

MASTER OF EDUCATION PROGRAM

FALL, WINTER, AND SPRING 2024-2025

SCHEDULE OF COURSES

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- [Open \(Non-Cohort\) Concentration](#)
- [Adult Education and Health \(Cohorts 5\)](#)
- [Culturally Responsive Pedagogy \(Cohort 8\)](#)
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- [Mental Health Education \(Cohorts 9 and 10\)](#)
- [Outdoor Education \(Cohort 4\)](#)

OPEN CONCENTRATION (NON-COHORT)

ONLINE		F = Fall W = Winter Session SP = Spring Session
COURSE	DATES	DESCRIPTION
EDUC 507.66 (F) - Qualitative Research Methods in Education **Reserved for Thesis Students only** Contact the MEd Program Office (med@stfx.ca) CRN 59857 J. Mitton	Saturdays, 9:00 am to 3:00 (Atlantic) September 7, September 21, October 5, October 19, and November 2, 2024 Plus 6 hours TBD	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 512.66 (F) - Play-based Curriculum for Lifelong Learning CRN 59858 A. Tucker	Thursdays, 7-10 pm (Atlantic) September 12 – November 28, 2024	This course provides graduate students with a deep understanding of the research and practice of incorporating play in early elementary grades in public schools. Planning, assessing and enacting a play-based curriculum are key course outcomes. Credit will be granted for only one of EDUC 512 or EDUC 569 offered with a similar focus. Three credits.
EDUC 533.68 (F) - Dynamics of Change CRN 59973 W. MacAskill	Wednesdays, 7-10 pm (Atlantic) September 11 – November 27, 2024	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.
EDUC 561.66 (F) - Leadership and Administrative Theories CRN 59859 I. Robinson	Mondays, 7-10 pm (Atlantic) September 9 – November 25, 2024 Plus 9 hours TBD	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 522.66 (W) - Inclusion in Early Elementary Contexts CRN 59904 C. Viva	Mondays, 7-10 pm (Atlantic) January 6 – March 24, 2025 No class March 10, 2025 Plus 6 hours TBD	Students will explore in detail the theoretical underpinnings and practical implications of various topics and issues in inclusive education. Course content will vary from year to year. Three credits.
EDUC 533.66 (W) - Dynamics of Change CRN 59860 W. MacAskill	Wednesdays, 7-10 pm (Atlantic) January 8 – March 26, 2025 No class March 12, 2025 Plus 3 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. Three credits.
EDUC 561.67 (W) - Leadership and Administrative Theories CRN 59861 I. Robinson	Wednesdays, 7-10 pm (Atlantic) January 8 – March 26, 2025 No class March 12, 2025 Plus 3 hours TBD	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 569.66 (W) - Selected Topics in Education: Teacher Identities, Teaching and Popular Culture CRN 59862 L. Kearns	Tuesdays, 7-10 pm (Atlantic) January 7 – March 25, 2025 No class March 11, 2025 Plus 3 hours TBD	This course will explore teachers' identities, teaching practices and popular culture through a variety of texts. Perceptions of teachers are influenced by popular culture, especially film. This course will engage with a variety of media such as movies, documentaries, literature, and academic essays to critically engage the complexities of teachers work and lives. Educators will be invited to reflect on how teachers are socially constructed, compare and contrast their own views of teacher identity(ies), relationships with students, learning environments, curriculum, and pedagogy. Three credits
EDUC 536.66 (Sp) – Program Development CRN 14501 M. Olson	Wednesdays, 7-10 pm (Atlantic) April 2, 2025 – June 4, 2025 Plus 6 hours TBD	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 573.66 (Sp) – Professional Development and Supervision CRN 14502 I. Robinson	Wednesdays, 7-10 pm (Atlantic) April 2, 2025 – June 4, 2025 Plus 6 hours TBD	This course addresses the role of supervision in an instructional program, focusing on human resources and the professional development process for instructional and support staff. Three credits

CONCENTRATION COHORT SCHEDULES

ADULT EDUCATION & HEALTH 5 (Online)

