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**MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND POLICY  
AT  
ALGONQUIN COLLEGE IN PARTNERSHIP WITH  
ST. FRANCIS XAVIER UNIVERSITY FACULTY OF EDUCATION**



## **FREQUENTLY ASKED QUESTIONS**

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### **Q1. Why was this program partnership established between Algonquin College and St. Francis Xavier University?**

The program was established to facilitate the attainment of graduate studies in education leadership and administration at the Master's level for present and future Algonquin leaders. In July 2013, an RFP was issued by the College seeking proposals from academic institutions interested in partnering with Algonquin to deliver an on-site Master of Education (M.Ed.) program focusing on leadership and administration in higher education, with an emphasis on the College context. The successful proponent was [St. Francis Xavier University](#), a reputable and well respected institution with whom we are pleased to partner with in moving forward this initiative.

### **Q2. Who is eligible to apply for this program?**

Full-time staff members who meet the admission requirements set by St. Francis Xavier University (StFX), and whose participation has been approved by their immediate manager, will be eligible to apply for consideration to undertake the program. Admission requirements include:

- Completion of a B.Ed. or its equivalent\*, with an overall average of at least \*\*70%
- At least two years of *relevant* experience
- Admission Process must be completed by the established deadline

\*Equivalency will be assessed on a case-by-case basis, and may include an assessment of combined postsecondary education and experience in an academic institution. Graduates who do not possess a B.Ed. will normally be considered when they have:

- a) met the university's admission requirements for the B.Ed.;
- b) gained a teaching license equivalent to a provincial teaching license or been employed in a teaching capacity for at least two years in a school of nursing or a post-secondary institution;
- c) completed a minimum of 12 credits in education;
- d) met all other conditions.

\*\*Applicants who do not meet the overall average grade requirement may be assessed on a case-by-case basis.

Should the program be oversubscribed, participants will be selected based on, but not limited to, the following criteria:

- completeness and persuasiveness of the submitted Algonquin College - St. Francis Xavier University Master of Education Tuition Assistance - Degree Completion Application Form;
- current leadership responsibilities and immediacy of training needs; and,
- pre-determined proportionate allocation of seats to the Academic Area and other departments.

**N.B.** New applicants seeking support will be given priority over individuals who have previously subscribed for assistance under Policy HR04: Tuition Assistance – Degree Completion

The Tuition Assistance Selection Committee is composed of four members:

The Vice President, Human Resources, as chair; Dean, Academic Development; Manager, Centre for Organizational Learning; and Director, Ancillary Services.

### Q3. How will the program be delivered and by whom?

The program will be cohort-based and begin in the winter semester. It will be delivered during the fall, winter, spring, and summer semesters. Cohort students will normally participate in one course per semester except in the summer semester where two courses are offered. The program will be delivered in a classroom environment that is supported by an intensive online learning environment. Typical delivery formats are anticipated as:

- 2 weekends: 6 - 9hr combinations (Friday evenings & Saturdays) bookended at the start and end of the semester, and the remainder delivered by distance asynchronous online instruction using Moodle and Collaborate. The schedule for each course offered will be arranged in advance between the Faculty of Education, Algonquin College and the students.
- Courses will be presented in a face-to-face (F2F) format on weekends and evenings and online (OL). The possibility of cohort students travelling to Antigonish for one summer course on campus will be available at the student's expense.

St. Francis Xavier University has identified key educational leaders to deliver the program. The Faculty is comprised of a professional community of scholars who have academic graduate degrees in their area of focus, and who also possess knowledge from professional experiences and roles as administrators, teachers and/or adult educators. The Faculty will collaborate with Algonquin College to identify Algonquin faculty to co-deliver some of the courses including the Capping Experience, Program Evaluation and final research course. *Please see addendum for St. Francis Xavier University faculty bios.*

### Q4. When will the program be offered, and where and how do I apply?

The first cohort of a maximum of 20 students will commence studies in January 2014 at Algonquin College's Woodroffe Campus. The program will run through to Spring 2016. **An Information Session will be held on October 16, 2013, from 4:30 – 6:00 pm** with representation from StFX to offer more specifics as to the application process and program.

To apply, interested individuals are invited to complete and submit the Algonquin College - St. Francis Xavier University Master of Education Tuition Assistance - Degree Completion Application Form. Once completed, and with the applicant's immediate manager's signature affixed, the form should be submitted via email to the Master of Education Tuition Assistance – Degree Completion Committee (*to Susan Tait, Executive Assistant to the V.P. Human Resources at [tait@algonquincollege.com](mailto:tait@algonquincollege.com)*) by Monday, October 28, 2013. Applicants will be notified of the outcome of their candidacy on Monday, November 4, 2013.

Applicants who have been selected for the program will be required to submit the completed StFX University Application for Admission Form c/o Susan Tait, Executive Assistant to the V.P. Human by Friday, November 15, 2013 noon.

Application forms will be submitted collectively by Algonquin College to StFX. Concurrently, applicants must ensure the following documents are received by StFX by November 15, 2013:

- a transcript of their Bachelor's or other credential sent directly from the granting institution to the StFX Admissions Office
- two applicant references (submitted by an employer, administrator, academic faculty, or colleague etc.)

