

# MASTER OF EDUCATION PROGRAM

## FALL, WINTER, AND SPRING 2025-2026 SCHEDULE OF COURSES

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

[Culturally Responsive Pedagogy](#)

[Early Elementary Pedagogy 10](#)

[Inclusive Education](#)

[Mental Health Education](#)

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## OPEN CONCENTRATION (NON-COHORT)

F = Fall Term / W = Winter Term / SP = Spring Term

### ONLINE

| COURSE  | DATES   | DESCRIPTION   |
|---|---|---|
| <b>EDUC 527.66 (F) – Principles of Learning</b><br><br>CRN: 61534<br><br>M. Fairbrother   | <b>Mondays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>September 8 to November 24, 2025</b><br><b>No class October 13 (Thanksgiving)</b><br><br><b>Plus 3 hours TBD</b>  | 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.   |
| <b>EDUC 533.66 (F) – Dynamics of Change</b><br><br>CRN: 61535<br><br>M. Facci   | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>September 9 to November 25, 2025</b><br><b>No class September 30 (Truth and Reconciliation) and November 11 (Remembrance Day)</b><br><br><b>Plus 6 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.  |
| <b>EDUC 569.66 (F) – Selected Topics in Education: Social Media Technology in Education</b><br><br>CRN: 61644<br><br>M. Ngo   | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>September 9 to November 25, 2025</b><br><b>No class September 30 (Truth and Reconciliation) and November 11 (Remembrance Day)</b><br><br><b>Plus 6 hours TBD</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   |
| <b>EDUC 507.66 (W) – Qualitative Research Methods in Education</b><br><br><b>**Reserved for Thesis Students only** Registration completed by the MEd Program Office ONLINE</b><br><br>CRN: 61550<br><br>J. Mitton | <b>Tuesdays, 6:00 to 9:00 pm (Atlantic)</b><br><br><b>January 6, 13, 20, and 27</b><br><b>February 3, 10, 17, and 24</b><br><b>March 3, 2026</b><br><br><b>Plus 9 hours TBD</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. Three credits.   |
| <b>EDUC 509.66 (W) – Trauma Informed Practice</b><br><br>CRN: 61551<br><br>R. Ryan  | <b>Wednesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>January 7 to March 25, 2026</b><br><b>No class March 18 (March Break)</b>  | 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. |

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| <b>EDUC 532.66 (W) – Curriculum Theory</b><br><b>CRN: 61552</b><br><b>B. Esliger</b>                            | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><b>January 6 to March 24, 2026</b><br><b>No class March 17 (March Break)</b><br><b>Plus 3 hours TBD</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 561.68 (W) – Leadership and Administrative Theories</b><br><b>CRN: 61553</b><br><b>I. Robinson</b>      | <b>Mondays, 7:00 to 10:00 pm (Atlantic)</b><br><b>January 5 to March 23, 2026</b><br><b>No class February 16 (Nova Scotia Heritage Day) and March 16 (March Break)</b><br><b>Plus 6 hours TBD</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 526.66 (Sp) – Pedagogy and Practice</b><br><b>CRN: 14701</b><br><b>A. Foran</b>                         | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><b>March 31 – June 2, 2026</b><br><b>Plus 6 hours TBD</b>   | The focus in the course is to explore how children and young people experience life and school, and how adults see the world of the child from the adult perspective. The course will position the significance of seeing, and being seen, as central to pedagogical-relational practice and how pupils experience being students. The course is a philosophical examination of relationality (child and adult, student and teacher) by exploring current and ancient pedagogical traditions. Three credits. |
| <b>EDUC 536.66 (Sp) – Program Development</b><br><b>CRN: 14702</b><br><b>M. Olson</b>                           | <b>Wednesdays, 7:00 to 10:00 pm (Atlantic)</b><br><b>April 1 to June 3, 2026</b><br><b>Plus 6 hours TBD</b>   | In this course program development is explored from the practitioner's perspective with the intent of examining and revising existing programs along a continuum from teacher directed to student driven. Three credits.   |
| <b>EDUC 573.66 (Sp) – Professional Development and Supervision</b><br><b>CRN: 14703</b><br><b>D. Hildebrand</b> | <b>Mondays, 7:00 to 10:00 pm (Atlantic)</b><br><b>March 30 to June 1, 2026</b><br><b>No class May 18 (Victoria Day)</b><br><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

