

# MASTER OF EDUCATION PROGRAM

## FALL, WINTER, AND SPRING 2023-2024 SCHEDULE OF COURSES

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[Open \(Non-Cohort\) Concentration](#)

[Adult Education and Health \(Cohorts 4 and 5\)](#)

[Culturally Responsive Pedagogy \(Cohort 7\)](#)

[Early Elementary Pedagogy \(Cohort 9\)](#)

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F = Fall W = Winter Session SP = Spring Session

**OPEN CONCENTRATION (NON-COHORT)**

**ONLINE**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 508.66 (F) - Critical Research Literacy in Education</b>  <b>CRN: 58959</b>  <b>W. Ankomah</b>	<b>Thursdays, 7 – 10 pm (Atlantic time)</b>  <b>September 14 – November 30, 2023</b>	This course examines educational research issues and trends from the perspective of professional practice. Students will explore a variety of educational research publications in relation to their own educational context. Prerequisite: EDUC 505. Three credits.
<b>EDUC 511.66 (F) - Mindfulness and Social Learning</b>  <b>CRN: 59083</b>  <b>D. Jewers</b>	<b>Mondays, 7 – 10 pm (Atlantic time)</b>  <b>September 11 – November 27, 2023</b>	Mindfulness is the ongoing practice of being awake and aware to what is inside and around us in the present moment, nonjudgmentally. In this course students will explore and engage with practices and research related to mindfulness in education. This course will also explore the concept of social emotional learning with a particular emphasis on how to implement social emotional learning through mindfulness in education. Credit will be granted for only one of EDUC 511 and EDUC 569 offered with a similar focus. Three credits.
<b>EDUC 532.66 (F) – Curriculum Theory</b>  <b>CRN: 58960</b>  <b>L. Kearns</b>	<b>Wednesdays, 7 – 10 pm (Atlantic time)</b>  <b>September 13 – November 29, 2023</b>	In this course, the ideas of major curriculum theorists will be examined and the implications of each position for program development for schooling will be explored. Three credits
<b>EDUC 561.66 (F) – Leadership and Administrative Theories</b>  <b>CRN: 58961</b>  <b>I. Robinson</b>	<b>Wednesdays, 7 – 10 pm (Atlantic time)</b>  <b>September 13 – November 29, 2023</b>	This course is an introduction to theory, research and practice in educational administration. Emphasis is placed on the evolutionary nature of administrative theory and its role in the operation of public education systems. Three credits.
<b>EDUC 571.66 (F) - Specific Issues in School Administration</b>  <b>CRN: 58962</b>  <b>C. McCann-Kyte</b>	<b>Mondays, 7 – 10 pm (Atlantic time)</b>  <b>September 11 – November 27, 2023</b>	This course examines recurring and emerging issues in educational administration from the perspective of their theoretical roots. Students will address problems identified in the literature and in their own practice, develop an understanding of the issues involved, examine the theoretical assumptions influencing these problems, and create alternative solution strategies. Three credits.
<b>EDUC 507.66 (W) - Qualitative Research Methods in Education</b> <b>**Reserved for Thesis Students only** Contact the MEd Program Office (<a href="mailto:med@stfx.ca">med@stfx.ca</a>)</b>  <b>CRN: 59011</b>  <b>J. Mitton</b>	<b>Saturdays, 9 am – 3 pm (Atlantic time)</b>  <b>January 6 and 20, February 3 and 17, and March 2, 2024</b>  <b>Plus 6 hours asynchronous</b>	This course explores current qualitative methodologies used in educational contexts. Students will explore the components of a research proposal, and develop an understanding of methodologies such as phenomenology, ethnography, critical theory, narrative, and action research. Prerequisite: EDUC 505.

