

MASTER OF EDUCATION PROGRAM

FALL, WINTER, AND SPRING 2026-2027

SCHEDULE OF COURSES

Click a link below to jump directly to schedule

[Open \(Non-Cohort\) Concentration](#)
[Culturally Responsive Pedagogy](#)
[Inclusive Education](#)
[Mathematics Teaching and Learning](#)
[Mental Health Education](#)
[Physical and Health Education](#)
[Women in Leadership](#)

OPEN CONCENTRATION (NON-COHORT)

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

ONLINE

COURSE	DATES	DESCRIPTION
EDUC 527.66 (F) – Principles of Learning CRN: 62506 A. Kaszuba	Wednesdays, 7 – 10 pm (Atlantic time) September 9 – November 25, 2026 Plus 6 hours TBD: No class September 30 and November 11	This course explores the epistemological foundations shaping theories of learning and their instructional implications. Exploring behaviourist, cognitive, and cultural perspectives, it addresses learner diversity and informs modern teaching practices. Emphasizing societal influences on education, students examine implicit assumptions, cultural privilege, and strategies for leveraging student strengths and backgrounds. Through this, educators gain insights into reimagining learning paradigms. Three credits.
EDUC 533.66 (F) – Dynamics of Change CRN: 62507 M. Facci	Mondays, 7 – 10 pm (Atlantic time) September 14 – November 23, 2026 Plus 6 hours TBD: No class September 7 and October 12	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, and educators can have an impact on change. Three credits.
EDUC 507.66 (W) – Qualitative Research Methods THESIS STUDENTS ONLY REGISTRATION COMPLETED BY MED PROGRAM OFFICE CRN: 62519 M. Fairbrother	Mondays, 7 – 10 pm (Atlantic time) January 4 – March 29, 2027 Plus 3 hours TBD: No class February 15 and March 8 (March break)	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.
EDUC 561.66 (W) – Leadership and Administrative Theories CRN: 62520 M. Jutras	Mondays, 7 – 10 pm (Atlantic time) January 4 – March 29, 2027 Plus 3 hours TBD: No class February 15 and March 8 (March break)	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.
EDUC 532.67 (W) – Curriculum Theory CRN: 62521 A. Johnston	Tuesdays, 7 – 10 pm (Atlantic time) January 5 – March 30, 2027 Plus 3 hours TBD: No class March 9 (March break)	This course examines key issues in historical and contemporary approaches to curriculum theory. Several perspectives—including historical, philosophical, Indigenous, political, aesthetic, and ethical—will enable students to explore the vast, dynamic, changing, contradictory, and diverging issues in the field of curriculum studies. Three credits.
EDUC 569.66 (W) – Selected Topics: Inclusive Education for 2SLGBTQIA+ Students CRN: 62522 R. Harrison	Wednesdays, 7 – 10 pm (Atlantic time) January 6 – March 31, 2027 No class March 10 (March break)	This course examines gender identity and sexual orientation and explores how heteronormativity and sexism shape schooling. Issues, challenges and successful education practices will be explored in this course. Three credits.

EDUC 526.66 (Sp) – Pedagogy and Practice CRN: 14901 A. Foran	Tuesdays, 7 – 10 pm (Atlantic time) April 6 – June 8, 2027 Plus 6 hours TBD	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.
EDUC 536.66 (Sp) – Program Development CRN: 14902 M. Fairbrother	Mondays, 7 – 10 pm (Atlantic time) April 5 – June 7, 2027 Plus 9 hours TBD: • No class May 24	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.
EDUC 573.68 (Sp) – Professional Development and Supervision CRN: 14903 I. Robinson	Tuesdays, 7 – 10 pm (Atlantic time) April 6 – June 8, 2027 Plus 6 hours TBD	This course addresses the role of educational leaders in professional development and supervision. Students will understand the ways in which purposefully designed professional learning systems (planning, implementing, monitoring, and evaluating) impact teacher practice and student learning. Three credits.