### CULTURALLY RESPONSIVE PEDAGOGY 8 (Online) - Restricted to Cohort Members Only

| COURSE   | DATES   | DESCRIPTION   |
|--|---|---|
| <b>EDUC 573.66 (F) – Professional Development and Supervision</b><br><b>CRN: 61537</b><br><b>C. Astephen</b> | <b>Mondays, 6:00 to 9:00 pm (Atlantic)</b><br><b>September 8 to November 24, 2025</b><br><b>No class October 13 (Thanksgiving)</b><br><b>Plus 3 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. |

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| <b>EDUC 533.67 (W) – Dynamics of Change</b><br><b>CRN: 61554</b><br><b>M. Jutras</b>          | <b>Mondays, 6:00 to 9:00 pm (Atlantic)</b><br><b>January 5 to March 23, 2026</b><br><b>No class February 16 (Nova Scotia Heritage Day) and March 16 (March Break)</b><br><b>Plus 6 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.  |
| <b>EDUC 508.66 (Sp) – Critical Research Literacy</b><br><b>CRN: 14704</b><br><b>W. Mackey</b> | <b>Tuesdays, 6:00 to 9:00 pm (Atlantic)</b><br><b>March 31 – June 2, 2026</b><br><b>Plus 6 hours TBD</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 9 (Online) - Restricted to Cohort Members Only

| COURSE   | DATES  | DESCRIPTION  |
|--|--|--|
| <b>EDUC 515.66 (F) – Culturally Responsive Pedagogy</b><br><b>CRN: 61538</b><br><b>W. Mackey</b>                                 | <b>Tuesdays, 6:00 to 9:00 pm (Atlantic)</b><br><b>September 9 to November 25, 2025</b><br><b>No class September 30 (Truth and Reconciliation) and November 11 (Remembrance Day)</b><br><b>Plus 6 hours TBD</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 for primary and secondary students. Within this course the students will critically analyze the root of academic failure among marginalized groups across North America, examine the impact of educator belief systems on student achievement. Students will gain an understanding of systemic racism, recognize the central role culture plays in classroom instruction, and identify culturally responsive and relevant instructional strategies appropriate for their own school contexts. Three credits. |
| <b>EDUC 561.69 (W) – Leadership and Administrative Theories</b><br><b>CRN: 61555</b><br><b>K. Hudson</b>                         | <b>Mondays, 6:00 to 9:00 pm (Atlantic)</b><br><b>January 5 to March 23, 2026</b><br><b>No class February 16 (Nova Scotia Heritage Day) and March 16 (March Break)</b><br><b>Plus 6 hours TBD</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 502.66 (Sp) – Education of African Nova Scotian/African Canadian Students I</b><br><b>CRN: 14705</b><br><b>R. Upshaw</b> | <b>Wednesdays, 6:00 – 9:00 pm (Atlantic)</b><br><b>April 1 to June 3, 2026</b><br><b>Plus 6 hours TBD</b>  | In this course, students will explore in detail the theoretical underpinnings and practical implications of various topics and issues regarding the educational experience of African Nova Scotian/African Canadian Learners. Course content will vary from year to year. Three credits  |

#### EARLY ELEMENTARY PEDAGOGY 10 (Online)

| COURSE   | DATES  | DESCRIPTION  |
|--|--|--|
| <b>EDUC 520A.66 (F) – Current Research in Curriculum: English Language Arts</b><br><b>CRN: 61539</b><br><b>C. Clarke</b> | <b>Tuesdays, 6:00 to 9:00 pm (Atlantic)</b><br><b>September 9 to November 25, 2025</b><br><b>No class September 30 (Truth and Reconciliation) and November 11 (Remembrance Day)</b><br><b>Plus 6 hours TBD</b> | A critical exploration of recent theories and research related to current issues in curriculum with a concentration in literacy for early elementary learners. Three credits |

