



MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND POLICY
ALGONQUIN COLLEGE IN PARTNERSHIP WITH
ST FRANCIS XAVIER UNIVERSITY FACULTY OF EDUCATION
2014-2016

The StFX Faculty of Education is proposing to offer a Master of Education Leadership cohort for qualified in-service teachers and administrators in collaboration with Algonquin College beginning in the Winter of 2014. This program will advance the instructional leadership capabilities of college instructors to support the learning of their adult learners.

Courses will be presented in a face-to-face (F2F) format on weekends and evenings and on-line (OL). The possibility of cohort students travelling to Antigonish for one summer course on campus will be explored.

LOCATION	Winter 2014	Spring 2014	Summer 2014	Fall 2014	Winter 2015	Spring 2015	Summer 2015	Fall 2015	Winter 2016	Spring 2016
Ottawa face to face			532				573 (non-thesis) 533 (whole cohort)			
Ottawa Plus Online via Moodle/ Collaborate	534	569 Emerging Trends	561	505	527	508	507 (thesis)	536	569 Program Evaluation	593

COURSE NAME

EDUC 534 – Foundations of Education: This course provides graduate students with an opportunity to examine, challenge and expand their personal perspectives about learning in relation the contexts of their students’ lives. By examining sociological issues of power and privilege, diversity, equity, and inclusion, participants explore their own location in the educational enterprise and chart their educational platform for supporting learners in relation to social justice and other related educational issues. *Dr. Joanne Tompkins, Chair Graduate Programs in Education*

EDUC 569 Emerging Issues in Higher Education: This course will explore the historical and philosophical roots of contemporary adult education issues in Canada. Current trends and issues related to the tensions between career and citizenship purposes of adult education in higher education, with particular emphasis upon the place of community colleges and polytechnics in higher education will be discussed. This course will support participants to enlarge their understanding of the place of their own work in the cause of higher education for adult learners. *Dr. Janice Landry, Director of Continuing and Distance Education and Dr. Jeff Orr, Dean of Education*

EDUC 532 – Curriculum Theory: This course explores the ideas of major curriculum theorists in adult, workplace and higher education and the implications of the work of these theorists for program development. Building upon this theoretical foundation, graduate students will be invited to consider specific issues related to curriculum development for adult learners in their own working context. *Dr. Margaret Olson. Adjunct Professor*

COURSE NAME

EDUC 561– Leadership and Administrative Theories: This course serves as an introduction to the field of educational administration and leadership studies. An examination of the organizational and leadership theories of others will enable graduate students to construct their own leadership platform relevant for advancing adult learning that lives well between such important adult education ideals as education for work, citizenship, justice, and equity in their own setting. *Dr. Joanne Tompkins (Option to attend classes on the StFX campus in Antigonish, Nova Scotia in July)*

EDUC 505 – Introduction to Education Research: This course uses notions of continuous educational improvement planning as a vehicle to introduce key concepts and approaches to educational research. An overview of qualitative, quantitative, and mixed methods research approaches is combined with an examination of the appropriate use of each of these approaches is undertaken. The course also introduces APA referencing and literature review methodology as they relate to research proposals and research inquiries. *Dr. Anne Murray-Orr, Associate Professor, Department of Curriculum and Leadership*

EDUC 527 – Principles of Learning: This course explores learning theories as they relate to adult learners. Current trends in adult learning, and their theoretical and programmatic roots, including workplace, informal, self-directed, collaborative, critical, and on-line learning will be examined. *Dr. Jane Dawson, Adjunct Professor, Department of Adult Education*

At this point students pursuing the thesis route continue on the thesis route. Course-based students continue on with courses.

EDUC 508 – Critical Research Literacy in Education: This course builds upon reading and interpreting of educational research in relation to participant’s educational context of the graduate students. During this course graduate students will begin to plan for their capping experience. *Dr. Robert White, Professor, Faculty of Education.*

EDUC 507 – Qualitative Research Methods in Education. 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. This course is intended for students who will pursue a thesis route and elements of the thesis proposal will begin to be developed in this course. *Dr. Jennifer Mitton, Professor, Faculty of Education (thesis students)*

EDUC 573- Professional Development and Supervision: This course explores how professional learning has been developed as part of educational institutions and systems approaches to organizational professional development. Models of professional development, including an examination of those forms of professional learning which have failed to create meaningful and appropriate learning for professional adults, as well as more promising approaches which have been shown to create sustained and meaningful professional development will be analyzed. Participants will develop an understanding of how promising professional development principles can be incorporated into their leadership platform. This course also addresses how professional development can supplement and complement more traditional forms of professional supervision and evaluation measures. (July 6- July 16, 2015). *(course-based students)*

EDUC 533 – Dynamics of Change: This course examines the major concepts in the successful and unsuccessful implementation of change. Particular emphasis is placed upon the role of change leaders in cultivating the conditions in which change can contribute to inclusive, self-determined change for individuals at the same time that it serves to foster a transformative, collective cultural consciousness. (July 20- July 29, 2015). *(all students)*

COURSE NAME

EDUC 536 – Program Development: This course engages in an examination of the particular program contexts of graduate student participants by laying these contexts alongside key theories and issues in educational program development. Using individual's narratives of experience in relation to their own programs in their particular educational contexts, participants learn to describe, analyze, problematize, and re-frame their own programs. Dr. *Margaret Olson, Adjunct Professor*

EDUC 569- Using Data for Program Evaluation: The purpose of this course is to introduce graduate students to the basic concepts of educational data which can be identified, analyzed and measured to assess, prioritize and improve educational programs and systems that support educational programs. Fundamental purposes, procedures and strategies inherent in designing and implementing effective program planning and evaluation will be examined with a view to improving student learning.

EDUC 593 - Directed Study: Capping Experience: This capping course will enable graduate students to engage in an individual or group research activity to deepen their understanding of some aspect student learning in their particular educational context.