<p><b>EDUC 509.66 (W) - Trauma-Informed Practice</b></p> <p><b>CRN: 58963</b></p> <p><b>R. Ryan</b></p>	<p><b>Mondays, 7 – 10 pm (Atlantic time)</b></p> <p><b>January 8 – March 25, 2024</b>  <b>No class March 11, 2024</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>This course will promote teacher understanding and effective teaching to support students who have or are experiencing simple trauma, complex trauma and/or intergenerational trauma. Educators will examine the impact of trauma on students and families and explore ways to respond to student needs. The impact of trauma on the concepts of locus of control, self-image and resilience will be studied from the perspective of how teachers can make a difference through building trust and relationships and utilizing classroom adaptations. Three credits.</p>
<p><b>EDUC 527.66 (W) – Principles of Learning</b></p> <p><b>CRN: 58964</b></p> <p><b>M. Fairbrother</b></p>	<p><b>Wednesdays, 7 – 10 pm (Atlantic time)</b></p> <p><b>January 10 – March 27, 2024</b>  <b>No class March 13, 2024</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>This course examines theories of learning and development and their implications for instruction. In addition to the general cognitive and behaviourist theories, the course will focus on the aspects of cognitive learning that are relevant to understanding the diversity of learners. Three credits.</p>
<p><b>EDUC 533.66 (W) – Dynamics of Change</b></p> <p><b>CRN: 58965</b></p> <p><b>M. Jutras</b></p>	<p><b>Tuesdays, 7 – 10 pm (Atlantic time)</b></p> <p><b>January 9 – March 26, 2024</b>  <b>No class March 12, 2024</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>This course examines major concepts in the successful implementation of change. Students will learn to recognize and understand the ways in which change can have an impact on education. Three credits.</p>
<p><b>EDUC 569.66 (W) - Selected Topics in Education: Teacher Identities, Teaching and Popular Culture</b></p> <p><b>CRN: 58966</b></p> <p><b>L. Kearns</b></p>	<p><b>Wednesdays, 7 – 10 pm (Atlantic time)</b></p> <p><b>January 10 - March 27, 2024</b>  <b>No class March 13, 2024</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>This course will explore teachers' identities, teaching practices and popular culture through a variety of texts. Perceptions of teachers are influenced by popular culture, especially film. This course will engage with a variety of media such as movies, documentaries, literature, and academic essays to critically engage the complexities of teachers work and lives. Educators will be invited to reflect on how teachers are socially constructed, compare and contrast their own views of teacher identity(ies), relationships with students, learning environments, curriculum, and pedagogy. Three credits</p>
<p><b>EDUC 521I.66 (Sp) - Approaches to Mental Health Education (MH Literacy &amp; SDOH)</b></p> <p><b>CRN: 14001</b></p> <p><b>C. Gilham</b></p>	<p><b>Tuesdays, 7 – 10 pm (Atlantic time)</b></p> <p><b>April 2 – June 4, 2024</b></p> <p><b>Plus 9 hours TBD</b></p>	<p>This course will explore research and approaches to school-based mental health education. Participants will learn about common mental health and behavioral challenges, including complex needs. Participants will be introduced to school-wide Multi-Tiered Systems of Support (MTSS) for promoting mental well-being, positive behavior, and social-emotional learning among diverse learners. Three credits</p>

<b>EDUC 536.66 (Sp) – Program Development</b>  <b>CRN: 14002</b>  <b>M. Olson</b>	<b>Tuesdays, 7 – 10 pm (Atlantic time)</b>  <b>April 2 – June 4, 2024</b>  <b>Plus 9 hours TBD</b>	Program development is investigated from the practitioner’s perspective using narrative inquiry to explore relationships among the four curriculum commonplaces of students, teacher, curriculum, and milieu. Three credits.
<b>EDUC 567.66 (Sp) – School Law</b>  <b>CRN: 14003</b>  <b>C. McCann-Kyte</b>	<b>Mondays, 7 – 10 pm (Atlantic time)</b>  <b>April 1 – June 3, 2024</b>  <b>Plus 9 hours TBD</b>	An examination of legal principles and procedures pertaining to school boards, administrators, and teachers. Consideration will be given to legislation and court decisions relative to the organization, policy, and administration of school districts in Nova Scotia. Three credits.
<b>EDUC 573.66 (Sp) – Professional Development and Supervision</b>  <b>CRN: 14004</b>  <b>I. Robinson</b>	<b>Wednesdays, 7 – 10 pm (Atlantic time)</b>  <b>April 3 – June 5, 2024</b>  <b>Plus 9 hours TBD</b>	This course addresses the role of supervision in an instructional program, focusing on human resources and the professional development process for instructional and support staff. Three credits.

