory research, community-based research, social innovation, creative applications of technology.

**email:** [dhconrad@ualberta.ca](mailto:dhconrad@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/dhconrad>

### den Heyer, Kent

(Professor) BA (Carleton), BEd (Mount Alison), MA (UofT), PhD (UBC)

**Major Interests:** Social studies and citizenship education, futures thinking by teachers and students in social studies and science, dis/utopian visions of education, interpretations of social change, curriculum theory, educational philosophy, psychoanalytic approaches to anti-racist education, historical consciousness.

**email:** [kdenheye@ualberta.ca](mailto:kdenheye@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/kdenheye>

### Donald, Dwayne

(Professor) BA (Alberta), BEd (Calgary), MEd (Lethbridge), PhD (Alberta)

**Major Interests:** Curriculum theory, Aboriginal/Indigenous education, Aboriginal/Indigenous curriculum perspectives, Indigenous wisdom traditions, historical consciousness, colonial/postcolonial theory, teacher education and cultural difference, commonsense and normalizing discourses in teacher education, metissage, process pedagogy.

**email:** [dwayne.donald@ualberta.ca](mailto:dwayne.donald@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/ddonald>

### Dunn, William E.

(Professor) BA (McGill), MAT (North Carolina), MA, PhD (Cornell)

**Major Interests:** Second language education; social aspects of second language learning; sociocultural theory; task-based language teaching; blended learning; applied linguistics.

**email:** [wdunn@ualberta.ca](mailto:wdunn@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/wdunn>

## Dust, Tom

(Professor) BSc, BEd (Alberta), MM, DMusEd (Indiana)

**Major Interests:** Music education; teacher education; jazz studies; trumpet and brass instrument pedagogy; jazz arranging and composition, historical research methodology.

**email:** [tom.dust@ualberta.ca](mailto:tom.dust@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/tdust>

## Eppert, Claudia

(Associate Professor) BA, MA, TESL Certificate, BEd (English & Social Studies), MEd, PhD (OISE/University of Toronto)

**Major Interests:** English language arts education (literature education, literary theory, creative writing etc.); philosophy of education (ethics & aesthetics); curriculum theorizing; critical pedagogy, social justice education, & eco-justice pedagogy; cultural studies; mindfulness, contemplative, wisdom, & holistic education; transformative education; intercultural/cross-cultural/cosmopolitan education; Upanishads, Buddhism, Daoism; ethics of engagement with social/environmental suffering and trauma via literature, media, and the arts; curriculum of peace & healing; affect/emotions & education; feminist pedagogy; postcolonial studies; teacher education, creativity/imagination; complexities of transformational consciousness.

**email:** [claudia.eppert@ualberta.ca](mailto:claudia.eppert@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/eppert>

## Fidyk, Alexandra

(Professor) B.Ed (Social Studies & English; Saskatchewan), TEFL Certificate (Oxford), M.Ed (Saskatchewan), PhD (Calgary), Certificate in Analytic Psychology Clinical Training (C. G. Jung Institute of Chicago), Certificate in Family Systems & Constellation Work (Bert Hellinger Institute of Western PA), Certificate in Integrated Body Psychodynamics (AB Institute of IBP)

**Major Interests:** Social Studies Education; curriculum studies; Buddhist thought, Tao philosophy; philosophy of education, process philosophy; hermeneutics; research (arts-informed inquiry, community, participatory action, and liberatory research, ethnography) and paradigmatic difference; analytical psychology; mythopoetics; poetic inquiry; silence and love; trauma, suffering, and violence; the body; ecology and eco-psychology; mindfulness and meditation.

**email:** [fidyk@ualberta.ca](mailto:fidyk@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/fidyk>

## Glanfield, Florence

(Professor and Vice-Provost (Indigenous Programming & Research)) BSc, BEd, MEd, PhD (Alberta)

**Major Interests:** Mathematics teacher education and development; Aboriginal curriculum perspectives; narrative inquiry; learning communities; collaborative and community-based research; relational research; complexity science; enactivism.

**email:** [glanfiel@ualberta.ca](mailto:glanfiel@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/glanfiel>

## **Higgins, Marc**

(Assistant Professor) BSc (New Brunswick), BEd (Ottawa), MEd (Lakehead), PhD (UBC)

**Major Interests:** Science and Technology Education, Decolonizing Curriculum and Pedagogy, Educational Research Methodologies (Decolonizing, Indigenous, Post-Colonial, Post-Structural, Post-Humanist, Post-Qualitative, Participatory, Community-Based, Visual, Arts-Based), Inter- and Trans-Disciplinary Inquiry in Education

**email:** [marc1@ualberta.ca](mailto:marc1@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/marc1>

## **jagodzinski, jan**

(Professor) BFA (Notre Dame), BEd, MEd, PhD (Alberta)

**Major Interests:** the Anthropocene; developments in psychoanalysis that are post-Lacan, post-Deleuze and Guattari (including François Laruelle) and their applications to visual culture and media education (referred to as schizoanalysis); aesthetics (aesthetics) in developing a foundation for visual and media arts education (film and television); affect theory, and the conjunction between art, technology and science.