#### Application Timeline Summary Table:

Date	Task Due Date
October 16, 2013	Information Session: 4:30 – 6:00pm with StFX representation held on campus Room: Salon A (Marketplace Food Court)
October 28, 2013	Submit completed Algonquin College - St. Francis Xavier University Master of Education Tuition Assistance - Degree Completion Application Form (signed by immediate manager) to Susan Tait at <a href="mailto:tait@algonquincollege.com">tait@algonquincollege.com</a> .
November 4, 2013	Algonquin College cohort selection decisions communicated to all applicants.
November 15, 2013 (noon)	Selected applicants submit the completed StFX University Application for Admission Form c/o Susan Tait, Executive Assistant to the V.P. Human Resources.  Concurrently, required transcripts and references are submitted directly to the: Admissions Office St. Francis Xavier University PO Box 5000 Antigonish, Nova Scotia Canada B2G 2W5 Fax: 902-867-2329
December 9, 2013	StFX Admission Department communicates application decisions.

#### Q5. What is the proposed program of study and delivery schedule?

##### Proposed Program of Study and Delivery Schedule:

Semester	Course Name
Winter 2014	<b>EDUC 534 – Foundations of Education:</b> 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. <i>Joanne Tompkins, Chair Graduate Programs in Education</i>
Spring 2014	<b>EDUC 569 Emerging Issues in Higher Education:</b> 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. <i>Janice Landry, Director of Continuing and Distance Education and Dr. Jeff Orr, Dean of Education</i>

Semester	Course Name
Summer 2014	<p><b>EDUC 532 – Curriculum Theory:</b> 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. <i>Margaret Olson, Adjunct Professor</i></p> <p><b>EDUC 561– Leadership and Administrative Theories:</b> 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. <i>Joanne Tompkins (Option to Attend classes on the StFX campus in Antigonish, Nova Scotia in July)</i></p>
Fall 2014	<p><b>EDUC 505 – Introduction to Education Research:</b> 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. <i>Anne Murray-Orr, Associate Professor, Department of Curriculum and Leadership</i></p>
Winter 2015	<p><b>EDUC 527 – Principles of Learning:</b> 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. <i>Leona English, Professor, Department of Adult Education</i></p>
Spring 2015	<p><b>EDUC 533 – Dynamics of Change:</b> 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. Dr. <i>Jeff Orr</i></p>
Summer 2015	<p><b>EDUC 501- Using Data for Program Evaluation:</b> 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. <i>Algonquin Faculty with Dr. Elizabeth Munroe</i></p> <p><b>EDUC 573- Professional Development and Supervision:</b> 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. Dr. <i>Elizabeth Munroe</i></p>
Fall 2015	<p><b>EDUC 536 – Program Development:</b> 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. <i>Margaret Olson</i></p>
Winter 2016	<p><b>EDUC 508 – Critical Research Literacy in Education:</b> 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 develop a plan for their capping experience (see below). <i>*Algonquin Faculty with Dr. Anne Murray- Orr</i></p>

Semester	Course Name
Spring 2016	<b>EDUC 593 - Directed Study: Capping Experience:</b> 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. <i>*Algonquin Faculty with Dr. Jeff Orr</i>

*N.B. Algonquin College faculty may also be engaged in delivering components of other courses-to be determined.*

### Summary of Program Sequence and Thesis Option:

LOCATION On-site/ Online	WINT 2014	SPR 2014	SUM 2014	FALL 2014	WINT 2015	SPR 2015	SUM 2015	FALL 2015	WINT 2016	SPR 2016
Ottawa/ On-line	534	569	532 561	505**	527*	533	501* 573	536*	508*	593*

\*\* At the end of this course, candidates wishing to pursue a thesis will need to identify this to the Graduate Chair. This would lead to the conversion of 5 of the subsequent courses marked with \* to enable pursuit of a thesis-based degree.

#### Note:

- Once students are admitted, they will receive a program sequence that identifies the course for each semester and the course description
- Should, for personal/medical reasons, an individual participant become unable to continue with the course sequence, they may be permitted to take alternative courses to fulfill the requirements leading to a Master of Education in Educational Administration and Policy which StFX usually offers online.

### Q6. What are the program related fees and will the courses be eligible for tuition reimbursement?

- The tuition fee for each course is \$750 payable to Algonquin College on a semester basis. Tuition fee reimbursement will be considered only for courses successfully completed to a maximum of 50% of the tuition paid and as per Policy HR 04: Tuition Assistance – Degree Completion.
- Textbooks, incidentals and graduation fees for the entire program are estimated at \$1300 and are not eligible for reimbursement.
- The additional fee for the optional summer course offered at StFX is estimated at \$1,500, which includes travel and accommodation expenses exclusive of meals. These fees are to be incurred by the participant and are not eligible for reimbursement within the Tuition Fee Reimbursement program.
- Upon completion of the Master’s degree, employees are required to work at the College for a period of two years, failing which they shall repay the College 50% of tuition reimbursement received.
- The participation of employees in this Master’s degree program will not interfere with the regular operations of the College. Beyond participating in the scheduled course hours, participants must anticipate and be prepared to commit a minimum of an additional 10 –15 hours per week.

