



**GABRIEL DUMONT INSTITUTE**  
of Native Studies and Applied Research



University  
of Regina



Faculty of Education  
University of Regina

# Indigenous Community-Based Master of Education Program

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## Course Information:

### **EFDN 899 Capstone Synthesis Seminar: An Integration of Theory and Practice (3)**

The capstone seminar provides a culminating experience for students enrolled in the course only route. This course provides an opportunity for the students to integrate and act-on multiple learning experiences, including reading and analyzing research, as a way to bring deeper meaning to their graduate experiences as a whole.

**\*\*Prerequisite:** Must have completed 24 credit hours of 800 level courses before registering in this course.

### **ED 817 Research Methods with Indigenous Peoples (3)**

This course, through readings and discussion, will examine issues and research methods particular to research with Indigenous peoples including ethical considerations and protocols. Students will examine the developing paradigm in Indigenous research and explore research methodologies proposed by Indigenous researchers.

### **EC&I 804 Curriculum Development (3)**

This course considers key concepts and forces involved in shaping curriculum decision making, theories of curriculum and practical aspects of planning, implementation, evaluation and research.

### **EC&I 808 Instruction: Theory & Practice (3)**

This course explores instruction as socially constructed practice shaped by teacher biography, social contexts and best practices. Students engage in inquiry and critique to better understand and improve their instructional practices.

### **EC&I 820 Multicultural and Anti-racist Relations Issues in Curriculum (3)**

Multicultural and race relation's practices at all levels of the education system are constructed out of conflicting social and political discourses. This course engages students in the examination of the issues arising for teachers as they attempt to construct curricula and teaching/learning practices.

### **EC&I 821 The Impacts of Cultural Concepts on the Design of Aboriginal Education Programs (3)**

This course will explore perspectives of various Aboriginal peoples in Canada. Topics will include traditional gender relations, spiritual interpretation, Aboriginal science and the impact of colonialism. The cultural concepts deduced from the discussions of the topics and from Aboriginal curricula will be explored as the basis for Aboriginal education programs.

### **EC&I 823 Culturally Relevant Pedagogy: Effective Teaching Practice for Aboriginal students (3)**

This course examines culturally relevant pedagogy for Aboriginal students in relation to theories of decolonization. Participants engage in activities and discussions of readings to analyze effective teaching practices and to reflect on their own professional beliefs and actions to advance the theory and practice of Aboriginal education.



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## Course Information Continued:

### **EC&I 857 Writing Process and Pedagogy: The Saskatchewan Writing Project (3)**

This course focuses on research and theory on literacy development, the writing process and methods of teaching writing. Students use their own writing as a means toward understanding the writing process and the teaching of writing.

### **EDL 819 Organizational Theory in Education (3)**

An analysis of the role of school leaders with reference to general systems theory, organization theory, cultural-social institutions, role theory, formal organizations, bureaucracy, goals and effectiveness, organizational control, conflict in organizations, stability, change, innovation and growth.

### **EDL 829 Supporting Indigenous Student Success (3)**

This course will focus on Indigenous leadership, research, and practice that supports Indigenous student success. Successful examples of relevant Indigenous educational practice will be emphasized, with a specific focus on local/regional content. An Indigenous (Nehinuw) model of effective teaching will be highlighted.