



MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION- INCLUSIVE EDUCATION SUMMER 2020- SUMMER 2022

The StFX Faculty of Education is proposing to offer a *Master of Education in Curriculum and Instruction with a focus on Inclusive Education* for qualified educators beginning in the summer of 2020. This Master of Education program is designed to: a) build the capacity of teachers to implement inclusive education in complex classrooms and schools; and b) prepare qualified Resource Teachers. The courses and internship in this cohort program will provide participants with practical knowledge and competencies in:

- **characteristics of learners:** typical and atypical development of cognitive, sensory, physical-motor, communication, social-emotional, self-regulation, and behavioral skills;
- **complex student needs:** mental health, behavioral, and trauma-based challenges;
- **individualized assessment, evaluation and reporting** of student achievement, including Level B assessments;
- **design and implementation of individualized programming in Multi-Tiered Systems of Support (MTSS);**
- **individualized, intensive intervention:** literacy, mathematics;
- **implementation of inclusive education policies, procedures and guidelines;** and
- **communication and collaboration in program planning** in partnership with students, parents, educators and outside professionals.

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 2020, and subsequent courses will be offered on-line, with the possibility of in-person course components. An internship will commence in the summer of 2021 and continue during the second year of the program to facilitate the practical application of course content in the field.

Proposed program sequence and outline:

LOCATION	SUMMER 2020	FALL 2020	WINTER 2021	SPRING 2021	SUMMER 2021	FALL 2021	WINTER 2022	SPRING 2022	SUMMER 2022
Face to face Antigonish	534 505								
Online via Moodle/ Collaborate		527	536	553	532 514	554	517	543	521I 508

Information and Admission Procedures

Application Deadline: February 17, 2020

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 Curriculum – Inclusive Education cohort.**

Course Descriptions

1. EDUC 534: Introduction to the Foundations of Education: This course will provide participants with an opportunity to explore issues of power, privilege and social justice in inclusive education as they relate to their classrooms and schools. Students will critically examine their own practice in inclusive education and apply the findings in diverse school and community settings. Three credits.

2. EDUC 505: Introduction to Educational Research: In this course, participants will be 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 designing and conducting research in inclusive education. Participants will learn and apply basic strategies for classroom- and school-based research inquiries. Three credits.

3. EDUC 527: Principles of Learning: This course will explore characteristics of learners, theories of development and learning, and their practical implications for classroom instruction. Both typical and atypical development of students' cognitive, sensory, physical-motor, communication, social-emotional, self-regulation, and behavioral skills are explored. Evidence-based strategies for addressing developmental challenges are introduced. Three credits.

4. EDUC 536: Program Development: Participants will learn about program development in inclusive education, including the development of classroom-based and school-wide programs to support students with special needs. Building on their coursework and internship experiences, they will be learn evidence-based strategies for communication and collaboration with students, parents, educators, and outside professionals in diverse school and community contexts. Participants will apply these strategies in practice, in their own school and community settings. Three credits.

5. EDUC 553: Assessment for Teaching Students with Learning Challenges I: In this course, participants will learn about the key features of various formal and informal student assessments. They will critically appraise the advantages, limitations and usefulness of student assessments in relation to their own practice. Participants will learn how to select and utilize appropriate forms of informal student assessment in their classrooms. Three credits.

6. EDUC 514: Teaching Diverse Learners in Inclusive Settings I: This course will examine changing student needs and how to address them within a framework of Multi-Tiered Systems of Support (MTSS). Participants will explore various exceptionalities and evidence-based, Tier 1 strategies for supporting students with special needs in complex classrooms and schools. Participants will learn how to incorporate supports for students with special needs into classroom instruction. Three credits.

7. EDUC 532: Curriculum Theory: Participants will learn about key theories and policies in inclusive education and how to implement them in practice. They will explore current theories of inclusive education, as well as regional and provincial policies and guidelines. Participants will learn how to implement these theories and policies of inclusive education in their classrooms and schools. Three credits.

8. EDUC 554: Assessment for Teaching Students with Learning Challenges II: In this course, participants will develop knowledge and competencies in formal, individualized student assessment, including individual assessments of student achievement. They will learn how to administer, interpret, and communicate the results of Level B assessments and utilize assessment information to inform instruction. Prerequisite: EDUC 553. Three credits.

9. EDUC 517: Teaching Diverse Learners in Inclusive Settings II: In this course, participants will learn how to design and implement intensive small group and individual programming at Tiers 2 and 3 of an MTSS framework. Participants will learn how to create and implement Adaptations and Individual Program Plans (IPPs) as part of the Program Planning Process. Participants will also learn how to provide intensive, evidence-based intervention in literacy and mathematics for students with learning disabilities. Three credits.

10. EDUC 543: Internship: Under faculty supervision, and as part of a collegial cohort network, participants will apply their knowledge and skills in inclusive education in school contexts. Working within an MTSS framework, participants will engage in job-embedded learning to observe and implement evidence-based assessment, instruction and intervention strategies in inclusive education. Three credits.

11. 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.

12. EDUC 508: Critical Research Literacy: This course examines educational research issues and trends from the perspective of professional practice. Participants will explore a variety of educational research publications in relation to their own educational context. They will be taught how to critically read, interpret, and evaluate educational research on key topics in inclusive education, including various exceptionalities. Participants will examine research pertinent to their professional practice and apply their findings in school settings. Three credits.