ST. FRANCIS XAVIER
UNIVERSITY

Master of Adult Education

Graduate Studies

-Course Calendar-

July 2026 – June 2027

https://www.stfx.ca/department/adult-education/current-students

**Courses and scheduling subject to change*

Revised October 28, 2026

The Master of Adult Education (M.Ad.Ed.) program at St. Francis Xavier University focuses on the links between theory and practice in a variety of sectors that involve adult education and learning, including community contexts, community colleges, and the health sector, among others. The 10 courses will concentrate on adult education for those interested in teaching and learning in these various settings. Courses will be presented in a combination of synchronous and asynchronous formats, and time frames (late afternoon, evening, and some weekends. Times listed below are AST). The 30-credit Master of Adult Education program offers two options:

• a *course-based* option (ten 3-credit courses)

• a *thesis-based* option (six 3-credit courses plus a 12-credit thesis)

Students planning to pursue further studies should consider the thesis-based option.

Note that the sequence of the required courses is as follows*:

CLASSIC	**HEALTH**
ADED 535	ADED 535
ADED 540	ADED 540
ADED 545	ADED 531
ADED 550	ADED 550
ADED 565	ADED 565
ADED 560	ADED 560
ADED 532 or ADED 570	ADED 570
	ADED 532
These will be followed by 3 pre-selected courses	These will be followed by 2 pre-selected courses

*Course sequence may change due to scheduling and instructor availability

Master of Adult Education Thesis

In the Master of Adult Education program, students doing a thesis develop and carry out original research and write a thesis with the support of a faculty supervisor. To be eligible for consideration, students interested in the thesis stream must maintain an 85% average throughout the required courses, submit an Intention to do Research form near the beginning of their second year in the program, and must submit a draft research proposal (developed in ADED 565), academic writing sample, and researcher reflection for review at the end of ADED 560. Theses are evaluated by two faculty members of the Department of Adult Education, and an external examiner. More details can be found in the MAdEd Thesis Guide on our department website https://www.stfx.ca/department/adult-education/current-students

The passing grade for all graduate-level courses at StFX is 70%.

Table of Contents

Master of Adult Education - CLASSIC 4

Classic Cohort #4; Sept 2024 4

Classic Cohort #5; Sept 2025 5

Classic Cohort #6; Jan 2026 6

Classic Cohort #7; Sept 2026 7

Classic Cohort #8; Jan 2027 9

Master of Adult Education – HEALTH 10

HEALTH Cohort #3; Sept 2024 10

HEALTH Cohort #4; Jan 2025 11

HEALTH Cohort #5; Jan 2025 13

HEALTH Cohort #6; Sept 2025 14

HEALTH Cohort #7; Jan 2026 16

HEALTH Cohort #8; Sept 2026 18

HEALTH Cohort #9; Jan 2027 19

Master of Adult Education - CLASSIC

COURSE NUMBER & NAME	INSTRUCTOR AND TERM DATES	COURSE DESCRIPTIONS
Classic Cohort #4; Sept 2024	**THURSDAYS**	

Term/Date	Fall 2024	Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Fall 2026	Winter 2027
Course	535	540	545	550	565	560	570	3 electives		

ADED 585 - Program Planning: Theory and Context of Practical Action	Instructor: Monique Walsh Date: July 6 - Aug 14 SUMMER 2026	This course focuses on a core area of adult education, program planning theory and practice. The same social, cultural, political and economic factors that influence other human social endeavours are found in program planning; complex planning processes both influence and are influenced by various contexts, behaviours, locations and purposes. Students will engage with program planning's main theorists and practitioners and will be encouraged to apply theoretical understandings to their practice and in working in diverse contexts and learning communities.
ADED 575 - Community Development and Adult Education	Instructor: Dr. Wellington Sousa Date: Sept 8 – Dec 4 FALL 2026	Exploring collective learning for social and economic progress, this course identifies historical and contemporary examples of adult education and community development. Learners in this course examine pedagogical theories and development practice, and assets, barriers, and strategies for inclusive and culturally responsive collective learning for development practice and movements. Critical perspectives illuminate historical and contemporary ways that citizens, popular education, digital technologies, and equity function, intersect and evolve in learning for and in community development.
ADED 590 - Arts-based Pedagogies in Adult Education: Theory and practice	Instructor: Dr. Carole Roy Date: Jan 4 – April 6 WINTER 2027	Arts-based methodologies/pedagogies provide communicative practices that allow inclusion of diversity for a vibrant pluralistic democracy. They foster critical thinking, offer means for expression, provide opportunities for citizens to listen and reflect on various perspectives, and promotes community engagement. The arts provide avenues for exposing problems and outlining possibilities, release the imagination, expand vision, act as bridges between differences, and support resilience. Arts-based methodologies/pedagogies are used in