## CONCENTRATION COHORT SCHEDULES

### ADULT EDUCATION & HEALTH 4

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 530.66 (F) – Transformative Learning</b>  <b>CRN: 58968</b>  <b>W.S. Allen</b>	<b>Tuesdays, 7 – 10 pm (Atlantic time)</b>  <b>September 12 – November 28, 2023</b>	This course provides graduate students in the health professions an opportunity to learn the theory of transformative learning, the primary theoretical framework for adult learners. Students will be encouraged to apply the theory to their work situation and learning communities. Three credits
<b>EDUC 533.67 (W) – Dynamics of Change</b>  <b>CRN: 58969</b>  <b>L. McVicar</b>	<b>Tuesdays, 7 – 10 pm (Atlantic time)</b>  <b>January 9 – March 26, 2024</b>  <b>Plus 3 hours TBD</b>	This course examines major concepts in the successful implementation of change. Students will learn to recognize and understand the ways in which change can have an impact on education. Three credits

### ADULT EDUCATION & HEALTH 5

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 532.67 (F) – Curriculum Theory</b>  <b>CRN: 58970</b>  <b>R. Neustaeter</b>	<b>Tuesdays, 7 – 10 pm (Atlantic time)</b>  <b>September 12 – November 28, 2023</b>	In this course the main ideas of major adult education curriculum theorists including Mezirow, Freire, Brookfield and Mayo will be examined and the implications of each position for adult and lifelong learning in the community, and for teaching in the community, the health care sector, and higher education. Three credits

<b>EDUC 536.66 (W) – Program Development</b>  <b>CRN: 58971</b>  <b>N. Peters</b>	<b>Tuesdays, 7 – 10 pm (Atlantic time)</b>  <b>January 9 – March 26, 2024</b>  <b>Plus 3 hours TBD</b>	Program development is investigated from the practitioner’s perspective using experiential inquiry to explore relationships between program development theories in adult education and the program development demands of practice within health care. Three credits
<b>EDUC 511.67 (Sp) – Mindfulness and Social Learning</b>  <b>CRN: 14021</b>  <b>B. Hermosura</b>	<b>Tuesdays, 7 – 10 pm (Atlantic time)</b>  <b>April 2 - May 7, 2024</b>	Mindfulness is the ongoing practice of being awake and aware to what is inside and around us in the present moment, nonjudgmentally. In this course students will explore and engage with practices and research related to mindfulness in professional practice. This course will also explore the concept of social emotional learning with a particular emphasis on how to implement social emotional learning through mindfulness in health practice and education. Credit will be granted for only one of EDUC 511 and EDUC 569 offered with a similar focus. Three credits
<b>EDUC 508.67 (Sp) – Critical Research Literacy in Education</b>  <b>CRN: 14022</b>  <b>W.S. Allen</b>	<b>Tuesdays, 7 – 10 pm (Atlantic time)</b>  <b>May 21 – June 25, 2024</b>	This course examines educational research issues and trends from the perspective of professional practice. Students will explore a variety of educational research publications in relation to their own educational context. Prerequisite: EDUC 505. Three credits

## CULTURALLY RESPONSIVE PEDAGOGY 7

### Online

COURSE	DATES	DESCRIPTION
<b>EDUC 573.66 (F) – Professional Development and Supervision of Instruction</b>  <b>CRN: 58972</b>  <b>L. Lamoureux</b>	<b>Mondays, 7 – 10 pm (Atlantic time)</b>  <b>September 11 – November 27, 2023</b>	This course addresses the supervision of an instructional program and the professional development process, allowing graduate students to support teacher learning in their own context. There will be an explicit focus on models of professional learning that address teachers’ knowledge, skills and attitudes as they engage in culturally relevant pedagogy. Three credits
<b>EDUC 533.68 (W) – Dynamics of Change</b>  <b>CRN: 58973</b>  <b>W. MacAskill</b>	<b>Wednesdays, 6 – 9 pm (Atlantic time)</b>  <b>January 10 – March 27, 2024</b> <b>No class March 13, 2024</b>  <b>Plus 3 hours TBD</b>	The major concepts in the successful implementation of change will be examined, with particular emphasis upon change leadership as it relates to implementing Culturally Relevant Pedagogy within schools. Three credits

<p><b>EDUC 527.66 (Sp) – Principles of Learning</b></p> <p><b>CRN: 14007</b></p> <p><b>M. Gero</b></p>	<p><b>Tuesdays, 6 – 9 pm (Atlantic time)</b></p> <p><b>April 2 – June 4, 2024</b></p> <p><b>Plus 9 hours TBD</b></p>	<p>This education course is designed to critically examine the Principles of Learning through a brain-based, Culturally Relevant perspective. The intention of this course is to explore topics including; how human’s cognitively process information, the interrelationship between culture and the learning process, and the alignment of instructional and assessment practices from a student-centered approach in conjunction with a deeper understanding of the Principles of Learning. Three credits</p>
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## EARLY ELEMENTARY PEDAGOGY 9