**email:** [jan.jagodzinski@ualberta.ca](mailto:jan.jagodzinski@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/jj3>

## **Lessard, Sean**

[Associate Professor, and Director, Centre for Research for Teacher Education and Development [CRTED]] BEd, MEd, PhD (Alberta)

**Major Interests:** Narrative Inquiry, Indigenous Education, Youth Studies, Indigenous Youth Wellness

**email:** [slessard@ualberta.ca](mailto:slessard@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/slessard>

## **Lewkowich, David**

(Associate Professor) BA (McGill), BEd (McGill), MA (Ed.) (Ottawa), PhD (McGill)

**Major Interests:** Reading and Literary Experience; Comics & Graphic Novels; Psychoanalytic Theory; Memory. Forgetting, and Autobiographical Representation; Adolescence; Popular Culture; Cultural Studies; Teacher Education & Teacher Identity.

**email:** [david.lewkowich@ualberta.ca](mailto:david.lewkowich@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/lewkowic>

## **Madden, Brooke**

[Assistant Professor] BScH, BEd, MEd, PhD

**Major Interests:** Indigenous Education and Truth and Reconciliation Education; Teacher Education & Teacher Identity; Qualitative Research Methodology; Curriculum Theory; Decolonizing and Anti-Oppressive Approaches.

Email: [bmadden@ualberta.ca](mailto:bmadden@ualberta.ca)

Website: <https://apps.ualberta.ca/directory/person/bmadden>

## **Nocente, Norma**

(Associate Professor) BEd, MEd, (Alberta) EdD (OISE)

**Major Interests:** Science education; science and technology; integrating information and communication technologies into the science class; blended learning and flipped classes; developing models of technology integration; teacher professional development.

**email:** [norma.nocente@ualberta.ca](mailto:norma.nocente@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/nnocente>

## **Sulz, Lauren**

(Assistant Professor) BEd (Sask), BKin (Sask), MSc (Sask), PhD (Victoria)

**Major Interests:** Physical education pedagogy, health education pedagogy, community-based research, school-based intervention research, comprehensive school health, health promotion, physical literacy, health literacy, school sport and extra-curricular physical activity, gender equitable physical education, quantitative and qualitative research methods.

**email:** [lsulz@ualberta.ca](mailto:lsulz@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/lsulz>

## **Thomas, Gregory P.**

(Department Chair, Professor) BEd (James Cook), MEdSt (Monash) PhD (QUT)

**Major Interests:** Science education, metacognition and self-regulated learning in science learning environments across all settings; improving teacher pedagogy and student learning through collaboration with teachers and students; measurement and enhancement of cognition.

**email:** [gthomas1@ualberta.ca](mailto:gthomas1@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/gthomas1>

### **van Kessel, Cathryn**

(Associate Professor) BA, BEd, MA (UBC), PhD (Alberta)

**Major Interests:** Conceptualizations of evil in the context of education, social studies education, curriculum theory, teaching for social change, philosophy in/of education, feminist pedagogy, teacher education, youth studies, popular culture, terror management theory.

**email:** [vankesse@ualberta.ca](mailto:vankesse@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/vankesse>

### **Wallin, Jason**

(Professor, Associate Chair Undergraduate Program) BEd (Calgary), MA (Calgary), PhD (Alberta)

**Major Interests:** Curriculum and pedagogy in visual culture; social constructions of youth and ‘tween’ culture; anti-fascist pedagogy; posthuman and monster studies; ecological thought; post-psychoanalytic theory; the interface of curriculum theory and new media; the philosophical thought of Deleuze & Guattari.

**email:** [jjwallin@ualberta.ca](mailto:jjwallin@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/jjwallin>

### **Watt, Bonnie**

(Professor, Associate Chair Graduate Programs) BEd [Alberta], MEd (Alberta), PhD (Alberta), Engineering Design & Drafting Technology Diploma, CET (NAIT)

**Major Interests:** Career and Technology Studies curriculum and pedagogy, youth and adult school-to-work transitions, teacher education, and policies related to education, training and work.

**email:** [bwatt@ualberta.ca](mailto:bwatt@ualberta.ca)

**website:** <https://apps.ualberta.ca/directory/person/bwatt>

### **Yaro, Kwesi**

(Assistant Professor)



## **Department of Secondary Education**

**University of Alberta**

**347 Education South Edmonton, Alberta, Canada T6G 2G5**

**(780) 492-3674**

**<https://www.ualberta.ca/secondary-education/index.html>**



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**FACULTY OF EDUCATION**  
**Department of Secondary Education**