						teaching and research (data collection and representation of findings).				
Classic Cohort #5; Sept 2025				**WEDNESDAYS**						
Term/Date	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Fall 2026	Winter 2027	Spring 2027	Summer 2027	Fall 2027	Winter 2028
Course	535	540	545	550	565	560	532 or 570	3 electives		
ADED 550 - Continuing Professional Education				Instructor: Dr. Chistina Flemming Date: July 6 – Aug 14 SUMMER 2026		The intent of the course is to introduce students to key concepts and processes of lifelong continuing professional education (CPE). The history of CPE, emergent critical debates (professional identity and professionalism, issues of collaboration, authenticity, power, ethics, and leadership, etc.) and best practices in CPE (critically reflective practices, communities of practice, mentoring etc.) will be examined. Future trends and emergent formats such as virtual technology and networking will be explored.				
ADED 565 - Reading and Critiquing Research in Adult Education				Instructor: Dr. Adam Perry Date: Sept 8 – Dec 4 FALL 2026		Learners will engage with academic research through a guided, purposeful approach so as to enhance both learner confidence and ability to understand peer-reviewed scholarship in the field of adult education. Learners will develop techniques to analyze, and critique published research that applies directly to learners' professional life. The course will guide the learner through the process of research with a "consumer's" focus, preparing the learner to discern and utilize research in their own practice. The completion of a critical analysis of research studies is a requirement of this course.				
ADED 560 - Qualitative Research in Adult Education				Instructor: Dr. Christina Flemming Date: Jan 4 – April 6 WINTER 2027		This course introduces students to the qualitative research paradigm, with a particular focus on the adult educator as researcher. The majority of published research in our field is qualitative. The course addresses the major debates and issues in qualitative research in adult education, as well as introduces students to the methodology and methods of qualitative research in adult education contexts. Students learn to develop practitioner research for adult				

		education contexts. The completion of a research plan is a requirement of this course.
ADED 570 - Critically Reflective Practice and Adults: Development of a Professional Portfolio	Instructor: Dr. Carole Roy Date: Apr 5 – May 14, Spring 2027 (#1)	This course explores the ways in which adult education and critical pedagogies inform the values, approaches, and methods of critically reflective practices. Through a combination of critical pedagogies and social justice movements from individual and social perspectives, students will gain familiarity with reflective practices across various contexts. Narrative construction, reflection on action, critical incidents, and emerging applications will be investigated in order to generate critical perspectives that shape reflective practice and allow adults to evaluate their lifelong learning. Completition of a professional portfolio is a requirement of this course.

Classic Cohort #6; Jan 2026				**THURSDAYS**						
Term/Date	Winter 2026	Spring 2026	Summer 2026	Fall 2026	Winter 2027	Spring 2027	Summer 2027	Fall 2027	Winter 2028	Spring 2028
Course	535	540	545	550	565	560	532 or 570	3 electives		

ADED 545 - Critical Pedagogies	Instructor: Sheena Cameron Date: July 6 – Aug 14 SUMMER 2026	The literature on critical pedagogies connects knowledge to power and foster empowering adult learning through the development of critical consciousness and praxis. Critical pedagogies invite students' experiences as material for reflection and include civil rights and anti-oppression; racial, cultural, gender, and sexualities diversity; Indigenous rights; disability rights; and labour and class. Students will review the research on critical pedagogies and to listen and learn from a diversity of discourses in order to respond to a complex world and promote social, political, and ecological justice. Completion of a critical literature review on a topic of interest is required.
ADED 550 - Continuing Professional Education	Instructor: Scott MacPhail Date: Sept 8 – Dec 4	The intent of the course is to introduce students to key concepts and processes of lifelong continuing professional education (CPE). The history of CPE, emergent critical debates

