

# MASTER OF EDUCATION PROGRAM

## SUMMER 2024 SCHEDULE OF COURSES

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

[Adult Education and Health \(Cohort 5\)](#)

[Culturally Responsive Pedagogy \(Cohorts 7 and 8\)](#)

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

[Inclusive Education](#)

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[Mathematics Teaching and Learning](#)

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## OPEN, EARLY ELEMENTARY PEDAGOGY 10, AND INCLUSIVE EDUCATION A&P 7 CONCENTRATION FIRST YEAR STUDENTS

### SECTION A (ONLINE)

COURSE	DATES	DESCRIPTION
<b>EDUC 534.66 (SU) – Introduction to Educational Foundations</b>  <b>22192</b>  <b>A. Nardozi</b>	<b>Week 1: Tuesday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 2, 3, 5, 8, 9, and 11)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 505.66 (SU) – Introduction to Educational Research</b>  <b>22193</b>  <b>TBA</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 15, 17, 19, 22, 23, and 25)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

### SECTION B (ONLINE)

COURSE	DATES	DESCRIPTION
<b>EDUC 534.67 (SU) – Introduction to Educational Foundations</b>  <b>22194</b>  <b>C. Clarke</b>	<b>Week 1: Tuesday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 2, 3, 5, 8, 9, and 11)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.
<b>EDUC 505.67 (SU) – Introduction to Educational Research</b>  <b>22195</b>  <b>J. Mitton</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 15, 17, 19, 22, 23, and 25)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research including descriptive research, qualitative research, case studies, and empirical studies.

### SECTION C (FIRST WEEK ON CAMPUS – ROOM TBA/SECOND WEEK ONLINE)

COURSE	DATES	DESCRIPTION
<b>EDUC 534 (SU) – Introduction to Educational Foundations</b>  <b>TBD</b>  <b>TBA</b>	<b>Week 1: Tuesday, Wednesday, and Friday (July 2, 3, and 5 – On Campus)</b>  <b>Week 2: Monday, Tuesday, and Thursday (July 8, 9, and 11 – ONLINE)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	In this course, students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts/aesthetics, deconstruction, and sociological analysis.

## OPEN CONCENTRATION (NON-COHORT) CONTINUING STUDENTS

### ONLINE

COURSE	DATES	DESCRIPTION
<b>EDUC 502.66 (SU) – Education of African Nova Scotian/African Canadian Learners I</b>  22234  R. Upshaw	<b>July 2, 3, 4, 5, 8, 9, 10, and 11</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	This course focuses on the approaches to schooling of African Nova Scotian and African Canadian learners and examines issues, challenges and successes in providing successful schooling opportunities for these students. (Three credits)
<b>EDUC 569.67 (SU) – Selected Topics: Social Media Technology in Education</b>  22235  TBA	<b>July 15, 16, 17, 18, 22, 23, 24 and 25</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	With the advent of social media, learners are more connected than ever. Consequently, such technology has the potential to enhance learning. There are problematizations (e.g., legal, health or digital citizenship). In this elective course, participants will begin to learn how to incorporate social media for pedagogical practices. It is open to all learners (elementary and secondary) with different technological abilities. (Three credits)

## CONCENTRATION COHORT SCHEDULES

### ADULT EDUCATION & HEALTH 5 (Online)

COURSE	DATES	DESCRIPTION
<b>EDUC 515.66 (SU) – Culturally Responsive and Relevant Pedagogy</b>  22207  K. MacDonald	<b>Tuesdays, 7-10 pm (Atlantic time)</b>  <b>July 9 – August 13, 2024</b>  <b>Plus 18 hours asynchronous</b>	This course will provide graduate students with an understanding of the vital role culturally responsive and relevant pedagogy plays in creating equitable learning experiences. Students will gain an understanding of systemic racism, recognize the central role culture plays in many settings, and identify culturally responsive and relevant strategies appropriate for their own contexts in order to strengthen cultural competence. (Three credits)

### CULTURALLY RESPONSIVE PEDAGOGY 7 (Online)

COURSE	DATES	DESCRIPTION
<b>EDUC 521D.66 (SU) - Diverse Cultures: Indigenous Education Pedagogy</b>  22208  J. Meader	<b>July 2, 3, 4, 5, 8, 9, 10, and 11</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	This course focuses on the schooling of Mi'kmaw and other First Nations learners and explores issues, challenges and successes in educating students of Indigenous heritage. A decolonization lens will be used through which to examine and enact Indigenous curriculum, teaching, and assessment (Three credits)

