



## MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND POLICY- INCLUSIVE EDUCATION

### SUMMER 2021-SUMMER 2023

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 2021. The courses and internship in this graduate program are designed to provide participants with practical knowledge and competencies for the leadership of inclusive education in diverse schools and communities. The main topics addressed in this two-year cohort program include:

- multiple exceptionalities, including complex student needs;
- mental health literacy and social-emotional learning;
- trauma-informed and culturally-responsive leadership practices;
- leadership of program planning in Multi-Tiered Systems of Support (MTSS);
- specialized programs and services for students with exceptionalities;
- home-school-interagency collaboration and partnerships for diverse learners;
- staff supervision and professional development for inclusive education;
- legal and policy framework of inclusive education;
- school capacity-building for culturally-responsive inclusive education; and
- leadership of educational change in complex classrooms, schools and school systems.

This graduate program is comprised of online courses with the possibility of in-person course components. Participants will complete two summer school courses in July 2021 and subsequent courses will be offered online. An internship course will be completed during the second year of the program to facilitate the practical application of course content in the field through work-integrated learning.

#### Proposed program sequence and outline:

LOCATION	SUMMER 2021	FALL 2021	WINTER 2022	SPRING 2022	SUMMER 2022	FALL 2022	WINTER 2023	SPRING 2023	SUMMER 2023
Antigonish StFX Campus									
Online via Moodle/ Collaborate	534 505	561	564	533	509 573	521I	508	*543 (Fall, 2022- Spring, 2023)	567 513

#### Information and Admission Procedures

Applications for this program will be accepted until March 31, 2021. Admissions information may be accessed at [med@stfx.ca](mailto:med@stfx.ca) . **\*Please note on the application that you are applying to the Master of Ed. in Ed. Admin & Policy- Inclusive Education cohort.**

Updated March 31, 2021

### **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 inclusive education. Participants will explore their pivotal roles as leaders of inclusive education and critically examine their own practice. Three credits.

### **2. EDUC 505: Introduction to Educational Research**

In this course, participants will be introduced to educational research. Participants will critically examine different types of educational research and learn how to design and conduct classroom- and school-based research inquiries. Three credits.

### **3. EDUC 561: Leadership and Administrative Theories**

This course provides an introduction to theory, research and practice in the leadership of inclusive education. Participants will learn about key theories of educational leadership and how to put them into practice in diverse school contexts. Three credits.

### **4. EDUC 564: Administration of Inclusive Schools**

This course will examine the leadership of inclusive schools, including the leadership of interdisciplinary teams and partnerships, the program planning process, and culturally-responsive practices. Emphasis will be placed on communication and collaboration in working with diverse students, parents and partner agencies. Participants will critically examine their leader profiles and practices. Three credits.

### **5. EDUC 533: Dynamics of Change**

This course will introduce participants to the leadership of change in inclusive education, including strategies for maximizing supports and overcoming barriers to educational change. Participants will learn evidence-based approaches to designing, implementing, and monitoring educational change in diverse schools and school systems. 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 associated with trauma will be examined, along with evidence-based strategies for addressing them. 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 the role of educational leaders in building school capacity for inclusive education. Participants will learn about supportive professional development and staff supervision strategies for building the capacity of professional, para-professional and support staff 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 learn about common mental health and behavioral challenges, including complex needs. Participants will be introduced to school-wide Multi-Tiered Systems of Support (MTSS) for promoting mental well-being, positive behavior, and social-emotional learning among diverse learners. Three credits.

### **9. EDUC 508: Critical Research Literacy**

Building upon their internship experiences in ED 543, participants will examine educational research issues and trends in inclusive education from the perspective of professional practice, including the Achievement Gap. Students will explore a variety of educational research publications in relation to their own educational context and practice as leaders of inclusive education. Prerequisite: EDUC 505. Three credits.

**10. EDUC 543: Internship**

Under faculty supervision, and as part of a collegial cohort network, participants will transfer, apply, and extend key knowledge and skills acquired through coursework to their practice as educators. From the Fall semester of 2022 to the Spring semester of 2023, participants will complete a personalized internship program comprised of work-integrated learning activities. 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 in inclusive schools and school systems. 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. Participants will learn about evidence-based approaches to implementing inclusive education for diverse learners, including Universal Design for Learning, Differentiation, Multi-Tiered Systems of Support (MTSS) and Culturally-Responsive practices. Participants will examine these approaches in relation to their work contexts. Three credits.