CONCENTRATION COHORT SCHEDULES

CULTURALLY RESPONSIVE PEDAGOGY 9 (Online) - Restricted to Cohort Members Only

COURSE	DATES	DESCRIPTION
EDUC 533.67 (F) – Dynamics of Change CRN: 62508 M. Jutras	Mondays, 6 – 9 pm (Atlantic time) September 14 – November 23, 2026 Plus 6 hours TBD: • No class September 7 and October 12	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, and educators can have an impact on change. Three credits
EDUC 573.66 (W) – Professional Development and Supervision CRN: 62523 C. Astephen	Wednesdays, 6 – 9 pm (Atlantic time) January 6 – March 31, 2027 No class March 10 (March break)	This course addresses the role of educational leaders in professional development and supervision. Students will understand the ways in which purposefully designed professional learning systems (planning, implementing, monitoring, and evaluating) impact teacher practice and student learning. Three credits.
EDUC 521D.66 (Sp) – Current Research in Instruction – Diverse Cultures CRN: 14904 J. Meader	Tuesdays, 6 – 9 pm (Atlantic time) April 6 – June 8, 2027 Plus 6 hours TBD	A critical exploration of recent theories and research related to current issues in instruction with a concentration in diverse cultures.

CULTURALLY RESPONSIVE PEDAGOGY 10 (Online)

COURSE	DATES	DESCRIPTION
EDUC 515.66 (F) – Culturally Responsive and Relevant Pedagogy CRN: 62509 W. Mackey	Tuesdays, 6 - 9 pm (Atlantic time) September 8 – November 24, 2026 Plus 3 hours TBD: • No class February 15 and March 8 (March break)	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.
EDUC 561.67 (W) – Leadership and Administrative Theories CRN: 62524 K. Hudson	Mondays, 6 – 9 pm (Atlantic time) January 4 – March 29, 2027 Plus 3 hours TBD: • No class February 15 and March 8 (March break)	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.
EDUC 502.66 (Sp) - Education of African Nova Scotian/African Canadian Learners I CRN: 14905 R. Upshaw	Wednesdays, 6 - 9 pm (Atlantic time) April 7 – June 9, 2027 Plus 6 hours TBD	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.

INCLUSIVE EDUCATION A&P 8 (Online)

COURSE	DATES	DESCRIPTION
EDUC 5211.66 (F) – Current Research in Instruction – Health CRN: 62510 J. MacNeil	Mondays, 7 – 10 pm (Atlantic time) September 14 – November 23, 2026 Plus 6 hours TBD: • No class September 7 and October 12	A critical exploration of recent theories and research related to current issues in instruction with a concentration in health.
EDUC 513.66 (W) – Contemporary Theories and Trends in Inclusive Education CRN: 62525 M. Cumming	Wednesdays, 7 – 10 pm (Atlantic time) January 6 – March 31, 2027 No class March 10 (March break)	This course examines emerging theories, practices and trends in inclusive education, including changing student needs and student-centred strategies for addressing them. Participants will learn about evidence-based approaches to implementing inclusive education in diverse contexts, including differentiation, Universal Design for Learning, Multi-Tiered Systems of Support, and culturally responsive practices. Three credits.
EDUC 543.66 (Sp) – Internship CRN: 14906 C. Clarke	Students will consult with instructor on planning spring internship throughout September 2026 to May 2027	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 9 (Online)

COURSE	DATES	DESCRIPTION
EDUC 521I.67 (F) – Current Research in Instruction – Health (combined class with Mental Health 12) CRN: 62511 J. MacNeil	Tuesdays, 7-10 pm (Atlantic time) September 8 – November 24, 2026 Plus 3 hours TBD: • No class February 15 and March 8 (March break)	A critical exploration of recent theories and research related to current issues in instruction with a concentration in health.
EDUC 509.67 (W) – Trauma Informed Practice (combined class with Mental Health 12) CRN: 62526 R. Ryan	Mondays, 7 – 10 pm (Atlantic time) January 4 – March 29, 2027 Plus 3 hours TBD: • No class February 15 and March 8 (March break)	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. Credit will be granted for only one of EDUC 509 or EDUC 569 offered with a similar focus. Three credits.
EDUC 533.67 (Sp) – Dynamics of Change CRN: 14907 M. Facci	Tuesdays, 6:30 – 9:30 pm (Atlantic time) April 6 – June 8, 2027 Plus 6 hours TBD	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, and educators can have an impact on change. Three credits.