### Online

COURSE	DATES	DESCRIPTION
<p><b>EDUC 536.67 (F) – Program Development</b></p> <p><b>CRN: 58974</b></p> <p><b>C. Ruthes Coelho</b></p>	<p><b>Wednesdays, 6 – 9 pm (Atlantic time)</b></p> <p><b>September 13 – November 29, 2023</b></p>	<p>This course introduces graduate students to models of integrating curriculum, focusing on inquiry and teaching 21st century competencies in a complex, possibly multi-aged, multi-ability early elementary classroom. Three credits</p>
<p><b>EDUC 520C.66 (W) – Mathematics for Early Elementary Learners</b></p> <p><b>CRN: 58975</b></p> <p><b>E. Pope</b></p>	<p><b>Mondays, 6 – 9 pm (Atlantic time)</b></p> <p><b>January 8 – March 25, 2024</b></p> <p><b>No class March 11, 2024</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>This course examines theories of learning and development and their implication for instruction in the early elementary years of public school. In addition to the general cognitive and behavioral theories, the course will focus on the way that learning theory supports integrated inquiry projects, the development of 21st century competencies, and multi-aged, multi-ability classroom settings. Three credits</p>
<p><b>EDUC 518.66 (Sp) - Assessment for/of/as Learning</b></p> <p><b>CRN: 14008</b></p> <p><b>C. Ruthes Coelho</b></p>	<p><b>Wednesdays, 6 – 9 pm (Atlantic time)</b></p> <p><b>April 3 – June 5, 2024</b></p> <p><b>Plus 9 hours TBD</b></p>	<p>This course explores issues surrounding the assessment for, of, and as learning in early elementary classrooms. Participants will gain skills necessary to evaluate 21st century competencies in non-traditional instances, such as during play, inquiry, or outdoor settings.</p>

## INCLUSIVE EDUCATION A&P 5

### Online

COURSE	DATES	DESCRIPTION
<p><b>EDUC 521I.66 (F) - Approaches to Mental Health Education (MH Literacy &amp; SDOH)</b></p> <p><b>CRN: 58976</b></p> <p><b>C. Gilham</b></p>	<p><b>Tuesdays, 7 – 10 pm (Atlantic time)</b></p> <p><b>September 12 – November 28, 2023</b></p>	<p>This course will explore research and approaches to school-based mental health education. Participants will learn about common mental health and behavioral challenges, including complex needs. Participants will be introduced to school-wide Multi-Tiered Systems of Support (MTSS) for promoting mental well-being, positive behavior, and social-emotional learning among diverse learners. Three credits</p>

<p><b>EDUC 508.67 (W) – Critical Research Literacy in Education</b></p> <p>CRN: 58977</p> <p>C. Gilham</p>	<p><b>Tuesdays, 7 – 10 pm (Atlantic time)</b></p> <p><b>January 9 – March 26, 2024</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>Participants will examine educational research issues and trends in inclusive education from the perspective of professional practice, including the Achievement Gap. Students will explore a variety of educational research publications in relation to their own educational context and practice as leaders of inclusive education.</p> <p>Prerequisite: EDUC 505. Three credits</p>
<p><b>EDUC 543.66 (Sp) – Internship</b></p> <p>CRN: 14009</p> <p>S. Isenor-Ryan</p>	<p><b>September 21, 2023 – May 31, 2024</b></p>	<p>Under faculty supervision, and as part of a collegial cohort network, participants will transfer, apply, and extend key knowledge and skills acquired through coursework to their practice as educators. <b>From the Fall semester of 2023 to the Spring semester of 2024,</b> participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits</p>

## INCLUSIVE EDUCATION A&P 6

### Online

COURSE	DATES	DESCRIPTION
<p><b>EDUC 561.67 (F) – Leadership and Administrative Theories</b></p> <p>CRN: 58978</p> <p>M. Jutras</p>	<p><b>Tuesdays, 7 – 10 pm (Atlantic time)</b></p> <p><b>September 12 – November 28, 2023</b></p>	<p>This course provides an introduction to theory, research and practice in the leadership of inclusive education. Participants will learn about key theories of educational leadership and how to put them into practice in diverse school contexts. Three credits</p>
<p><b>EDUC 564.66 (W) – Administration of Inclusive Schools</b></p> <p>CRN: 58979</p> <p>C. McCann-Kyte</p>	<p><b>Mondays, 7 – 10 pm (Atlantic time)</b></p> <p><b>January 8 – March 25, 2024</b></p> <p><b>No class March 11, 2024</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>This course will examine the leadership of inclusive schools, including the leadership of interdisciplinary teams and partnerships, the program planning process, and culturally responsive practices. Emphasis will be placed on communication and collaboration in working with diverse students, parents and partner agencies. Participants will critically examine their leader profiles and practices. Three credits.</p>
<p><b>EDUC 533.66 (Sp) – Dynamics of Change</b></p> <p>CRN: 14010</p> <p>M. Jutras</p>	<p><b>Tuesdays, 7 – 10 pm (Atlantic time)</b></p> <p><b>April 2 – June 4, 2024</b></p> <p><b>Plus 9 hours TBD</b></p>	<p>This course will introduce participants to the leadership of change in inclusive education, including strategies for maximizing supports and overcoming barriers to educational change. Participants will learn evidence-based approaches to designing, implementing, and monitoring educational change in diverse schools and school systems. Three credits.</p>