**Q7. I am currently undertaking a Master's program but would like to transfer to the St. Francis Xavier University program. Is a transfer possible and will my credits be recognized?**

This is a cohort model and no credit will be granted for previous graduate work. All students must complete the entirety of the program as a member of the cohort and students must attend every class. Evidence shows that students are most successful if they enter the program together, study together and complete the program together.

**Q8. Will the Master's program be recognized for consideration towards doctoral studies?**

Upon successful completion of the 12 course program, participants will be eligible for a M.Ed. in Educational Administration and Policy. Participants who take the thesis-based form of this degree will be eligible to apply for admission to the joint-PhD program that StFX offers in collaboration with Acadia and Mount Saint Vincent Universities. Some universities accept M.Ed. students who complete course-based degrees into their doctoral programs.

Further questions may be directed to Ms. Jennifer Connors in the Dean of Education Office at [jconnors@stfx.ca](mailto:jconnors@stfx.ca).

**Q9. Are there unique aspects of the program that I should be aware?**

StFX has a very unique learning culture and history. As a student in the program, students will be introduced to one of Canada's oldest universities and one with a rich and proud history. Consistently ranked as one of Canada's top universities, it is known around the world by its famous X-ring. As a cohort member, students will be eligible to purchase their X-ring on December 03, 2015 should they desire to do so.

**Q10. What makes a cohort model so special?**

The cohort model is a pedagogical strategy where students enter the program as a group and progress through to completion of their graduate degree. The cohort model ensures students bring past experiences and current dilemmas into the classroom. The cohort model allows for unique dialogue in the classroom, which continue online, and offline during the weeks in between classes. The admitted student cohort brings together a diverse student body with a broad range of college experience. Evidence shows that cohort models have a high level of student engagement and student success.

**Q11. I have another question, whom can I contact at Algonquin College?**

Jo-Ann Aubut, Dean, Academic Development may be contacted at [aubutj@algonquincollege.com](mailto:aubutj@algonquincollege.com) or x5581.

## ADDENDUM

### St. Francis Xavier University Faculty Designated to the Program

**Dr. Jeff Orr, Dean of the Faculty and Professor of Education**, has been actively working in graduate education at the intersection of curriculum and leadership for 20 years. He teaches change leadership, foundations, program development and research methods. He has been in a leadership capacity as Dean, Chair or Director for most of his time in higher education. Jeff will teach the Dynamics of Change, and co-teach both Emerging Issues in Higher Education and the final capping experience.

**Dr. Janice Landry, Director of Continuing and Distance Education**, has been a strong advocate for innovative programming which provides adult learners with equitable access to higher education. She has been instrumental in the development of online learning at StFX and has been a key partner in the design and delivery of off-campus cohort programming at the B.Ed. and M.Ed. levels. She will co-teach the Emerging Issues in Higher Education course.

**Dr. Leona English, Professor of Adult Education** is a leading Canadian adult educator who has been working in the award winning self-directed Department of Adult Education for more than 15 years. She is a prolific writer, in areas such as critical perspectives in adult education and adult education and health, and has been a highly successful in assisting her graduate students to pursue inquiry that advances their understanding of their professional work context. Leona will teach the Principles of Learning in Adult Education course.

**Dr. Elizabeth Munroe, Assistant Professor, Department of Curriculum and Leadership** came to teacher education after a distinguished career as a program consultant and educator in Alberta and Malaysia. She teaches in the area of program evaluation and professional development and carries on an active research agenda in these areas and is especially interested in ways to create opportunities for adults to develop their professional capacities. Elizabeth will teach the courses in Professional Development and Supervision and co-teach Program Evaluation with Algonquin faculty.

**Dr. Joanne Tompkins, Associate Professor and Chair, Department of Curriculum and Leadership** is a highly regarded educator within Nova Scotia who is renowned for her ability to engage and inspire learners to explore issues of social justice in education. Her research relates to the power of pedagogy to transform educational leaders and Aboriginal education. She has mentored a large number of graduate students in effective leadership and pedagogy. She has anchored two key graduate classes in Foundations and Leadership and Administrative Theories and she will teach both of these courses in the cohort.

**Dr. Anne Murray-Orr, Associate Professor, Department of Curriculum and Leadership**, has taught literacy, program development and qualitative research for ten years, having joined the Faculty after commencing her career as an elementary teacher in northern Saskatchewan. She has an active research agenda associated with literacy in content area subjects and Aboriginal languages. She has been a key leader in advancing the thesis-based degree components as well as her role in designing and promoting the capping experience. She will teach Introduction to Educational Research and co-teach the Research Literacy Course with Algonquin faculty.

**Dr. Margaret Olson, Adjunct Professor, Department of Curriculum and Leadership**, recently retired from the Faculty of Education after a long and distinguished career as a teacher educator. Her work focuses on the ways that teacher professional knowledge shapes and is shaped by their professional knowledge contexts. She will teach Program Development and Curriculum Theory.