

StFX Master of Education (M. Ed.) in Curriculum & Instruction with a concentration in Adult Education and Health Winter 2023- Summer 2025

The Department of Adult Education at St. Francis Xavier University has developed a part-time, online Master of Education (M.Ed.) in Curriculum & Instruction. The 12 online courses will concentrate on adult education and health for those interested in teaching and learning in various settings (e.g., health care sector, higher education, community health). The 36-credit Master of Education program is **course-based and starts in January 2023**. The program is comprised of twelve 3-credit courses and will use a combination of synchronous and asynchronous formats, and time frames (late afternoon, evening, and some weekends). A thesis option may be considered (case by case basis) depending upon student performance in course work (this option involves eight 3-credit courses plus a 12-credit thesis¹).

*Please note on the application that you are applying to the Master of Education in Curriculum & Instruction – Adult Education and Health Education Cohort.

*Proposed program sequence and outline:

LOCATION	Winter 2023	Spring 2023	Summer 2023	Fall 2023	Winter 2024	Spring 2024	Summer 2024	Fall 2024	Winter 2025	Spring 2025
Online via Collaborate/Moodle	534 (R)	527 (R)	505 (R)	532 (R)	536 (R)	508 (R) 511(C)	515 (C)	531 (C)	530 (C)	573 (C) 533

R= Required “Core” M. Ed. Courses

C= Required for Concentration

*Course ordering may be subject to change.

EDUC 534 – Introduction to Educational Foundations - This course provides an exposure to social learning theories that enable an opportunity for graduate students to deepen their understanding and awareness of how issues of power and privilege have shaped their own and their clients’/students’ lives. Health educators will (re)think their pivotal role as leaders promoting health and wellness alongside larger issues of equity and social justice. (Three credits)

EDUC 527 – Principles of Learning - This course examines foundational theories of adult learning and development and their implication for teaching and learning. In addition to the general cognitive and behavioral theories, the course will explore embodied and spiritual dimension of learning, as well as aspects of learner centered teaching that are relevant for understanding how to support adult learners in a diverse range of settings. (Three credits)

EDUC 505 - Introduction to Educational Research - This introductory research course serves as an invitation to educational research. Students will explore research issues and critically interpret the main types of research, including descriptive research, qualitative research, policy research, case studies and quantitative research methodologies. It also includes a basic introduction to graduate student writing and literature review methodology. (Three credits)

EDUC 532 – Curriculum Theory - In this course the main ideas of major adult education curriculum theorists including Mezirow, Freire, Brookfield and Mayo will be examined and the implications of each position for adult and lifelong learning in the community, and for teaching in the community, the health care sector, and higher education. (Three credits)

¹ Please note thesis route students will not achieve the adult education and health concentration due to the reduction of courses associated with the thesis route.

EDUC 536 – Program Development - Program development is investigated from the practitioner's perspective using experiential inquiry to explore relationships between program development theories in adult education and the program development demands of practice within health care. (Three credits)

EDUC 508 – Critical Research Literacy in Education - 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 515 – Culturally Responsive and Relevant Pedagogy - This course will provide graduate students with an understanding of the vital role culturally responsive and relevant pedagogy plays in creating equitable learning experiences. Students will gain an understanding of systemic racism, recognize the central role culture plays in many settings, and identify culturally responsive and relevant strategies appropriate for their own contexts in order to strengthen cultural competence. (Three credits)

EDUC 511 – Mindfulness and Social Learning - 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 professional practice. 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 health practice and education. Credit will be granted for only one of EDUC 511 and EDUC 569 offered with a similar focus. (Three credits)

EDUC 573 – Professional Development and Supervision (CPE) - This course addresses the role of continuing professional education (CPE) for lifelong professional development. This course will help students develop a stronger understanding of the links between informal learning, formal professional learning and continuing professional education. The focus is on purposes, strategies and implications of lifelong learning in the health professions. (Three credits)

EDUC 531 – Critical Issues in Health and Adult Education – This course explores the connections between adult education and health with a particular focus on the evolution of health education, health promotion and health literacy. The relevance of understanding context and applying foundational concepts, theories and frameworks in addressing health equity issues is covered. The nexus of adult learning and health is examined through the lens of critical reflective practice. An overview of associated pedagogical practices and system-wide approaches will be explored.

EDUC 530 - Transformative Learning - This course provides graduate students in the health professions an opportunity to learn the theory of transformative learning, the primary theoretical framework for adult learners. Students will be encouraged to apply the theory to their work situation and learning communities. (Three credits)

EDUC 533 – Dynamics of Change - 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)

INFORMATION AND ADMISSION PROCEDURES

The application information can be found at:
<https://www.mystfx.ca/masters-of-education/applications-and-forms>

For additional StFX admission inquiries please contact med@stfx.ca OR mjcoady@stfx.ca

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Deadline for applications: June 15, 2022