## INCLUSIVE EDUCATION C&I 7

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 514.66 (F) – Teaching Diverse Learners in Inclusive Settings I</b>  <b>CRN: 58980</b>  <b>E. Keith</b>	<b>Tuesdays, 6 – 9 pm (Atlantic time)</b>  <b>September 12 – November 28, 2023</b>	In this course, participants will learn how to design and implement Tier 2 small group and individualized supports and interventions for diverse learners. The development and implementation of adaptations and individual program plans will be addressed, including communication and collaboration on program planning teams. Three credits.
<b>EDUC 517.66 (W) – Teaching Diverse Learners in Inclusive Settings II</b>  <b>CRN: 58981</b>  <b>A. LaBonte</b>	<b>Tuesdays, 6 – 9 pm (Atlantic time)</b>  <b>January 9 – March 26, 2024</b> <b>No class March 12, 2024</b>  <b>Plus 3 hours TBD</b>	In this course, participants will learn how to design and implement intensive, individualized, Tier 3 interventions and supports for diverse learners. Emphasis will be placed on evidence-based interventions and supports in literacy, mathematics, and alternative education. Three credits.
<b>EDUC 543.67 (Sp) – Internship</b>  <b>CRN: 14011</b>  <b>S. MacCuspic</b>	<b>September 21, 2023 – May 31, 2024</b>	Under faculty supervision, and as part of a collegial cohort network, participants will transfer, apply, and extend key knowledge and skills acquired through coursework to their practice as educators. <b>From the Fall semester of 2023 to the Spring semester of 2024,</b> participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits.

## INCLUSIVE EDUCATION C&I 8

Online

COURSE	DATES	DESCRIPTION
<b>EDUC 514.67 (F) – Teaching Diverse Learners in Inclusive Settings I</b>  <b>CRN: 58982</b>  <b>L. Casey</b>	<b>Wednesdays, 6 – 9 pm (Atlantic time)</b>  <b>September 13 – November 29, 2023</b>	In this course, participants will learn how to design and implement Tier 2 small group and individualized supports and interventions for diverse learners. The development and implementation of adaptations and individual program plans will be addressed, including communication and collaboration on program planning teams. Three credits.
<b>EDUC 517.67 (W) – Teaching Diverse Learners in Inclusive Settings II</b>  <b>CRN: 58983</b>  <b>E. Keith</b>	<b>Wednesdays, 6 – 9 pm (Atlantic time)</b>  <b>January 10 – March 27, 2024</b> <b>No class March 13, 2024</b>  <b>Plus 3 hours TBD</b>	In this course, participants will learn how to design and implement intensive, individualized, Tier 3 interventions and supports for diverse learners. Emphasis will be placed on evidence-based interventions and supports in literacy, mathematics, and alternative education. Three credits.

<p><b>EDUC 543.68 (Sp) – Internship</b></p> <p><b>CRN: 14012</b></p> <p><b>S. MacCuspig</b></p>	<p><b>September 21, 2023 – May 31, 2024</b></p>	<p>Under faculty supervision, and as part of a collegial cohort network, participants will transfer, apply, and extend key knowledge and skills acquired through coursework to their practice as educators. <b>From the Fall semester of 2023 to the Spring semester of 2024</b>, participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits.</p>
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**INCLUSIVE EDUCATION C&I 9**