<b>EDUC 525.66 (SU) – Treaty Education</b>  <b>22209</b>  <b>S. Sylliboy</b>	<b>July 15, 17, 19, 22, 23, and 25</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	Building on the recommendations of the Truth and Reconciliation Commission (2015), this course uses an education as reconciliation framework from which to challenge Eurocentrism in schooling. Teachers will engage in unlearning Eurocentric assumptions and knowledge and relearn Indigenous knowledge, skills and attitudes that will allow them to successfully educate all students about their treaty responsibilities in support of this provincial initiative (Three credits)
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#### **CULTURALLY RESPONSIVE PEDAGOGY 8 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 534.68 (SU) – Introduction to Educational Foundations</b>  <b>22196</b>  <b>R. Upshaw</b>	<b>Week 1: Tuesday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 2, 3, 5, 8, 9, and 11)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	This course provides students with an opportunity to examine and expand their own personal perspectives and to situate themselves with relation to social justice and equity. An anti-racist framework will be used to explore issues related to power, privilege, culture, race, cultural capital, poverty, colonization, institutional and systemic racism (Three credits)
<b>EDUC 505.68 (SU) – Introduction to Educational Research</b>  <b>22197</b>  <b>W. Mackey</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 15, 17, 19, 22, 23, and 25)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	This course aims to instill in educators a teacher researcher stance which allows them to both inquire into their learning context and become more fluent in using research to inform their practice. Teacher inquiry and action research will be explored as a vehicle to introduce approaches to educational research. Literature review methodology will be explored.

#### **EARLY ELEMENTARY PEDAGOGY 9 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 522.66 (SU) – Inclusion in Early Elementary Contexts</b>  <b>22210</b>  <b>C. Viva</b>	<b>July 2, 3, 4, 5, 8, 9, 10, and 11</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	Graduate students will explore research and practice in inclusive early elementary classrooms and relate these understandings to planning, instruction, and assessment in multi-ability, multi-aged classroom settings. (Three Credits)
<b>EDUC 508.66 (SU) – Critical Research Literacy in Education</b>  <b>22211</b>  <b>TBA</b>	<b>July 15, 16, 17, 18, 22, 23, 24 and 25</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	This course examines how to critically read, interpret, and evaluate educational research. Graduate students will have the opportunity to practice several aspects of conducting research, with the aim of enhancing their role of researcher within their own classroom. (Three Credits)

**INCLUSIVE EDUCATION A&P 5 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 567.66 (SU) – School Law</b>  22212  C. McCann-Kyte	<b>July 2, 3, 4, 5, 8, 9, 10, and 11</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	In this course, participants will examine pertinent legislation, policies and court decisions in special education/inclusive education and how they impact their daily practice. Emphasis will be placed on the legal and policy frameworks of inclusive education and educational leaders' roles and responsibilities in developing and implementing these frameworks in inclusive schools and school systems. Three credits.
<b>EDUC 513.66 (SU) – Contemporary Theories and Trends in Inclusive Education</b>  22213  R. Franklin	<b>July 15, 16, 17, 18, 22, 23, 24 and 25</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	This course will examine contemporary issues in inclusive education, including changing student needs and student-centered strategies for addressing them. Participants will learn about evidence-based approaches to implementing inclusive education for diverse learners, including Universal Design for Learning, Differentiation, Multi-Tiered Systems of Support (MTSS) and Culturally-Responsive practices. Participants will examine these approaches in relation to their work contexts. Three credits.

**INCLUSIVE EDUCATION A&P 6 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 573.66 (SU) – Professional Development and Supervision (Inclusive Education)</b>  22214  M. Jutras	<b>July 2, 3, 4, 5, 8, 9, 10, and 11</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	This course will address the role of educational leaders in building school capacity for inclusive education. Participants will learn about supportive professional development and staff supervision strategies for building the capacity of professional, para-professional and support staff for inclusive education. Three credits.
<b>EDUC 509.66 (SU) – Trauma-Informed Practice</b>  22215  TBD  R. Ryan	<b>July 15, 16, 17, 18, 22, 23, 24 and 25</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	Participants will learn about the impact of traumatic stress on students, families, and educators and the various manifestations of trauma in school settings. Student challenges associated with trauma will be examined, along with evidence-based strategies for addressing them. Participants will acquire trauma awareness and learn how to infuse and apply trauma awareness in their practice in schools and classrooms. Three credits.