COURSE	DATES	DESCRIPTION
EDUC 531.66 (F) - Critical Issues in Health and Adult Education CRN 59863 B. Hermosura	Tuesdays, 7 – 10 pm (Atlantic time) September 10 – November 26, 2024	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. Cross-listed as ADED 531. Three credits.
EDUC 530.66 (W) - Transformative Learning CRN 59864 S. MacPhail	Tuesdays, 7 – 10 pm (Atlantic time) January 7 – March 25, 2025	This course will focus on the student's 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. Credit will be granted for only one of EDUC 530 or ADED 530. Cross-listed as ADED 532. Three credits.

EDUC 573.67 (Sp) – Professional Development and Supervision CRN 14506 M. Coady	Tuesdays, 7 – 10 pm (Atlantic time) April 8 – May 13, 2025	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.
EDUC 533.66 (Sp) – Dynamics of Change CRN 14507 L. McVicar	Tuesdays, 7 – 10 pm (Atlantic time) May 20 – June 24, 2025	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.

CULTURALLY RESPONSIVE PEDAGOGY 8 (Online)

COURSE	DATES	DESCRIPTION
EDUC 515.66 (F) - Culturally Responsive and Relevant Pedagogy CRN 59866 W. Mackey	Wednesdays, 6-9 pm (Atlantic) September 11 – November 27, 2024	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. Credit will be granted for only one of EDUC 515 or EDUC 569 offered with a similar focus. Three credits
EDUC 561.68 (W) - Leadership and Administrative Theories CRN 59867 K. Hudson	Mondays, 6-9 pm (Atlantic) January 6 – March 24, 2025 No class March 10, 2025 Plus 6 hours TBD	This course examines conceptions of leadership and administrative theory that advance culturally relevant pedagogy. Graduate students will explore models of leadership that pay particular attention to models of leadership that are distributed, shared and inclusive in nature. Three credits
EDUC 502.66 (Sp) - Education of African Nova Scotian/Canadian Learners I CRN 14503 R. Upshaw	Wednesdays, 6-9 pm (Atlantic) April 2, 2025 – June 4, 2025 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 6 (Online)

COURSE	DATES	DESCRIPTION
EDUC 5211.66 (F) - Current Research in Instruction - Health CRN 59874 C. Gilham	Tuesdays, 7-10 pm (Atlantic) September 10 – November 26, 2024	A critical exploration of recent theories and research related to current issues in instruction with a concentration in health. Three credits.

EDUC 508.66 (W) - Critical Research Literacy in Education CRN 59875 C. Gilham	Mondays, 7-10 pm (Atlantic) January 6 – March 24, 2025 No class March 10, 2025 Plus 6 hours TBD	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 543.66 (Sp) - Internship CRN 14504 S. MacCuspig	September 19, 2024 – May 30, 2025	Under faculty supervision, student interns will develop their practical and theoretical knowledge and competence in a particular area of education. From the Fall semester of 2024 to the Spring semester of 2025, participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits.

INCLUSIVE EDUCATION C&I 9 (Online)

COURSE	DATES	DESCRIPTION
EDUC 514.66 (F) - Teaching Diverse Learners in Inclusive Settings I CRN 59905 L. Casey	Tuesdays, 6-9 pm (Atlantic) September 10 – November 26, 2024	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 59906 J. MacKenzie	Tuesdays, 6-9 pm (Atlantic) January 7 – March 25, 2025 No class March 11, 2025 Plus 3 hours TBD	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 14505 S. MacCuspig	September 19, 2024 – May 30, 2025	Under faculty supervision, student interns will develop their practical and theoretical knowledge and competence in a particular area of education. From the Fall semester of 2024 to the Spring semester of 2025, participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits.