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| <b>EDUC 518.66 (W) – Assessment for/of/as Learning</b><br><br><b>CRN: 61556</b><br><br><b>A. Tucker</b>                  | <b>Thursdays, 6:00 to 9:00 pm (Atlantic)</b><br><br><b>January 8 to March 26</b><br><b>No class March 19 (March Break)</b><br><br><b>Plus 3 hours TBD</b> | 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. Three credits. |
| <b>EDUC 520C.66 (Sp) - Current Research in Curriculum: Mathematics</b><br><br><b>CRN: 14706</b><br><br><b>M. Husband</b> | <b>Mondays, 6:00 to 9:00 pm (Atlantic)</b><br><br><b>March 30 to June 1, 2026</b><br><b>No class May 18 (Victoria Day)</b><br><br><b>Plus 9 hours TBD</b> | A critical exploration of recent theories and research related to current issues in curriculum with a concentration in math for early elementary learners. Three credits   |

#### INCLUSIVE EDUCATION A&P 7 (Online)

| COURSE  | DATES   | DESCRIPTION  |
|---|---|--|
| <b>EDUC 521I.66 (F) – Current Research in Instruction: Health</b><br><br><b>CRN: 61540</b><br><br><b>H. MacDonald</b> | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>September 9 to November 25, 2025</b><br><b>No class September 30 (Truth and Reconciliation) and November 11 (Remembrance Day)</b><br><br><b>Plus 6 hours TBD</b> | A critical exploration of recent theories and research related to current issues in instruction with a concentration in health. Three credits.   |
| <b>EDUC 508.67 (W) – Critical Research Literacy</b><br><br><b>CRN: 61557</b><br><br><b>W. Ankomah</b>                 | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>January 6 to March 24, 2026</b><br><b>No class March 17 (March Break)</b><br><br><b>Plus 3 hours TBD</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 543.67/68 (Sp) – Internship</b><br><br><b>CRN: 14709/14710</b><br><br><b>S. MacCuspic/S. Isenor-Ryan</b>      | <b>September 18, 2025 – May 29, 2026</b>  | Under faculty supervision, student interns will develop their practical and theoretical knowledge and competence in a particular area of education. Three credits.   |

#### INCLUSIVE EDUCATION A&P 8 (Online)

| COURSE   | DATES   | DESCRIPTION  |
|--|---|--|
| <b>EDUC 561.66 (F) – Leadership and Administrative Theories</b><br><br><b>CRN: 61541</b><br><br><b>I. Robinson</b> | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>September 9 to November 25, 2025</b><br><b>No class September 30 (Truth and Reconciliation) and November 11 (Remembrance Day)</b><br><br><b>Plus 6 hours TBD</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 |

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|---|---|---|
| <b>EDUC 533.68 (W) – Dynamics of Change</b><br><br><b>CRN: 61558</b><br><br><b>W. MacAskill</b>                     | <b>Wednesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>January 7 to March 25, 2026</b><br><b>No class March 18 (March Break)</b><br><br><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 |
| <b>EDUC 573.67 (Sp) – Professional Development and Supervision</b><br><br><b>CRN: 14708</b><br><br><b>M. Jutras</b> | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>March 31 – June 2, 2026</b><br><br><b>Plus 6 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.     |

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

| COURSE   | DATES   | DESCRIPTION  |
|--|---|--|
| <b>EDUC 554.66 (F) – Inclusive Assessment Practices II</b><br><br><b>CRN: 61542</b><br><br><b>J. MacKenzie</b> | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>September 9 to November 25, 2025</b><br><b>No class September 30 (Truth and Reconciliation) and November 11 (Remembrance Day)</b><br><br><b>Plus 6 hours TBD</b> | Students will learn evidence-based approaches to mathematics assessment for diverse learners, including culturally responsive practices. Participants will critically examine classroom-based assessments and formal, individualized assessments. Three credits.   |
| <b>EDUC 514.67 (W) – Teaching Diverse Learners I</b><br><br><b>CRN: 61559</b><br><br><b>M. Cumming</b>         | <b>Wednesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>January 7 to March 25, 2026</b><br><b>No class March 18 (March Break)</b><br><br><b>Plus 3 hours TBD</b>   | In this course, participants will learn about evidence-based instructional strategies for teaching diverse learners, including multi-tiered supports. Emphasis will be placed on the development and implementation of Tier 2, small group programming and supports for literacy and numeracy, including high leverage practices and instructional resources. Three credits. |
| <b>EDUC 543.67 (Sp) – Internship</b><br><br><b>CRN: 14709</b><br><br><b>S. MacCuspic</b>                       | <b>September 18, 2025 – May 29, 2026</b>  | Under faculty supervision, student interns will develop their practical and theoretical knowledge and competence in a particular area of education. Three credits.   |