**INCLUSIVE EDUCATION C&I 7 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 508.67 (SU) – Critical Research Literacy in Education</b>  22216  A. Francis	<b>July 2, 3, 4, 5, 8, 9, 10, and 11</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	Building upon their internship experiences in ED 543, participants will examine educational research issues and trends in inclusive education from the perspective of professional practice, including the Achievement Gap. Participants will explore a variety of educational research publications in relation to their own educational context. Three credits.

<b>EDUC 532.66 (SU) – Curriculum Theory</b>  <b>22217</b>  <b>C. DiGiorgio</b>	<b>July 15, 16, 17, 18, 22, 23, 24 and 25</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	Participants will learn about evolving theories, policies, and legislation in inclusive education and how to implement them in practice. They will explore current theories of inclusive education, as well as the Canadian legal and policy frameworks of inclusive education. Emphasis will be placed on the implementation of inclusive education theories, policies and legislation in complex classrooms and schools. Three credits.
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#### INCLUSIVE EDUCATION C&I 8 (Online)

COURSE	DATES	DESCRIPTION
<b>EDUC 532.67 (SU) – Curriculum Theory</b>  <b>22218</b>  <b>C. DiGiorgio</b>	<b>July 2, 3, 4, 5, 8, 9, 10, and 11</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	Participants will learn about evolving theories, policies, and legislation in inclusive education and how to implement them in practice. They will explore current theories of inclusive education, as well as the Canadian legal and policy frameworks of inclusive education. Emphasis will be placed on the implementation of inclusive education theories, policies and legislation in complex classrooms and schools. Three credits.
<b>EDUC 508.68 (SU) – Critical Research Literacy in Education</b>  <b>22219</b>  <b>A. Francis</b>	<b>July 15, 16, 17, 18, 22, 23, 24 and 25</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	Building upon their internship experiences in ED 543, participants will examine educational research issues and trends in inclusive education from the perspective of professional practice, including the Achievement Gap. Participants will explore a variety of educational research publications in relation to their own educational context. Three credits

#### INCLUSIVE EDUCATION C&I 9 (Online)

COURSE	DATES	DESCRIPTION
<b>EDUC 536.66 (SU) – Program Development</b>  <b>22220</b>  <b>M. Olson</b>	<b>July 2, 3, 4, 5, 8, 9, 10, and 11</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	Participants will learn about program development and implementation in inclusive education, including Program Planning, Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), and Culturally-Responsive practices. Emphasis will be placed on the implementation of Tier 1, universal classroom supports for diverse learners. Three credits.
<b>EDUC 521I.66 (SU) - Current Research in Instruction - Health</b>  <b>22221</b>  <b>H. MacDonald</b>	<b>July 15, 16, 17, 18, 22, 23, 24 and 25</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	This course will explore research and approaches to school-based mental health education. Participants will be introduced to mental health and behavioral challenges in children and youth, trauma-informed practice, and multi-tiered strategies for promoting mental well-being, positive behavior, and social-emotional learning. Three credits.

**INCLUSIVE EDUCATION C&I 10 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 521I.67 (SU) - Current Research in Instruction - Health</b>  22222  C. Gilham	<b>July 2 - 11</b>  <b>Asynchronous</b>	This course will explore research and approaches to school-based mental health education. Participants will be introduced to mental health and behavioral challenges in children and youth, trauma-informed practice, and multi-tiered strategies for promoting mental well-being, positive behavior, and social-emotional learning. Three credits.
<b>EDUC 536.67 (SU) – Program Development</b>  22223  M. Olson	<b>July 15, 16, 17, 18, 22, 23, 24 and 25</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	Participants will learn about program development and implementation in inclusive education, including Program Planning, Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), and Culturally-Responsive practices. Emphasis will be placed on the implementation of Tier 1, universal classroom supports for diverse learners. Three credits.

**INCLUSIVE EDUCATION C&I 11 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 536.68 (SU) – Program Development</b>  22224  TBA	<b>July 2, 3, 4, 5, 8, 9, 10, and 11</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	Participants will learn about program development and implementation in inclusive education, including Program Planning, Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), and Culturally-Responsive practices. Emphasis will be placed on the implementation of Tier 1, universal classroom supports for diverse learners. Three credits.
<b>EDUC 521I.68 (SU) - Current Research in Instruction - Health</b>  22225  TBA	<b>July 15, 16, 17, 18, 22, 23, 24 and 25</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	This course will explore research and approaches to school-based mental health education. Participants will be introduced to mental health and behavioral challenges in children and youth, trauma-informed practice, and multi-tiered strategies for promoting mental well-being, positive behavior, and social-emotional learning. Three credits.