**Online**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<p><b>EDUC 553.66 (F) - Assessment for Teaching Students with Learning Challenges 1</b></p> <p><b>CRN: 58984</b></p> <p><b>J. MacKenzie</b></p>	<p><b>Tuesdays, 6 – 9 pm (Atlantic time)</b></p> <p><b>September 12 – November 28, 2023</b></p>	<p>In this course, participants will learn about evidence-based approaches to the assessment of literacy skills in diverse learners, including culturally-responsive practices. They will critically appraise the advantages, limitations, effectiveness, and fairness of varied assessment methods, including formative, summative, and diagnostic assessments. Participants will learn how to administer, interpret, and utilize a Level B literacy assessment in educational programming for diverse learners. Three credits. Complementary course: ED 554.</p>
<p><b>EDUC 527.67 (W) – Principles of Learning</b></p> <p><b>CRN: 58985</b></p> <p><b>C. Viva</b></p>	<p><b>Tuesdays, 6 – 9 pm (Atlantic time)</b></p> <p><b>January 9 – March 26, 2024</b></p> <p><b>No class March 12, 2024</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>In this course, participants will learn about principles and practices of inclusive education for diverse learners. Participants will examine typical and atypical child development (including common exceptionalities) and evidence-based strategies for supporting student learning, development, and well-being. Three credits.</p>
<p><b>EDUC 554.66 (Sp) - Assessment for Teaching Students with Learning Challenges 2</b></p> <p><b>CRN: 14013</b></p> <p><b>E. Keith</b></p>	<p><b>Tuesdays, 6 – 9 pm (Atlantic time)</b></p> <p><b>April 2 – June 4, 2024</b></p> <p><b>Plus 9 hours TBD</b></p>	<p>In this course, participants will learn about evidence-based approaches to the assessment of numeracy skills in diverse learners, including culturally-responsive practices. They will critically appraise the advantages, limitations, effectiveness, and fairness of varied assessment methods, including formative, summative, and diagnostic assessments. Participants will learn how to administer, interpret, and utilize a Level B mathematics assessment in educational programming for diverse learners. Three credits. Complementary course: ED 553.</p>

**INCLUSIVE EDUCATION C&I 10**

Online

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 527.68 (F) – Principles of Learning</b>  <b>CRN: 58986</b>  <b>E. Carter</b>	<b>Tuesdays, 7 – 10 pm (Atlantic time)</b>  <b>September 12 – November 28, 2023</b>	In this course, participants will learn about principles and practices of inclusive education for diverse learners. Participants will examine typical and atypical child development (including common exceptionalities) and evidence-based strategies for supporting student learning, development, and well-being. Three credits.
<b>EDUC 554.66 (W) - Assessment for Teaching Students with Learning Challenges 2</b>  <b>CRN: 58987</b>  <b>J. MacKenzie</b>	<b>Tuesdays, 7 – 10 pm (Atlantic time)</b>  <b>January 9 – March 26, 2024</b> <b>No class March 12, 2024</b>  <b>Plus 3 hours TBD</b>	In this course, participants will learn about evidence-based approaches to the assessment of numeracy skills in diverse learners, including culturally-responsive practices. They will critically appraise the advantages, limitations, effectiveness, and fairness of varied assessment methods, including formative, summative, and diagnostic assessments. Participants will learn how to administer, interpret, and utilize a Level B mathematics assessment in educational programming for diverse learners. Three credits. Complementary course: ED 553.
<b>EDUC 553.66 (Sp) - Assessment for Teaching Students with Learning Challenges 1</b>  <b>CRN: 14014</b>  <b>J. MacKenzie</b>	<b>Tuesdays, 7 – 10 pm (Atlantic time)</b>  <b>April 2 – June 4, 2024</b>  <b>Plus 9 hours TBD</b>	In this course, participants will learn about evidence-based approaches to the assessment of literacy skills in diverse learners, including culturally-responsive practices. They will critically appraise the advantages, limitations, effectiveness, and fairness of varied assessment methods, including formative, summative, and diagnostic assessments. Participants will learn how to administer, interpret, and utilize a Level B literacy assessment in educational programming for diverse learners. Three credits. Complementary course: ED 554.

**INCLUSIVE EDUCATION C&I 11**

Online

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 527.69 (F) – Principles of Learning</b>  <b>CRN: 58988</b>  <b>C. Viva</b>	<b>Tuesdays, 6 – 9 pm (Atlantic time)</b>  <b>September 12 – November 28, 2023</b>	In this course, participants will learn about principles and practices of inclusive education for diverse learners. Participants will examine typical and atypical child development (including common exceptionalities) and evidence-based strategies for supporting student learning, development, and well-being. Three credits.

