



Master's Degree in Inclusive Education

Leading to Initial Massachusetts Licensure as Teacher of Students With Moderate Disabilities, PK-8

Thomas and Donna May School of Arts & Sciences

Our Graduate Teacher Education program at Stonehill College prepares teacher leaders to be critical thinkers and professionals. Schools today are complex and diverse communities — reflecting a landscape rich with individual differences. Teachers in our program are prepared using a unique combination of theoretical and practical experiences. This approach ensures their ability to create and lead equitable spaces where difference is valued while at the same time preparing them for the realities and challenges of the profession.

WHY INCLUSIVE EDUCATION AT STONEHILL COLLEGE?

- 30-36 credits based on prior coursework
- Part-time, full-time and residency options
- Experiential learning via research, partnership and community opportunities
- Social justice mission to foster graduates who think, act and lead with courage
- Accessible, well-resourced campus
- Faculty with well-established expertise in field

PROGRAM BENEFITS

- Commitment to diversity, equity and inclusivity
- Specialized, individualized graduate student support framework
- Small class sizes and highly personalized student-faculty interactions

OUR CURRICULAR FOCI

- Educational Equity/Social Justice
- Democratic Education
- The Individualized Education Plan (IEP)
- Positive Behavior Support (PBS)
- Curricular Innovations and Assistive Technology
- Universal Design for Learning (UDL)
- Social Emotional Learning (SEL)

LUX ET SPES



STONEHILL COLLEGE

320 WASHINGTON STREET | EASTON, MA 02357 | STONEHILL.EDU

Inclusive Education

PROGRAM DETAILS

The Graduate Teacher Education program prepares prospective teachers for an array of roles in schools supporting students with disabilities.

LICENSURE

- Initial Massachusetts Licensure as Teacher of Students with Moderate Disabilities, PK-8

FLEXIBILITY TO FIT YOUR LIFE

Students can select among the following schedules for completing the program:

- Part time
- Full time
- Stonehill teacher residency

Courses are offered in the late afternoon and evening during the fall and spring semesters and/or during two summer terms.

SAMPLE COURSES*

EDUCATIONAL EQUITY AND INCLUSIVITY

This course introduces students to the reality of schools as diverse spaces encompassing a range of student needs and examines efforts to ensure equity in education. Issues of race, class, culture, language, gender, gender identity and expression, sexual orientation, and ability will be discussed and examined, especially regarding how they intersect to reproduce inequality. Students will reflect on individual beliefs in relation to social justice education and democratic education and examine unintended consequences of policy/practice that create or perpetuate inequitable environments and opportunities in schools. Strategies for promoting educational equity and inclusivity will be discussed.

ENGLISH LEARNERS (ELs) IN CLASSROOMS

This course covers current policy and practice related to English Learners (ELs) in schools with a special focus on Sheltered English Immersion (SEI) settings. Topics will include diversity issues, content/academic vocabulary development and literacy skills (including listening, speaking, reading and writing) to provide teachers with the knowledge and strategies to support ELs in classrooms.

CONTEMPORARY ISSUES IN EDUCATION

This course examines and unpacks contemporary issues in the field of education and provides prospective teachers with a beginning foundation for understanding the teaching profession and the US education system, including policy and governance. The historical, legal, ethical, and pedagogical foundations for social justice education and democratic education will be explored, as well as the education reform context and emerging policies. The course will include an examination of professional ethics and standards. Required field experience.

POSITIVE BEHAVIOR SUPPORTS & STRATEGIES

This course explores supportive, preventative, and proactive approaches to addressing the social and academic behaviors of students with disabilities and other diverse populations. Strategies for developing a positive classroom climate to support social and emotional development, including trauma and anxiety, will be central to the learning of the course. A variety of approaches, including the connection between communication & behavior, identifying contributing factors to challenging behavior, FBA, and behavior support plans will be explored.

CURRICULAR INNOVATIONS & ASSISTIVE TECHNOLOGY

This course focuses on increasing access to the curriculum using the lens of Universal Design for Learning (UDL) to help educators customize instruction to meet the needs of students with disabilities and other diverse learners. Course participants will determine how to deconstruct curricular barriers and create and apply curricular solutions that maximize access and academic success. Assistive technology and AAC will be explored and leveraged.

**Courses may be waived based on previous coursework, which may reduce the total number of program credits required for graduation.*