



MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION AND POLICY

Inclusive Education Concentration

July 2026–June 2028

The StFX Faculty of Education is proposing to offer a province-wide Master of Education (MEd; Educational Administration and Policy) cohort with a focus in Inclusive Education for qualified in-service teachers and administrators beginning in the summer of 2026. 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. Moreover, this cohort will also support students so that they may develop research competencies and literacy within these same areas.

Graduate students will be required to participate in one in-person face-to-face (**F2F**) course as part of the two-week residency period at the initial Summer Institute. Campus accommodations information can be viewed here: [Master of Education Accommodations July 5-17, 2026](#). All other courses will be taught online (**OL**), primarily via a synchronous online format. The first summer courses are condensed over two-week blocks (July 6, 8, 10, 13, 14, 16 and July 20, 22, 24, 27, 28, 30) with a start time of 8:30 am and end time of 3:30 pm, Atlantic Time. Most often, weekday synchronous online courses will be offered from 6:00 pm – 9:00 pm, Atlantic time.

The MEd degree is now a 30-credit offering (10 courses). Importantly, this means that students who start in July may, with two summers and within two calendar years, complete all degree requirements.

The **tentative** schedule of courses is included below:

Summer 2026	Fall 2026	Winter 2027	Spring 2027	Summer 2027	Fall 2027	Winter 2028	Spring 2028
534 (F2F) 505 (OL)	561 (OL)	533 (OL)	573 (OL)	509 (OL) 564 (OL)	521I (OL)	*543 (OL) (Fall 2027– Spring 2028)	513 (OL)

Information and Admission Procedures

Applications for this program will be accepted until February 15, 2026.

The application information can be found at [How to Apply](#)

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

For additional inquiries specific to this concentration, please contact David Young at dyoung@stfx.ca.

***Please note on the application that you are applying to the Master of Education in Administration and Policy – Inclusive Education Cohort.**

Course Descriptions

Course	Title
EDUC 534	Introduction to the Foundations of Education (core course; instructor TBA) Students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. There is an emphasis on examining the historical and contemporary effects of colonization on education. The investigative approach includes ethical reasoning, autobiographical reflection, arts and aesthetics, deconstruction and sociological analysis.
EDUC 505	Introduction to Educational Research (core course; instructor TBA) This introductory course focuses on educators as researchers and creates opportunities for them to inquire into their practice to improve learning for students. Strategies and tools relevant to schools/classrooms and teacher research are explored. The goal of this course is to enable educators to develop an inquiry stance and to see how research can occur as they inquire into their own practice by intentionally using appropriate research methods and data to inform decision making.
EDUC 561	Leadership and Administrative Theories (core course; instructor TBA) This course is an introduction to theory, research and practice in educational administration. Emphasis is placed on the evolutionary nature of administrative theory and its role in the operation of public education systems.
EDUC 533	Dynamics of Change (core course; instructor TBA) This course examines major concepts in the successful implementation of change. Students will learn to recognize and understand the ways in which change can have an impact on education, and educators can have an impact on change.
EDUC 573	Professional Development and Supervision (core course; instructor TBA) This course addresses the role of educational leaders in professional development and supervision. Students will understand the ways in which purposefully designed professional learning systems (planning, implementing, monitoring, and evaluating) impact teacher practice and student learning.
EDUC 509	Trauma-Informed Practice (elective course; instructor TBA) This course will promote teacher understanding and effective teaching to support students who have or are experiencing simple trauma, complex trauma and/or intergenerational trauma. Educators will examine the impact of trauma on students and families and explore ways to respond to student needs. The impact of trauma on the concepts of locus of control, self-image and resilience will be studied from the perspective of how teachers can make a difference through building trust and relationships and utilizing classroom adaptations.
EDUC 564	Administration of Inclusive Schools (elective course; instructor TBA) This course examines leaders' roles and responsibilities in inclusive education, including program planning processes, school teams and partnerships, culturally responsive practices, and inclusive education policies and initiatives. Emphasis is placed on communication and collaboration in working with diverse students, families, and partner agencies, and building school capacity for inclusive education.
EDUC 521I	Current Research in Instruction: Health (elective course; instructor TBA) 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.
EDUC 543	Internship (elective course; instructor TBA) 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 2027 to the Spring semester of 2028, participants will complete a personalized internship program comprised of work-integrated learning activities.
EDUC 513	Contemporary Theories and Trends in Inclusive Education (elective course; instructor TBA) This course examines emerging theories, practices and trends in inclusive education, including changing student needs and student-centred strategies for addressing them. Participants will learn about evidence-based approaches to implementing inclusive education in diverse contexts, including differentiation, Universal Design for Learning, Multi-Tiered Systems of Support, and culturally responsive practices.