	FALL 2026	(professional identity and professionalism, issues of collaboration, authenticity, power, ethics and leadership, etc.) and best practices in CPE (critically reflective practices, communities of practice, mentoring etc.) will be examined. Future trends and emergent formats such as virtual technology and networking will be explored.
ADED 565 - Reading and Critiquing Research in Adult Education	Instructor: Dr. Adam Perry Date: Jan 4 – April 6 WINTER 2027	Learners will engage with academic research through a guided, purposeful approach so as to enhance both learner confidence and ability to understand peer-reviewed scholarship in the field of adult education. Learners will develop techniques to analyze, and critique published research that applies directly to learners' professional life. The course will guide the learner through the process of research with a "consumer's" focus, preparing the learner to discern and utilize research in their own practice. The completion of a critical analysis of research studies is a requirement of this course.
ADED 560 - Qualitative Research in Adult Education	Instructor: TBC Date: Apr 5 - May 14 SPRING (#1) 2027	This course introduces students to the qualitative research paradigm, with a particular focus on the adult educator as researcher. The majority of published research in our field is qualitative. The course addresses the major debates and issues in qualitative research in adult education, as well as introduces students to the methodology and methods of qualitative research in adult education contexts. Students learn to develop practitioner research for adult education contexts. The completion of a research plan is a requirement of this course.

Classic Cohort #7; Sept 2026				**WEDNESDAYS**						
Term/Date	Fall 2026	Winter 2027	Spring 2027	Summer 2027	Fall 2027	Winter 2028	Spring 2028	Summer 2028	Fall 2028	Winter 2029
Course	535	540	545	To be confirmed						
ADED 535 - Introduction to Adult Education Foundations				Instructor: Dr. Robin Neustaeter		This course provides an introduction to the scope, foundations, and practices of lifelong learning and adult education in Canada. Students will be able to identify and examine				

	Date: Sept 8 – Dec 4 FALL 2026	the uniquely critically oriented adult education traditions in Canada through conceptual definitions, education settings, historical movements, and social contexts. In addition to developing an understanding of the field, students will have the opportunity to explore their personal and professional relationships to adult education and lifelong learning, with application for their own practice, and gain insight into current and emerging trends in adult education and lifelong learning. Students will complete a detailed learning plan for the completion of the program.
ADED 540 - Adult Learning Theory and Practice	Instructor: Dr. Robin Neustaeter Date: Jan 4 – April 6 WINTER 2027	The intention of this course is to introduce students to the main adult education theories that have dominated the literature of the field, and how these have come to shape our conceptual understandings and practices associated with adult education and learning. This course will introduce students to important theoretical developments in adult education, such as the concepts of andragogy, self-directed learning, perspective transformation, situated learning, experiential learning, and conscientization, as well as accompanying critiques from Indigenous, critical, and feminist perspectives.
ADED 545 - Critical Pedagogies	Instructor: TBC Date: Apr 5 - May 14 SPRING 2027 (#1)	The literature on critical pedagogies connects knowledge to power and foster empowering adult learning through the development of critical consciousness and praxis. Critical pedagogies invite students' experiences as material for reflection and include civil rights and anti-oppression; racial, cultural, gender, and sexualities diversity; Indigenous rights; disability rights; and labour and class. Students will review the research on critical pedagogies and to listen and learn from a diversity of discourses in order to respond to a complex world and promote social, political, and ecological justice. Completion of a critical literature review on a topic of interest is required.