INCLUSIVE EDUCATION C&I 14 (Online)

COURSE	DATES	DESCRIPTION
EDUC 514.66 (F) – Teaching Diverse Learners in Inclusive Settings I CRN: 62512 M. Cumming	Wednesday, 7 – 10 pm (Atlantic time) September 9 – November 25, 2026 Plus 6 hours TBD: • No class September 30 and November 11	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
EDUC 517.66 (W) – Teaching Diverse Learners in Inclusive Settings II CRN: 62527 J. MacNeil	Mondays, 7 – 10 pm (Atlantic time) January 4 – March 29, 2027 Plus 3 hours TBD: • No class February 15 and March 8 (March break)	In this course, participants will learn about the development and implementation of intensive, individualized, Tier 3 programming and supports for diverse learners. Emphasis will be placed on evidence-based instructional strategies and resources for students with complex needs. Three credits.
EDUC 543.67 (Sp) – Internship CRN: 14908 C. Clarke	Students will consult with instructor on planning spring internship throughout September 2026 to May 2027	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 15 (Online)

COURSE	DATES	DESCRIPTION
EDUC 553.66 (F) – Inclusive Assessment Practices I CRN: 62513 J. MacKenzie	Wednesdays, 7 – 10 pm (Atlantic time) September 9 – November 25, 2026 Plus 6 hours TBD: • No class September 30 and November 11	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.
EDUC 554.66 (W) – Inclusive Assessment Practices II CRN: 62528 J. MacKenzie	Tuesdays, 7 – 10 pm (Atlantic time) January 5 – March 30, 2027 No class March 9 (March break)	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.
EDUC 532.66 (Sp) – Curriculum Theory (combined class with Mental Health 12) CRN: 14909 B. Eslinger	Wednesdays, 7 – 10 pm (Atlantic time) April 7 – June 9, 2027 Plus 6 hours TBD	This course examines key issues in historical and contemporary approaches to curriculum theory. Several perspectives—including historical, philosophical, Indigenous, political, aesthetic, and ethical—will enable students to explore the vast, dynamic, changing, contradictory, and diverging issues in the field of curriculum studies. Three credits

MATHEMATICS TEACHING AND LEARNING (Online)

COURSE	DATES	DESCRIPTION
EDUC 532.66 (F) – Curriculum Theory CRN: 62514 L. Lunney Borden	Mondays, 7 – 10 pm (Atlantic time) September 14 – November 23, 2026 Plus 6 hours TBD: • No class September 7 and October 12	This course examines key issues in historical and contemporary approaches to curriculum theory. Several perspectives—including historical, philosophical, Indigenous, political, aesthetic, and ethical—will enable students to explore the vast, dynamic, changing, contradictory, and diverging issues in the field of curriculum studies. Three credits.
EDUC 527.67 (W) – Principles of Learning CRN: 62529 E. Throop-Robinson	Tuesdays, 7 – 10 pm (Atlantic time) January 5 – March 30, 2027 No class March 9 (March break)	This course explores the epistemological foundations shaping theories of learning and their instructional implications. Exploring behaviourist, cognitive, and cultural perspectives, it addresses learner diversity and informs modern teaching practices. Emphasizing societal influences on education, students examine implicit assumptions, cultural privilege, and strategies for leveraging student strengths and backgrounds. Through this, educators gain insights into reimagining learning paradigms. Three credits.
EDUC 521C.66 (Sp) - Current Research in Instruction – Mathematics CRN: 14910 M. Husband	Mondays, 7 – 10 pm (Atlantic time) April 5 – June 7, 2027 Plus 9 hours TBD • No class May 24	A critical exploration of recent theories and research related to current issues in instruction with a concentration in mathematics. Three credits.

MENTAL HEALTH EDUCATION 11 (Online)

COURSE	DATES	DESCRIPTION
EDUC 509.66 (F) – Trauma Informed Practice CRN: 62515 R. Ryan	Mondays, 7 – 10 pm (Atlantic time) September 14 – November 23, 2026 Plus 6 hours TBD: • No class September 7 and October 12	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. Credit will be granted for only one of EDUC 509 or EDUC 569 offered with a similar focus. Three credits.
EDUC 508.66 (W) – Critical Research Literacy CRN: 62530 W. Ankomah	Wednesdays, 7 – 10 pm (Atlantic time) January 6 – March 31, 2027 No class March 10 (March break)	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.
EDUC 510.66 (Sp) – Restorative Approaches CRN: 14911 A. MacNeil-Wilson	Mondays, 7 – 10 pm (Atlantic time) April 5 – June 7, 2027 Plus 9 hours TBD: • No class May 24	This course helps educators understand the principles of restorative approaches and the wider peace building movement in education. Educators will critically consider restorative approaches as a way to create safe, engaging and inclusive educational settings. Educators will learn how to create a school climate that is relational and restorative and takes into account the contexts and causes of situations surrounding interpersonal interactions. Three credits

MENTAL HEALTH EDUCATION 12 (Online)