**INCLUSIVE EDUCATION C&I 12 (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 534.69 (SU) – Introduction to Educational Foundations</b>  22198  L. Burke	<b>Week 1: Tuesday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 2, 3, 5, 8, 9, and 11)</b>  <b>8:30 am to 3:30 pm (Atlantic time)</b>	This course will examine issues of power, privilege, and social justice in inclusive education. Graduate students will critically examine their own practice in inclusive education and apply the findings in diverse school and community settings. Three credits.

<b>EDUC 505.69 (SU) – Introduction to Educational Research</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 15, 17, 19, 22, 23, and 25)</b>	In this course, graduate students will be introduced to educational research. They will critically examine different types of educational research and learn how to design and conduct classroom- and school-based research inquiries. Three credits.
<b>22199</b>	<b>8:30 am to 3:30 pm (Atlantic time)</b>	
<b>F. Hurley</b>		

#### INCLUSIVE EDUCATION C&I 13 (Online)

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 534.66A (SU) – Introduction to Educational Foundations</b>	<b>Week 1: Tuesday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 2, 3, 5, 8, 9, and 11)</b>	This course will examine issues of power, privilege, and social justice in inclusive education. Graduate students will critically examine their own practice in inclusive education and apply the findings in diverse school and community settings. Three credits.
<b>22200</b>	<b>8:30 am to 3:30 pm (Atlantic time)</b>	
<b>J. Marshall</b>		
<b>EDUC 505.66A (SU) – Introduction to Educational Research</b>	<b>Week 1: Monday, Wednesday, and Friday</b> <b>Week 2: Monday, Tuesday, and Thursday</b> <b>(July 15, 17, 19, 22, 23, and 25)</b>	In this course, graduate students will be introduced to educational research. They will critically examine different types of educational research and learn how to design and conduct classroom- and school-based research inquiries. Three credits.
<b>22201</b>	<b>8:30 am to 3:30 pm (Atlantic time)</b>	
<b>A. Johnston</b>		

#### INDIGENOUS EDUCATION (Online)

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 520D.66 (SU) - Selected Topics in Education: Infusing Indigenous Perspectives in Math and Science Education</b>	<b>July 2, 3, 5, 8, 9, and 11</b>	This course explores ways that Eurocentrism in math and science education is being decolonized. Case studies, curriculum initiatives, and examples of creating spaces for Elder knowledge(s) in schools from a variety of different Indigenous contexts will be celebrated in this course. (Three credits)
<b>22226</b>	<b>8:30 am to 3:30 pm (Atlantic time)</b>	
<b>S. Sylliboy</b>		
<b>EDUC 532.68 (SU) – Curriculum Theory</b>	<b>July 15, 17, 19, 22, 23, and 25</b>	Indigenous focused curricula and theory will be the focus of exploration in this course. Indigenous perspectives will be brought to education and schools. Decolonizing mainstream curricula as well as honoring Indigenous voices and texts will help imagine how we may affirm Indigenous people, historically, in the present and in the future. (Three credits)
<b>22227</b>	<b>8:30 am to 3:30 pm (Atlantic time)</b>	
<b>L. Kearns</b>		

#### MATHEMATICS TEACHING & LEARNING (Online)

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 513.67 (SU) - Contemporary Theories and Trends in Inclusive Education</b>	<b>July 2, 3, 4, 5, 8, 9, 10, and 11</b>	This course will focus on evidence-based approaches to implementing inclusive education in diverse contexts, including differentiation, Universal Design for Learning, Multi-Tiered Systems of Support, and trauma-informed practices.
<b>22228</b>	<b>9:30 am to 2:30 pm (Atlantic time)</b>	
<b>E. Carter</b>		

<p><b>EDUC 518.66 (SU) - Assessment for/as/of Learning</b></p> <p>22229</p> <p>TBA</p>	<p><b>July 15, 16, 17, 18, 22, 23, 24 and 25</b></p> <p><b>9:30 am to 2:30 pm (Atlantic time)</b></p>	<p>The course explores research that informs how appropriate assessment impacts student motivation, engagement and achievement. Formative assessment will be presented as a process that directly involves both students and teacher in generating quality information that informs the decisions teachers and students make before, during, and after instruction. Practical classroom examples and/or case studies will be explored. The course will also explore summative assessment and critically analyze a variety of tools used to evaluate learning with the aim of finding those that align with current research in assessment. Students will gain the skills necessary to critically evaluate and develop effective assessment approaches in mathematics (Three credits)</p>
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### MENTAL HEALTH 9 (Online)

