



MASTER OF EDUCATION IN ADMINISTRATION & POLICY- INCLUSIVE EDUCATION Summer 2019 – Summer 2021

The StFX Faculty of Education is proposing to offer a province-wide *Master of Education in Educational Administration and Policy with a focus on Leadership of Inclusive Education* for qualified in-service teachers, aspiring leaders, and educational leaders beginning in the summer of 2019. The courses and internship in this graduate program are designed to provide participants with practical knowledge and competencies for the leadership of inclusive education. The main topics addressed in this two-year cohort program are:

- multiple exceptionalities, including complex student needs;
- mental health literacy and social-emotional learning;
- trauma-informed practice;
- program planning in multi-tiered systems of support (MTSS);
- specialized programs and services for students with special needs;
- home-school-interagency collaboration and partnerships;
- staff supervision and professional development for inclusive education;
- legal and policy framework of inclusive education;
- school capacity-building for inclusive education; and
- leadership of educational change in complex classrooms, schools and school systems.

This graduate program is comprised of in-person and online courses and a supervised, school-based internship. Participants will complete two, campus-based courses in July, 2019, and subsequent courses will be offered on-line. An internship will be completed in the second year of the program to facilitate the practical application of course content in the field.

Proposed program sequence and outline:

LOCATION	SUMMER 2019	FALL 2019	WINTER 2020	SPRING 2020	SUMMER 2020	FALL 2020	WINTER 2021	SPRING 2021	SUMMER 2021
Face to face Antigonish	534 505								
Online or blended format		561	564	533	509 573	521I	508	543	567 513

Information and Admission Procedures

Application Deadline: March 4, 2019

The application information can be found here:

<https://www2.mystfx.ca/masters-of-education/applications-and-forms>

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

***Please indicate on the application that you are applying to the Master of Education in Administration & Policy – Inclusive Education cohort.**

Updated June 14, 2019

Course Descriptions

- 1. EDUC 534: Introduction to the Foundations of Education:** This course will provide graduate students with an opportunity to examine issues of power, privilege and social justice in the education of students with special needs. Participants will explore their pivotal roles as leaders of inclusive education, critically examine their own practice, and apply their findings to their school contexts. Three credits.
- 2. EDUC 505: Introduction to Educational Research:** In this course, participants are introduced to educational research in inclusive education. Participants will be taught skills in graduate writing, methodologies for educational research, and how to utilize them in their own research into inclusive education. Participants will learn and apply basic strategies for designing research inquiries in school settings. Three credits.
- 3. EDUC 561: Leadership and Administrative Theories:** Participants will learn about key theories of educational leadership and how to put them into practice in inclusive schools. By examining the barriers that participants face in putting inclusive, instructional and social justice leadership into practice in their daily work, emphasis will be placed on practical strategies for bridging the theory-practice gap. Three credits.
- 4. EDUC 564: Administration of Inclusive Schools:** This course will explore practices for the leadership of inclusive schools, including fostering positive school environments, building staff capacity for inclusive education, leading program planning in Multi-Tiered Systems of Support (MTSS), and communicating and collaborating with parents and outside agencies. Students will learn about various strategies for leading inclusive education and apply them in their school contexts. Three credits.
- 5. EDUC 533: Dynamics of Change:** This course will provide participants with an in-depth overview of the personal, social, political, emotional, and historical barriers to meaningful educational change and strategies for overcoming them in classrooms and schools. Participants will acquire and apply practical knowledge and skills as change leaders in their school settings. Connections between change leadership and school improvement planning, rural and urban community contexts, and provincial education reforms will be explored. Three credits.
- 6. EDUC 509: Trauma-Informed Practice:** Participants will learn about the impact of traumatic stress on students, families, and educators and the various manifestations of trauma in school settings. Student challenges with locus of control, self-image, and resilience will be examined, along with evidence-based strategies for building classroom and school capacity to address these issues. Participants will acquire trauma awareness and learn how to infuse and apply trauma awareness in their practice in schools and classrooms. Three credits.
- 7. EDUC 573: Professional Development and Supervision (Inclusive Education):** This course will address participants' roles in building school capacity for inclusive education. Participants will learn about Nova Scotia educators' priorities for professional development in inclusive education and how to design and implement professional development that teaches practical knowledge and skills and how to utilize them in practice. Participants will also learn about supportive staff supervision strategies for building the capacity of professional and para-professional staff (including Teacher Assistants) for inclusive education. Three credits.
- 8. EDUC 521I: Approaches to Mental Health Education (MH Literacy & SDOH):** This course will explore research and approaches to school-based mental health education. Participants will be introduced to mental health and behavioral challenges in children and youth, trauma-informed practice, and multi-tiered strategies for promoting mental well-being, positive behavior, and social-emotional learning. Participants will also explore the academic, behavioral and mental health challenges of students with complex needs and how to address them in classrooms and schools. Three credits.
- 9. EDUC 508: Critical Research Literacy:** This course teaches students how to critically read, interpret, and evaluate educational research. Graduate students will explore and understand the research literature on key topics in inclusive education, including the changing needs of public school students and the challenges involved in meeting these needs in complex schools and classrooms. Students will examine research topics pertinent to their professional practice and apply their findings in their school settings. Three credits.
- 10. EDUC 543: Internship:** Under faculty supervision, participants will engage in job-embedded learning in school contexts and apply the leadership knowledge and skills that they have acquired through coursework. Students will also research topics in inclusive education connected to their own professional practice and apply the research findings in their work. Three credits.
- 11. EDUC 567: School Law:** In this course, participants will examine pertinent legislation, policies and court decisions in special education/inclusive education and how they impact their daily practice. Emphasis will be placed on the legal and policy frameworks of inclusive education and educational leaders' roles and responsibilities in developing and implementing these frameworks. Three credits.
- 12. EDUC 513: Contemporary Theories and Trends in Inclusive Education:** This course will examine contemporary issues in inclusive education, including changing student needs and student-centered strategies for addressing them. Using an MTSS framework, the course will explore prevalent academic, behavioral, and social emotional challenges and evidence-based approaches to building school capacity for providing multiple tiers of support. Participants will apply these strategies in their work contexts. Three credits.