Classic Cohort #8; Jan 2027				**TUESDAYS**						
Term/Date	Winter 2027	Spring 2027	Summer 2027	Fall 2027	Winter 2028	Spring 2028	Summer 2028	Fall 2028	Winter 2029	Spring 2029
Course	535	540	To be confirmed							
ADED 535 - Introduction to Adult Education Foundations				Instructor: Dr. Robin Neustaeter Date: Jan 4 – April 6 WINTER 2027		This course provides an introduction to the scope, foundations, and practices of lifelong learning and adult education in Canada. Students will be able to identify and examine the uniquely critically oriented adult education traditions in Canada through conceptual definitions, education settings, historical movements, and social contexts. In addition to developing an understanding of the field, students will have the opportunity to explore their personal and professional relationships to adult education and lifelong learning, with application for their own practice, and gain insight into current and emerging trends in adult education and lifelong learning. Students will complete a detailed learning plan for the completion of the program.				
ADED 540 - Adult Learning Theory and Practice				Instructor: Dr. Wellington Sousa Date: Apr 5-May 14 SPRING (#1) 2027		The intention of this course is to introduce students to the main adult education theories that have dominated the literature of the field, and how these have come to shape our conceptual understandings and practices associated with adult education and learning. This course will introduce students to important theoretical developments in adult education, such as the concepts of andragogy, self-directed learning, perspective transformation, situated learning, experiential learning, and conscientization, as well as accompanying critiques from Indigenous, critical, and feminist perspectives.				

Master of Adult Education – HEALTH

COURSE NUMBER & NAME				INSTRUCTOR AND TERM DATES				COURSE DESCRIPTIONS		
HEALTH Cohort #3; Sept 2024				**THURSDAYS**						
Term/Date	Fall 2024	Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Fall 2026	Winter 2027
Course	535	540	531	550	565	560	532	570	590	541
ADED 570 – Critically Reflective Practice and Adults: Development of a Professional Portfolio				Instructor: Scott MacPhail Date: July 6 – Aug 14 SUMMER 2026				This course explores the ways in which adult education and critical pedagogies inform the values, approaches, and methods of critically reflective practices. Through a combination of critical pedagogies and social justice movements from individual and social perspectives, students will gain familiarity with reflective practices across various contexts. Narrative construction, reflection on action, critical incidents, and emerging applications will be investigated in order to generate critical perspectives that shape reflective practice and allow adults to evaluate their lifelong learning. Completion of a professional portfolio is a requirement of this course.		
ADED 590 - Arts-based Pedagogies in Adult Education: Theory and Practice				Instructor: Dr. Carole Roy Date: Sept 8 – Dec 4 FALL 2026				Arts-based methodologies/pedagogies provide communicative practices that allow inclusion of diversity for a vibrant pluralistic democracy. They foster critical thinking, offer means for expression, provide opportunities for citizens to listen and reflect on various perspectives, and promotes community engagement. The arts provide avenues for exposing problems and outlining possibilities, release the imagination, expand vision, act as bridges between differences, and support resilience. Arts-based methodologies/ pedagogies are used in teaching and research (data collection and representation of findings).		

ADED 541 - Gender and Adult Education	Instructor: Dr. Christina Flemming Date: Jan 4 – April 6 WINTER 2027	This course will center gender within adult learning in assorted spaces and practices to engage in a nuanced critical examination of adult education with attention to relevant and current scholarship and practice, while examining the history of building gender equity in adult education. Learners in the course will draw from their own experiences and practice as adult educators and learners to examine adult education through a critical gender lens.

HEALTH Cohort #4; Jan 2025	**WEDNESDAYS**	

Term/Date	Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Fall 2026	Winter 2027	Spring 2027
Course	535	540	531	550	565	560	532	570	590	541

ADED 532 – Transformative Learning: Theory and Practice	Instructor: Scott MacPhail Date: July 6 – Aug 14 SUMMER 2026	This course will focus on the students' personal and professional learning, using the theory of transformative learning, which is a key theoretical framework for understanding and interpreting learning in adults. As a conceptual lens, it allows educators to challenge the taken for granted dictums of society, education, and learning. Learners will examine the theory, from its beginnings in the late 1970s and continuing to present. Particular attention is given to the social transformation possibilities of the theory. The intention is to guide learners to discover the theory and to connect it to their educational practices.
ADED 570 – Critically Reflective Practice and Adults: Development of a Professional Portfolio	Instructor: David Wolff Date: Sept 8 – Dec 4 FALL 2026	This course explores the ways in which adult education and critical pedagogies inform the values, approaches, and methods of critically reflective practices. Through a combination of critical pedagogies and social justice movements from individual and social perspectives, students will gain familiarity with reflective practices