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

| COURSE   | DATES   | DESCRIPTION  |
|--|---|--|
| <b>EDUC 514.66 (F) – Teaching Diverse Learners I</b><br><br><b>CRN: 61543</b><br><br><b>M. Cumming</b>         | <b>Wednesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>September 10 to November 26, 2025</b>  | In this course, participants will learn about evidence-based instructional strategies for teaching diverse learners, including multi-tiered supports. Emphasis will be placed on the development and implementation of Tier 2, small group programming and supports for literacy and numeracy, including high leverage practices and instructional resources. Three credits. |
| <b>EDUC 554.67 (W) – Inclusive Assessment Practices II</b><br><br><b>CRN: 61560</b><br><br><b>J. MacKenzie</b> | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>January 6 to March 24, 2026</b><br><b>No class March 17 (March Break)</b><br><br><b>Plus 3 hours TBD</b> | Students will learn evidence-based approaches to mathematics assessment for diverse learners, including culturally responsive practices. Participants will critically examine classroom-based assessments and formal, individualized assessments. Three credits.   |

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| <b>EDUC 543.68 (Sp) – Internship</b><br><br><b>CRN: 14710</b><br><br><b>S. Isenor-Ryan</b> | <b>September 18, 2025 – May 29, 2026</b> | Under faculty supervision, student interns will develop their practical and theoretical knowledge and competence in a particular area of education. Three credits. |
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#### INCLUSIVE EDUCATION C&I 14 (Online)

| COURSE  | DATES   | DESCRIPTION   |
|---|---|---|
| <b>EDUC 553.66 (F) – Inclusive Assessment Practices I</b><br><br><b>CRN: 61545</b><br><br><b>J. MacKenzie</b>   | <b>Wednesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>September 10 to November 26, 2025</b>  | In this course, students will learn evidence-based approaches to literacy assessment for diverse learners, including culturally responsive practices. Participants will critically examine classroom-based assessments and formal, individualized assessments. Three credits. |
| <b>EDUC 532.67 (W) – Curriculum Theory</b><br><br><b>CRN: 61561</b><br><br><b>A. Johnston</b>                   | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>January 6 to March 24, 2026</b><br><b>No class March 17 (March Break)</b><br><br><b>Plus 3 hours TBD</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 554.66 (Sp) – Inclusive Assessment Practices II</b><br><br><b>CRN: 14711</b><br><br><b>J. MacKenzie</b> | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>March 31 – June 2, 2026</b><br><br><b>Plus 6 hours TBD</b>   | Students will learn evidence-based approaches to mathematics assessment for diverse learners, including culturally responsive practices. Participants will critically examine classroom-based assessments and formal, individualized assessments. Three credits.              |

#### MENTAL HEALTH EDUCATION 9 (Online)

| COURSE   | DATES   | DESCRIPTION  |
|--|---|--|
| <b>EDUC 521I.67 (F) – Current Research in Instruction: Health</b><br><br><b>CRN: 61546</b><br><br><b>C. Gilham</b> | <b>Mondays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>September 8 to November 24, 2025</b><br><b>No class October 13 (Thanksgiving)</b><br><br><b>Plus 3 hours TBD</b>                                    | A critical exploration of recent theories and research related to current issues in instruction with a concentration in health. Three credits  |
| <b>EDUC 508.68 (W) – Critical Research Literacy</b><br><br><b>CRN: 61562</b><br><br><b>C. Gilham</b>               | <b>Mondays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>January 5 to March 23, 2026</b><br><b>No class February 16 (Nova Scotia Heritage Day) and March 16 (March Break)</b><br><br><b>Plus 6 hours TBD</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 (Sp) – Mindfulness and Social Learning</b><br><br><b>CRN: 14712</b><br><br><b>L. Whiting</b>        | <b>Thursdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>April 2 to June 4, 2026</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. Three credits. |

