



MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

Inclusive Education Concentration

July 2026–June 2028

The StFX Faculty of Education is proposing to offer a province-wide Master of Education (MEd; Curriculum and Instruction) cohort with a focus in Inclusive Education for qualified in-service teachers and administrators beginning in the summer of 2026. This Master of Education program is designed to build the capacity of teachers to implement inclusive education in complex classrooms and schools and to prepare qualified Learning Support/Resource Teachers. 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) | 532 (OL) | 553 (OL) | 554 (OL) | 527 (OL) 536 (OL) | 514 (OL) | *543 (OL) (Fall 2027– Spring 2028) | 517 (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 Curriculum and Instruction – 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 532 | Curriculum Theory (core course; instructor TBA) This course examines key issues in historical and contemporary approaches to curriculum theory. Several perspectives—including historical, philosophical, Indigenous, political, aesthetic, and ethical—will enable students to explore the vast, dynamic, changing, contradictory, and diverging issues in the field of curriculum studies. |
| EDUC 553 | Inclusive Assessment Practices I (elective course; instructor TBA) In this course, students will learn evidence-based approaches to literacy assessment for diverse learners, including culturally responsive practices. Participants will critically examine classroom-based assessments and formal, individualized assessments. |
| EDUC 554 | Inclusive Assessment Practices II (elective course; Instructor TBA) Students will learn evidence-based approaches to mathematics assessment for diverse learners, including culturally responsive practices. Participants will critically examine classroom-based assessments and formal, individualized assessments. |
| EDUC 527 | Principles of Learning (core course; instructor TBA) This course explores the epistemological foundations shaping theories of learning and their instructional implications. Exploring behaviourist, cognitive, and cultural perspectives, it addresses learner diversity and informs modern teaching practices. Emphasizing societal influences on education, students examine implicit assumptions, cultural privilege, and strategies for leveraging student strengths and backgrounds. Through this, educators gain insights into reimagining learning paradigms. |
| EDUC 536 | Program Development (core course; instructor TBA) In this course program development is explored from the practitioner's perspective with the intent of examining and revising existing programs along a continuum from teacher directed to student driven. |
| EDUC 514 | Teaching Diverse Learners in Inclusive Settings I (elective course; instructor TBA) In this course, participants will learn about evidence-based instructional strategies for teaching diverse learners, including multi-tiered supports. Emphasis will be placed on the development and implementation of Tier 2, small group programming and supports for literacy and numeracy, including high leverage practices and instructional resources. |
| 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 517 | Teaching Diverse Learners in Inclusive Settings II (elective course; instructor TBA) In this course, participants will learn about the development and implementation of intensive, individualized, Tier 3 programming and supports for diverse learners. Emphasis will be placed on evidence-based instructional strategies and resources for students with complex needs. |