		across various contexts. Narrative construction, reflection on action, critical incidents, and emerging applications will be investigated in order to generate critical perspectives that shape reflective practice and allow adults to evaluate their lifelong learning. Completion of a professional portfolio is a requirement of this course.
ADED 585 - Program Planning: Theory and Context of Practical Action	Instructor: Dr. Erin Careless Date: Jan 4 – April 6 WINTER 2027	This course focuses on a core area of adult education, program planning theory and practice. The same social, cultural, political and economic factors that influence other human social endeavours are found in program planning; complex planning processes both influence and are influenced by various contexts, behaviours, locations and purposes. Students will engage with program planning's main theorists and practitioners and will be encouraged to apply theoretical understandings to their practice and in working in diverse contexts and learning communities.
ADED 541 – Gender and Adult Education	Instructor: Dr. Robin Neustaeter Date: Apr 5 – May 14 SPRING 2027 (#1)	This course will center gender within adult learning in assorted spaces and practices to engage in a nuanced critical examination of adult education with attention to relevant and current scholarship and practice, while examining the history of building gender equity in adult education. Learners in the course will draw from their own experiences and practice as adult educators and learners to examine adult education through a critical gender lens.

HEALTH Cohort #5; Jan 2025				**WEDNESDAYS**						
Term/Date	Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Fall 2026	Winter 2027	Spring 2027
Course	535	540	531	550	565	560	532	570	575	590
ADED 532 – Transformative Learning: Theory and Practice				Instructor: Erin Careless Date: July 6 - Aug 14 SUMMER 2026				This course will focus on the students' personal and professional learning, using the theory of transformative learning, which is a key theoretical framework for understanding and interpreting learning in adults. As a conceptual lens, it allows educators to challenge the taken for granted dictums of society, education, and learning. Learners will examine the theory, from its beginnings in the late 1970s and continuing to present. Particular attention is given to the social transformation possibilities of the theory. The intention is to guide learners to discover the theory and to connect it to their educational practices.		
ADED 570 – Critically Reflective Practice and Adults				Instructor: Dr. Christina Flemming Date: Sept 8 – Dec 4 FALL 2026				This course explores the ways in which adult education and critical pedagogies inform the values, approaches, and methods of critically reflective practices. Through a combination of critical pedagogies and social justice movements from individual and social perspectives, students will gain familiarity with reflective practices across various contexts. Narrative construction, reflection on action, critical incidents, and emerging applications will be investigated in order to generate critical perspectives that shape reflective practice and allow adults to evaluate their lifelong learning.		
ADED 575 - Community Development and Adult Education				Instructor: Dr. Wellington Sousa Date: Jan 4 – April 6				Exploring collective learning for social and economic progress, this course identifies historical and contemporary examples of adult education and community development. Learners in this course examine pedagogical		

	WINTER 2027	theories and development practice, and assets, barriers, and strategies for inclusive and culturally responsive collective learning for development practice and movements. Critical perspectives illuminate historical and contemporary ways that citizens, popular education, digital technologies, and equity function, intersect and evolve in learning for and in community development.
ADED 590 - Arts-based Pedagogies in Adult Education: Theory and Practice	Instructor: Dr. Christina Flemming Date: Apr 5 – May 14 SPRING 2027 (#1)	Arts-based methodologies/pedagogies provide communicative practices that allow inclusion of diversity for a vibrant pluralistic democracy. They foster critical thinking, offer means for expression, provide opportunities for citizens to listen and reflect on various perspectives, and promotes community engagement. The arts provide avenues for exposing problems and outlining possibilities, release the imagination, expand vision, act as bridges between differences, and support resilience. Arts-based methodologies/ pedagogies are used in teaching and research (data collection and representation of findings).

HEALTH Cohort #6; Sept 2025	**THURSDAYS**	

Term/Date	Fall 2025	Winter 2026	Spring 2026	Summer 2026	Fall 2026	Winter 2027	Spring 2027	Summer 2027	Fall 2027	Winter 2028
Course	535	540	531	550	565	560	532	570	2 electives	

ADED 550 - Continuing Professional Education	Instructor: Dr. Christina Flemming Date: July 6 – Aug 14 SUMMER 2026	The intent of the course is to introduce students to key concepts and processes of lifelong continuing professional education (CPE). The history of CPE, emergent critical debates (professional identity and professionalism, issues of collaboration, authenticity, power, ethics, and leadership, etc.) and best practices in CPE (critically reflective practices, communities of practice, mentoring etc.) will be examined.