INCLUSIVE EDUCATION C&I 10 (Online)

COURSE	DATES	DESCRIPTION
EDUC 517.67 (F) - Teaching Diverse Learners in Inclusive Settings II CRN 59907 A. LaBonte	Tuesdays, 7-10 pm (Atlantic) September 10 – November 26, 2024	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 514.67 (W) - Teaching Diverse Learners in Inclusive Settings I CRN 59908 L. Casey	Tuesdays, 7-10 pm (Atlantic) January 7 – March 25, 2025 No class March 11, 2025 Plus 3 hours TBD	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 543.68 (Sp) - Internship CRN 14508 S. Isenor-Ryan	September 19, 2024 – May 30, 2025	Under faculty supervision, student interns will develop their practical and theoretical knowledge and competence in a particular area of education. From the Fall semester of 2024 to the Spring semester of 2025, participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits.
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INCLUSIVE EDUCATION C&I 11 (Online)

COURSE	DATES	DESCRIPTION
EDUC 514.68 (F) - Teaching Diverse Learners in Inclusive Settings I CRN 59910 E. Keith	Mondays, 7-10 pm (Atlantic) September 9 – November 25, 2024 Plus 9 hours TBD	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 517.68 (W) - Teaching Diverse Learners in Inclusive Settings II CRN 59911 E. Keith	Mondays, 7-10 pm (Atlantic) January 6 – March 24, 2025 No class March 10, 2025 Plus 6 hours TBD	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 543.69 (Sp) - Internship CRN 14509 C. Viva	September 19, 2024 – May 30, 2025	Under faculty supervision, student interns will develop their practical and theoretical knowledge and competence in a particular area of education. From the Fall semester of 2024 to the Spring semester of 2025, participants will complete a personalized internship program comprised of work-integrated learning activities. Three credits.

INCLUSIVE EDUCATION C&I 12 (Online)

COURSE	DATES	DESCRIPTION
EDUC 527.66 (F) - Principles of Learning CRN 59912 M. Fairbrother	Mondays, 7-10 pm (Atlantic) September 9 – November 25, 2024 Plus 9 hours TBD	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.
EDUC 532.66 (W) - Curriculum Theory CRN 59913 A. Johnston	Tuesdays, 7-10 pm (Atlantic) January 7 – March 25, 2025 No class March 11, 2025 Plus 3 hours TBD	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.
EDUC 553.66 (Sp) - Inclusive Assessment Practices I CRN 14510 J. MacKenzie	Wednesdays, 7-10 pm (Atlantic) April 2 – June 4, 2025 Plus 6 hours TBD	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.

INCLUSIVE EDUCATION C&I 13 (Online)

COURSE	DATES	DESCRIPTION
EDUC 532.67 (F) - Curriculum Theory CRN 59914 L. Kearns	Mondays, 7-10 pm (Atlantic) September 9 – November 25, 2024 Plus 9 hours TBD	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.
EDUC 553.67 (W) - Inclusive Assessment Practices I CRN 59915 J. MacKenzie	Wednesdays, 7-10 pm (Atlantic) January 8 – March 26, 2025 No class March 12, 2025 Plus 3 hours TBD	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 527.67 (Sp) - Principles of Learning CRN 14511 C. Boulter	Mondays, 7-10 pm (Atlantic) March 31 – June 2, 2025 Plus 9 hours TBD	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.

INDIGENOUS EDUCATION (Online)

COURSE	DATES	DESCRIPTION
EDUC 573.66 (F) - Professional Development and Supervision CRN 59916 M. Jutras	Mondays, 6-9 pm (Atlantic) September 9 – November 25, 2024	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
EDUC 533.67 (W) - Dynamics of Change CRN 59917 M. Jutras	Mondays, 6-9 pm (Atlantic) January 6 – March 24, 2025 No class March 10, 2025 Plus 3 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. Three credits.
EDUC 544.66 (Sp) - Cross-cultural Issues in Education CRN 14512 TBA	Mondays, 6-9 pm (Atlantic) March 31 – June 2, 2025 Plus 9 hours TBD	Students will examine various issues and theories related to cultural and race relations policies and practices in the education system. Three credits.