<p><b>EDUC 553.67 (W) - Assessment for Teaching Students with Learning Challenges 1</b></p> <p><b>CRN: 58989</b></p> <p><b>J. MacKenzie</b></p>	<p><b>Wednesdays, 7 – 10 pm (Atlantic time)</b></p> <p><b>January 10 – March 27, 2024</b> <b>No class March 13, 2024</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>In this course, participants will learn about evidence-based approaches to the assessment of literacy skills in diverse learners, including culturally-responsive practices. They will critically appraise the advantages, limitations, effectiveness, and fairness of varied assessment methods, including formative, summative, and diagnostic assessments. Participants will learn how to administer, interpret, and utilize a Level B literacy assessment in educational programming for diverse learners. Three credits. Complementary course: ED 554.</p>
<p><b>EDUC 554.67 (Sp) - Assessment for Teaching Students with Learning Challenges 2</b></p> <p><b>CRN: 14015</b></p> <p><b>J. MacKenzie</b></p>	<p><b>Wednesdays, 7 – 10 pm (Atlantic time)</b></p> <p><b>April 3 – June 5, 2024</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>In this course, participants will learn about evidence-based approaches to the assessment of numeracy skills in diverse learners, including culturally-responsive practices. They will critically appraise the advantages, limitations, effectiveness, and fairness of varied assessment methods, including formative, summative, and diagnostic assessments. Participants will learn how to administer, interpret, and utilize a Level B mathematics assessment in educational programming for diverse learners. Three credits. Complementary course: ED 553.</p>

**INDIGENOUS EDUCATION**  
**Online**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<p><b>EDUC 541.66 (F) – Administration of Indigenous Schools</b></p> <p><b>CRN: 58990</b></p> <p><b>K. Oliver</b></p>	<p><b>Mondays, 6 – 9 pm (Atlantic time)</b></p> <p><b>September 11 – November 27, 2023</b></p>	<p>This course focuses on the history of formal schooling in Indigenous communities and examines issues, challenges, and successes in schooling. Conceptions of learning from First Nations, Métis and Inuit perspectives will be explored. Decolonizing approaches to schooling will be highlighted. The National Panel on First Nation Elementary and Secondary Education for Students on Reserve in Canada has praised the work of MK schools which boast a 75% graduation rate for Mi'kmaw students, twice the national average for Aboriginal students. Several examples will be drawn from MK schools but other case studies of successful decolonizing projects from across the country will be explored. Three credits</p>
<p><b>EDUC 561.68 (W) – Leadership and Administrative Theories</b></p> <p><b>CRN: 58991</b></p> <p><b>J. Tompkins</b></p>	<p><b>Mondays, 6 – 9 pm (Atlantic time)</b></p> <p><b>January 8 – March 25, 2024</b> <b>No class March 11, 2024</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>This course examines conceptions of leadership drawn from Indigenous contexts. Graduate students will explore models of leadership that support Indigenous ways of knowing/being/doing and are distributed, shared, and inclusive in nature. Three credits</p>

<p><b>EDUC 509.66 (Sp) – Trauma-Informed Practice</b></p> <p><b>CRN: 14016</b></p> <p><b>M. Peters</b></p>	<p><b>Mondays, 6 – 9 pm (Atlantic time)</b></p> <p><b>April 1 – June 3, 2024</b></p> <p><b>Plus 9 hours TBD</b></p>	<p>This course will promote teacher understanding and effective teaching to support students who have or are experiencing simple trauma, complex trauma and/or intergenerational trauma. Educators will examine the impact of trauma on students and families and explore ways to respond to student needs. The impact of trauma on the concepts of locus of control, self-image, and resilience will be studied from the perspective of how teachers can make a difference through building trust and relationships and utilizing classroom adaptations. Three Credits.</p>
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**MATHEMATICS TEACHING & LEARNING**