		Future trends and emergent formats such as virtual technology and networking and their application in health practice contexts, will be explored.
ADED 565 - Reading and Critiquing Research in Adult Education	Instructor: Dr. Adam Perry Date: Sept 8 – Dec 4 FALL 2026	Students will engage with academic research through a guided, purposeful approach to enhance both learner confidence and ability to understand peer-reviewed scholarship in the field of adult education. Students will develop techniques to analyze, and critique published research that applies directly to professional practice. The course will guide the learner through the process of research with a "consumer's" focus, preparing the student to discern and utilize research in their own health contexts. The completion of a critical analysis of research studies is a requirement of this course.
ADED 560 - Qualitative Research in Adult Education: The Practitioner Researcher	Instructor: Dr. Billie Jane Hermosura Date: Jan 4 – April 6 WINTER 2027	This course introduces students to the qualitative research paradigm, with a particular focus on the adult educator as researcher in health contexts. Most of the published research in adult education is qualitative. The course addresses the major paradigms (natural science-social science) debates and issues in qualitative research in adult education, as well as introduces students to the methodology and methods of qualitative research in health contexts. Students learn to develop practitioner research for adult education and health contexts. The completion of a research plan is a requirement of this course.
ADED 532 – Transformative Learning: Theory and Practice	Instructor: TBC Date: May 17 – June 25, 2027 SPRING 2027 (#2)	This course will focus on the students' personal and professional learning, using the theory of transformative learning, which is a key theoretical framework for understanding and interpreting learning in adults. As a conceptual lens, it allows educators to challenge the taken for granted dictums of society, education, and learning. Learners will examine the theory, from

								its beginnings in the late 1970s and continuing to present. Particular attention is given to the social transformation possibilities of the theory. The intention is to guide learners to discover the theory and to connect it to their educational practices.		
HEALTH Cohort #7; Jan 2026				**THURSDAYS**						
Term/Date	Winter 2026	Spring 2026	Summer 2026	Fall 2026	Winter 2027	Spring 2027	Summer 2027	Fall 2027	Winter 2028	Spring 2028
Course	535	540	531	550	565	560	532	570	2 electives	
ADED 531 - Critical Issues in Health and Adult Learning				Instructor: Billie Jane Hermosura Date: July 6 – Aug 14 SUMMER 2026				This course connects adult education and health with a focus on the evolution of health education, health promotion, and health literacy. Course content addresses health concepts, theoretical orientations, and frameworks (e.g. the Social Determinants of Health/SDoH) which are crucial for a diverse and informed understanding of health inequalities in Canada. Critically reflective work found in adult learning theory illuminates the ways in which knowledge translation/mobilization, digital technologies, population-specific needs, clinical care, ethical, policy, interprofessional practices and other health-related concerns evolve and intersect to support health equity.		
ADED 550 - Continuing Professional Education				Instructor: Dr. Maureen Coady Date: Sept 8 – Dec 4 FALL 2026				The intent of the course is to introduce students to key concepts and processes of lifelong continuing professional education (CPE). The history of CPE, emergent critical debates (professional identity and professionalism, issues of collaboration, authenticity, power, ethics, and leadership, etc.) and best practices in CPE (critically reflective practices, communities of practice,		