COURSE	DATES	DESCRIPTION
EDUC 521I.67 (F) – Current Research in Instruction – Health (combined class with Inclusive Education 9) CRN: 62511 J. MacNeil	Tuesdays, 7-10 pm (Atlantic time) September 8 – November 24, 2026	A critical exploration of recent theories and research related to current issues in instruction with a concentration in health.
EDUC 509.67 (W) – Trauma Informed Practice (combined class with Inclusive Education 9) CRN: 62526 R. Ryan	Mondays, 7 – 10 pm (Atlantic time) January 4 – March 29, 2027 Plus 3 hours TBD: • No class February 15 and March 8 (March break)	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. Credit will be granted for only one of EDUC 509 or EDUC 569 offered with a similar focus. Three credits.

EDUC 532.66 (Sp) – Curriculum Theory (combined class with Inclusive Education 15) CRN: 14909 B. Eslinger	Wednesdays, 7 – 10 pm (Atlantic time) April 7 – June 9, 2027 Plus 6 hours TBD	This course examines key issues in historical and contemporary approaches to curriculum theory. Several perspectives—including historical, philosophical, Indigenous, political, aesthetic, and ethical—will enable students to explore the vast, dynamic, changing, contradictory, and diverging issues in the field of curriculum studies. Three credits
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PHYSICAL AND HEALTH EDUCATION 7 (Online)

COURSE	DATES	DESCRIPTION
EDUC 520I.66 (F) - Current Research in Curriculum – Health CRN: 62516 T. Riddick	Tuesdays, 7 – 10 pm (Atlantic time) September 8 – November 24, 2026	A critical exploration of recent theories and research related to current issues in curriculum with a concentration in health
EDUC 521I.68 (W) – Current Research in Instruction – Health CRN: 62531 S. Kell	Thursdays, 7 – 10 pm (Atlantic time) January 7 – April 1, 2027	A critical exploration of recent theories and research related to current issues in instruction with a concentration in health
EDUC 593.66 (Sp) – Directed Study: Capping Experience CRN: 14912 D. Robinson	Schedule TBA	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. Three credits.

PHYSICAL AND HEALTH EDUCATION 8 (Online)

COURSE	DATES	DESCRIPTION
EDUC 520I.67 (F) - Current Research in Curriculum – Health CRN: 62517 T. Riddick	Wednesdays, 7 – 10 pm (Atlantic time) September 9 – November 25, 2026 Plus 6 hours TBD: No class September 30 and November 11	A critical exploration of recent theories and research related to current issues in curriculum with a concentration in health.
EDUC 573.67 (W) – Professional Development and Supervision (combined class with Women and Leadership) CRN: 62532 I. Robinson	Tuesdays, 7 – 10 pm (Atlantic time) January 5 – March 30, 2027 Plus 3 hours TBD: No class March 9 (March break)	This course addresses the role of educational leaders in professional development and supervision. Students will understand the ways in which purposefully designed professional learning systems (planning, implementing, monitoring, and evaluating) impact teacher practice and student learning. Three credits.
EDUC 521G.66 (Sp) - Current Research in Instruction - Physical Education CRN: 14913 T. Riddick	Wednesdays, 7 – 10 pm (Atlantic time) April 7 – June 9, 2027 Plus 6 hours TBD	A critical exploration of recent theories and research related to current issues in curriculum with a concentration in physical education. Three credits.

WOMEN IN LEADERSHIP (Online)

COURSE	DATES	DESCRIPTION
EDUC 562.66 (F) - Contemporary Issues in Educational Administration Theory CRN: 62518 I. Robinson	Tuesdays, 6 - 9 pm (Atlantic time) September 8 – November 24, 2026	This course will examine diverse women's leadership through a critical exploration of contemporary issues in Canadian schools with a focus on deepening understandings of formal and informal responsive leadership. Three credits.
EDUC 573.67 (W) – Professional Development and Supervision (combined class with Physical and Health Education) CRN: 62532 I. Robinson	Tuesdays, 7 – 10 pm (Atlantic time) January 5 – March 30, 2027 Plus 3 hours TBD: • No class March 9 (March break)	This course addresses the role of educational leaders in professional development and supervision. Students will understand the ways in which purposefully designed professional learning systems (planning, implementing, monitoring, and evaluating) impact teacher practice and student learning. Three credits.
EDUC 571.66 (Sp) - Specific Issues in School Administration CRN: 14914 C. Clarke	Tuesdays, 6 – 9 pm (Atlantic time) April 6 – June 8, 2027 Plus 6 hours TBD	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.