**Online**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<p><b>EDUC 532.68 (F) – Curriculum Theory</b></p> <p><b>CRN: 58992</b></p> <p><b>L. Lunney Borden</b></p>	<p><b>Tuesdays, 6 – 9 pm (Atlantic time)</b></p> <p><b>September 12 – November 28, 2023</b></p>	<p>In this course, the ideas of major curriculum theorists will be examined and the implications of each position for program development for schooling will be explored. Three credits</p>
<p><b>EDUC 527.66A (W) – Principles of Learning</b></p> <p><b>CRN: 58993</b></p> <p><b>J. Pyper</b></p>	<p><b>Thursdays, 6 – 9 pm (Atlantic time)</b></p> <p><b>January 11 – March 28, 2024</b></p> <p><b>No class March 14, 2024</b></p> <p><b>Plus 3 hours TBD</b></p>	<p>This course examines theories of learning and development and their implications for instruction. In addition to the general cognitive and behaviourist theories, the course will focus on the aspects of cognitive learning that are relevant to understanding the diversity of learners. Teachers will explore current theories and their implications for practice. Three credits</p>
<p><b>EDUC 520C.66 (Sp) – Current Research in Curriculum: Mathematics</b></p> <p><b>CRN: 14017</b></p> <p><b>C. Malcolm</b></p>	<p><b>Mondays, 6 – 9 pm (Atlantic time)</b></p> <p><b>April 1 – June 3, 2024</b></p> <p><b>Plus 9 hours TBD</b></p>	<p>A critical exploration of recent theories and research related to current issues in curriculum with a concentration in mathematics. In this course, students will explore how mathematical ideas develop throughout the grades. Topics covered will include an overview of quantitative reasoning including number systems and operations, algebraic reasoning, statistical and probabilistic reasoning exploring the ways in which we gather, organize, and explain data, and spatial reasoning including the implications of this across content strands. Three credits.</p>

**OUTDOOR EDUCATION****Online**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 520J.66 (F) – Current Research in Curriculum: Outdoor Education</b>  <b>CRN: 58994</b>  <b>A. Foran</b>	<b>Online Classroom:</b> <b>Mondays, September 11 and 25, October 16, and November 6</b> <b>7 pm – 9 pm (Atlantic time)</b>  <b>In-Field:</b> <b>Saturdays, September 16 and 30, October 21, and November 18</b> <b>10 am – 4 pm (Atlantic time)</b>  <b>Asynchronous:</b> <b>Wednesdays, October 11 and November 1</b>	This course critically examines key strands in outdoor education: environmental education, adventure education, outdoors and risk, outdoors and health, free-range kids, and programs for special populations. Students will explore in detail the theoretical underpinnings of experiential education and practical implications of how this informs current educational practices. Three credits
<b>EDUC 561.69 (W) – Leadership and Administrative Theories</b>  <b>CRN: 58995</b>  <b>E. Cormier</b>	<b>Mondays, 7 – 10 pm (Atlantic time)</b>  <b>January 8 – March 25, 2024</b> <b>No class March 11, 2024</b>  <b>Plus 3 hours TBD</b>	This course is an introduction to theory, research, and practice of leadership and administrative theories in educational administration. Emphasis is placed on the evolutionary nature of leadership, administrative theory and their role in the operation of public education systems. This course will prepare educators to advance outdoor education in public schools. Three credits
<b>EDUC 573.67 (Sp) – Professional Development and Supervision</b>  <b>CRN: 14018</b>  <b>B. Smith</b>	<b>Wednesdays, 7 – 10 pm (Atlantic time)</b>  <b>April 3 – June 5, 2024</b>  <b>Plus 9 hours TBD</b>	This course addresses the role of supervision in an instructional program, focusing on human resources, instructional initiatives, and the professional development process for teachers and support staff. Three credits.

**PHYSICAL & HEALTH EDUCATION****Online**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 508.68 (F) – Critical Research Literacy in Education</b>  <b>CRN: 58996</b>  <b>D. Robinson</b>	<b>Thursdays, 6 – 9 pm (Atlantic time)</b>  <b>September 14 – November 30, 2023</b>	This course examines educational research issues and trends from the perspective of professional practice. Students will explore a variety of educational research publications in relation to their own educational context. (Students who wish to complete a thesis route should take 507 instead of 508). Three credits.
<b>EDUC 521G.66 (W) – Current Research in Curriculum: Physical Education</b>  <b>CRN: 58997</b>  <b>J. Barrett</b>	<b>Tuesdays, 6 – 9 pm (Atlantic time)</b>  <b>January 9 – March 26, 2024</b> <b>No class March 12, 2024</b>  <b>Plus 3 hours TBD</b>	<b>Topic to be Announced.</b> A critical exploration of recent theories and research related to current issues in instruction with a concentration in Physical Education. Three credits

<b>EDUC 5211.67 (Sp) – Current Research in Instruction: Health Education</b>  <b>CRN: 14019</b>  <b>J. Oliver</b>	<b>Thursdays, 6 – 9 pm (Atlantic time)</b>  <b>April 4 – June 6, 2024</b>  <b>Plus 9 hours TBD</b>	Topic: Comprehensive School Health as a Model for School Wellness A critical exploration of recent theories and research related to current issues in curriculum with a concentration in Health. Three credits.
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