		mentoring etc.) will be examined. Future trends and emergent formats such as virtual technology and networking and their application in health practice contexts, will be explored.
ADED 565 - Reading and Critiquing Research in Adult Education	Instructor: Dr. Monique Walsh Date: Jan 4 – April 6 WINTER 2027	Students will engage with academic research through a guided, purposeful approach to enhance both learner confidence and ability to understand peer-reviewed scholarship in the field of adult education. Students will develop techniques to analyze, and critique published research that applies directly to professional practice. The course will guide the learner through the process of research with a "consumer's" focus, preparing the student to discern and utilize research in their own health contexts. The completion of a critical analysis of research studies is a requirement of this course.
ADED 560 - Qualitative Research in Adult Education: The Practitioner Researcher	Instructor: TBC Date: Apr 5 - May 14 SPRING 2027 (#1)	This course introduces students to the qualitative research paradigm, with a particular focus on the adult educator as researcher in health contexts. Most of the published research in adult education is qualitative. The course addresses the major paradigms (natural science-social science) debates and issues in qualitative research in adult education, as well as introduces students to the methodology and methods of qualitative research in health contexts. Students learn to develop practitioner research for adult education and health contexts. The completion of a research plan is a requirement of this course.

HEALTH Cohort #8; Sept 2026				TUESDAYS						
Term/Date	Fall 2026	Winter 2027	Spring 2027	Summer 2027	Fall 2027	Winter 2028	Spring 2028	Summer 2028	Fall 2028	Winter 2029
Course	535	540	550	To be confirmed						
ADED 535 - Introduction to Adult Education Foundations				Instructor: Dr. Robin Neustaeter Date: Sept 8 – Dec 4 FALL 2026				This course provides an introduction to the scope, foundations, and practices of lifelong learning and adult education in Canada. Students will be able to identify and examine the uniquely critically oriented adult education traditions in Canada through conceptual definitions, education settings, historical movements, and social contexts. In addition to developing an understanding of the field, students will have the opportunity to explore their personal and professional relationships to adult education and lifelong learning, with application for their own practice, and gain insight into current and emerging trends in adult education and lifelong learning. Students will complete a detailed learning plan for the completion of the program.		
ADED 540 - Adult Learning Theory and Practice				Instructor: Dr. Wellington Sousa Date: Jan 4 – April 6 WINTER 2027				The intention of this course is to introduce students to the main adult education theories that have dominated the literature of the field, and how these have come to shape our conceptual understandings and practices associated with adult education and learning. This course will introduce students to important theoretical developments in adult education, such as the concepts of andragogy, self-directed learning, perspective transformation, situated learning, experiential learning, and conscientization, as well as accompanying critiques from Indigenous, critical, and feminist perspectives.		

ADED 550 - Continuing Professional Education	Instructor: Dr. Maureen Coady Date: Apr 5 – May 14 SPRING 2027 (#1)	The intent of the course is to introduce students to key concepts and processes of lifelong continuing professional education (CPE). The history of CPE, emergent critical debates (professional identity and professionalism, issues of collaboration, authenticity, power, ethics, and leadership, etc.) and best practices in CPE (critically reflective practices, communities of practice, mentoring etc.) will be examined. Future trends and emergent formats such as virtual technology and networking and their application in health practice contexts, will be explored.

HEALTH Cohort #9; Jan 2027	**WEDNESDAYS**	

Term/Date	Winter 2027	Spring 2027	Summer 2027	Fall 2027	Winter 2028	Spring 2028	Summer 2028	Fall 2028	Winter 2029	Spring 2029
Course	535	540	To be confirmed							

ADED 535 - Introduction to Adult Education Foundations	Instructor: Dr. Maureen Coady Date: Jan 4 – April 6 WINTER 2027	This course provides an introduction to the scope, foundations, and practices of lifelong learning and adult education in Canada. Students will be able to identify and examine the uniquely critically oriented adult education traditions in Canada through conceptual definitions, education settings, historical movements, and social contexts. In addition to developing an understanding of the field, students will have the opportunity to explore their personal and professional relationships to adult education and lifelong learning, with application for their own practice, and gain insight into current and emerging trends in adult education and lifelong learning. Students will complete a detailed learning plan for the completion of the program.
ADED 540 - Adult Learning Theory and Practice	Instructor: TBC	The intention of this course is to introduce students to the main adult

	Date: Apr 5 – May 14 SPRING 2027 (#1)	education theories that have dominated the literature of the field, and how these have come to shape our conceptual understandings and practices associated with adult education and learning. This course will introduce students to important theoretical developments in adult education, such as the concepts of andragogy, self-directed learning, perspective transformation, situated learning, experiential learning, and conscientization, as well as accompanying critiques from Indigenous, critical, and feminist perspectives.