MATHEMATICS TEACHING & LEARNING (Online)

COURSE	DATES	DESCRIPTION
EDUC 521C.66 (F) - Current Research in Instruction - Mathematics CRN 59918 M. Husband	Tuesdays, 6-9 pm (Atlantic) September 10 – November 26, 2024	This course offers a critical exploration of recent theories and research related to current issues in instruction with a concentration in mathematics. Students will examine current approaches to engaging students in meaningful mathematics learning and explore how these instructional strategies are manifested at different grade levels. Explorations of concrete materials, mathematical modelling, problem solving, discourse, and engagement will form the foundation of the course. Three credits.

EDUC 544.67 (W) - Cross-Cultural Issues in Education CRN 59919 K. Oliver	Tuesdays, 6-9 pm (Atlantic) January 7 – March 25, 2025 No class March 11, 2025 Plus 3 hours TBD	Students will examine various issues and theories related to cultural and race relations policies and practices in the education system. Three credits.
EDUC 508.66 (Sp) - Critical Research Literacy in Education CRN 14513 E. Throop-Robinson	Wednesdays, 6-9 pm (Atlantic) April 2 – June 4, 2025 Plus 6 hours TBD	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.

MENTAL HEALTH EDUCATION 9 (Online)

COURSE	DATES	DESCRIPTION
EDUC 527.67 (F) – Principles of Learning CRN 59920 C. DiGiorgio	Tuesdays, 7-10 pm (Atlantic) September 10 – November 26, 2024	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.
EDUC 567.66 (W) – School Law CRN 59921 C. McCann-Kyte	Mondays, 7-10 pm (Atlantic) January 6 – March 24, 2025 No class March 10, 2025 Plus 6 hours TBD	An examination of legal principles and procedures pertaining to school boards, administrators, and teachers. Consideration will be given to legislation and court decisions relative to the organization, policy, and administration of school districts in Nova Scotia. Three credits
EDUC 509.66 (Sp) – Trauma Informed Practice CRN 14514 R. Ryan	Mondays, 7-10 pm (Atlantic) March 31 – June 2, 2025 Plus 9 hours TBD	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.

MENTAL HEALTH EDUCATION 10 (Online)

COURSE	DATES	DESCRIPTION
EDUC 567.67 (F) – School Law CRN 59922 C. McCann-Kyte	Mondays, 7-10 pm (Atlantic) September 9 – November 25, 2024 Plus 9 hours TBD	An examination of legal principles and procedures pertaining to school boards, administrators, and teachers. Consideration will be given to legislation and court decisions relative to the organization, policy, and administration of school districts in Nova Scotia. Three credits.

EDUC 509.67 (W) – Trauma Informed Practice CRN 59923 R. Ryan	Mondays, 7-10 pm (Atlantic) January 6 – March 24, 2025 No class March 10, 2025 Plus 6 hours TBD	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 527.68 (Sp) – Principles of Learning CRN 14515 M. Fairbrother	Mondays, 7-10 pm (Atlantic) March 31 – June 2, 2025 Plus 9 hours TBD	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.

OUTDOOR EDUCATION (Online)

COURSE	DATES	DESCRIPTION
EDUC 567.68 (F) - School Law CRN 59924 C. McCann-Kyte	Tuesdays, 7-10 pm (Atlantic) September 10 – November 26, 2024	An examination of legal principles and procedures pertaining to school boards, administrators, and teachers. Consideration will be given to legislation and court decisions relative to the organization, policy, and administration of school districts in Nova Scotia. Three credits.
EDUC 508.67 (W) - Critical Research Literacy in Education CRN 59925 G. Hadley	Mondays, 7-10 pm (Atlantic) January 6 – March 24, 2025 No class March 10, 2025 Plus 6 hours TBD	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 526.66 (Sp) - Pedagogy and Practice CRN 14516 A. Foran	Mondays, 7-10 pm (Atlantic) March 31 – June 2, 2025 Plus 9 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. Credit will be granted for only one of EDUC 526 or EDUC 569 offered with a similar focus. Three credits.