## MENTAL HEALTH EDUCATION 10 (Online)

| COURSE  | DATES   | DESCRIPTION  |
|---|---|--|
| <b>EDUC 508.66 (F) – Critical Research Literacy</b><br><br><b>CRN: 61547</b><br><br><b>W. Ankomah</b>               | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>September 9 to November 25, 2025</b><br><b>No class September 30 (Truth and Reconciliation) and November 11 (Remembrance Day)</b><br><br><b>Plus 6 hours TBD</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 532.68 (W) – Curriculum Theory</b><br><br><b>CRN: 61563</b><br><br><b>B. Hamilton</b>                       | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>January 6 to March 24, 2026</b><br><b>No class March 17 (March Break)</b><br><br><b>Plus 3 hours TBD</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 521I.66 (Sp) – Current Research in Instruction: Health</b><br><br><b>CRN: 14713</b><br><br><b>C. Gilham</b> | <b>Mondays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>March 30 to June 1, 2026</b><br><b>No class May 18 (Victoria Day)</b><br><br><b>Plus 9 hours TBD</b>  | A critical exploration of recent theories and research related to current issues in instruction with a concentration in health. Three credits  |

## MENTAL HEALTH EDUCATION 11 (Online)

| COURSE   | DATES  | DESCRIPTION   |
|--|--|---|
| <b>EDUC 527.67 (F) – Principles of Learning</b><br><br><b>CRN: 61548</b><br><br><b>C. Viva</b> | <b>Mondays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>September 8 to November 24, 2025</b><br><b>No class October 13 (Thanksgiving)</b><br><br><b>Plus 3 hours TBD</b> | 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. |
| <b>EDUC 532.69 (W) – Curriculum Theory</b><br><br><b>CRN: 61564</b><br><br><b>B. Hamilton</b>  | <b>Thursdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>January 8 to March 26</b><br><b>No class March 19 (March Break)</b><br><br><b>Plus 3 hours TBD</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 536.67 (Sp) – Program Development</b><br><br><b>CRN: 14714</b><br><br><b>J. Mitton</b> | <b>Tuesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>March 31 – June 2, 2026</b><br><br><b>Plus 6 hours TBD</b>  | In this course program development is explored from the practitioner's perspective with the intent of examining and revising existing programs along a continuum from teacher directed to student driven. Three credits.  |

## PHYSICAL AND HEALTH EDUCATION (Online)

| COURSE   | DATES  | DESCRIPTION  |
|--|--|--|
| <b>EDUC 561.67 (F) – Leadership and Administrative Theories</b><br><br><b>CRN: 61549</b><br><br><b>M. Jutras</b> | <b>Wednesdays, 7:00 to 10:00 pm (Atlantic)</b><br><br><b>September 10 to November 26, 2025</b><br><b>No class September 30 (Truth and Reconciliation) and November 11 (Remembrance Day)</b><br><br><b>Plus 6 hours TBD</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 |

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|--|---|---|
| <b>EDUC 573.67 (W) – Professional Development and Supervision</b><br><b>CRN: 61565</b><br><b>M. Jutras</b>               | <b>Wednesdays, 7:00 to 10:00 pm (Atlantic)</b><br><b>January 7 to March 25, 2026</b><br><b>No class March 17 (March Break)</b><br><b>Plus 3 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. |
| <b>EDUC 520G.66 (Sp) – Current Research in Instruction: Physical Education</b><br><b>CRN: 14715</b><br><b>W. Walters</b> | <b>Mondays, 7:00 to 10:00 pm (Atlantic)</b><br><b>March 30 to June 1, 2026</b><br><b>No class May 18 (Victoria Day)</b><br><b>Plus 9 hours TBD</b>        | A critical exploration of recent theories and research related to current issues in curriculum with a concentration in physical education. Three credits  |