COURSE	DATES	DESCRIPTION
<p><b>EDUC 534.67A (SU) – Introduction to Educational Foundations</b></p> <p>22202</p> <p>A. Tucker</p>	<p><b>Week 1: Tuesday, Wednesday, and Friday</b>  <b>Week 2: Monday, Tuesday, and Thursday</b>  <b>(July 2, 3, 5, 8, 9, and 11)</b></p> <p><b>8:30 am to 3:30 pm (Atlantic time)</b></p>	<p>This course provides graduate students with an opportunity to deepen their understanding and awareness of how issues of power and privilege have shaped their own and their students’ lives. Educators will (re)think their pivotal role as leaders promoting Mental Health Education alongside larger issues of equity and social justice. Three credits.</p>
<p><b>EDUC 505.67A (SU) – Introduction to Educational Research</b></p> <p>22203</p> <p>TBA</p>	<p><b>Week 1: Monday, Wednesday, and Friday</b>  <b>Week 2: Monday, Tuesday, and Thursday</b>  <b>(July 15, 17, 19, 22, 23, and 25)</b></p> <p><b>8:30 am to 3:30 pm (Atlantic time)</b></p>	<p>This course introduces approaches to educational research, particularly as it relates to mental health education. Students will explore research issues and critically interpret the main types of research, including descriptive research, qualitative research, case studies, and empirical studies. Three credits.</p>

### MENTAL HEALTH 10 (Online)

COURSE	DATES	DESCRIPTION
<p><b>EDUC 534.68A (SU) – Introduction to Educational Foundations</b></p> <p>22204</p> <p>TBA</p>	<p><b>Week 1: Tuesday, Wednesday, and Friday</b>  <b>Week 2: Monday, Tuesday, and Thursday</b>  <b>(July 2, 3, 5, 8, 9, and 11)</b></p> <p><b>8:30 am to 3:30 pm (Atlantic time)</b></p>	<p>This course provides graduate students with an opportunity to deepen their understanding and awareness of how issues of power and privilege have shaped their own and their students’ lives. Educators will (re)think their pivotal role as leaders promoting Mental Health Education alongside larger issues of equity and social justice. Three credits.</p>
<p><b>EDUC 505.68A (SU) – Introduction to Educational Research</b></p> <p>22205</p> <p>C. Clarke</p>	<p><b>Week 1: Monday, Wednesday, and Friday</b>  <b>Week 2: Monday, Tuesday, and Thursday</b>  <b>(July 15, 17, 19, 22, 23, and 25)</b></p> <p><b>8:30 am to 3:30 pm (Atlantic time)</b></p>	<p>This course introduces approaches to educational research, particularly as it relates to mental health education. Students will explore research issues and critically interpret the main types of research, including descriptive research, qualitative research, case studies, and empirical studies. Three credits.</p>

**OUTDOOR EDUCATION (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 521J.66 (SU) - Current Research in Instruction - Philosophical Issues and Challenges in Outdoor Education</b>  22230  TBA	<b>July 2, 3, 4, 5, 8, 9, 10, and 11</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	This course will examine the field of outdoor education through critical exploration of contemporary practices and the evolution of programs P-12. Learning theories will be aligned to current practices in experiential instruction with major concepts that challenge successful implementation and creation of outdoor-based programs in schools. Various philosophical issues will be explored to inform best practices in outdoor education.
<b>EDUC 536.69 (SU) – Program Development</b>  22231  TBA	<b>July 15, 16, 17, 18, 22, 23, 24 and 25</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	This course investigates educational programs from the practitioner’s perspective using narrative inquiry to explore relationships among the four curriculum commonplaces of students, teacher, curriculum, and milieu. The second aim for this course is to draw on curricular positions to design and implement experiential-based programs.

**PHYSICAL & HEALTH EDUCATION (Online)**

<b>COURSE</b>	<b>DATES</b>	<b>DESCRIPTION</b>
<b>EDUC 520G.66 (SU) – Current Research in Curriculum – Physical Education</b>  22232  TBA	<b>July 2, 3, 4, 5, 8, 9, 10, and 11</b>  <b>9:30 am to 2:30 pm (Atlantic time)</b>	<b>Models-based Practice and Instructional Strategies</b> This course explores physical education instructional models and instructional strategies, and their applications to diverse physical education contexts
<b>EDUC 593.66 (SU) – Directed Study: Capping Experience</b>  22233  D. Robinson	<b>July 2-12</b>	All students enrolled in EDUC 593 are expected to engage in practitioner inquiry and complete a capping experience and to share their work with their peer group, as part of a designated celebration day. This work should focus on an area of professional and personal interest.