

INCLUSIVE SPECIAL EDUCATION

- Inclusive Special Education, MSED (<https://catalog.sbu.edu/graduate/education/inclusivespecialeducation/childhood/>)

The online master's degree in inclusive special education is designed to help teachers to meet the ever-changing demands of diverse classrooms and may be completed by teachers with certification in nearly any area or grade level. Teachers will learn to differentiate instruction and assessment to meet the needs of students with the full range of exceptionalities, including students with disabilities, English language learners, students who have experienced trauma and students who may be gifted.

This degree prepares candidates for the NYS K-12 special education certification, and meets the master's degree requirement for professional certification in New York state.

Learn to give individualized instruction in diverse and inclusive settings

Building on our Franciscan values of community, compassion, wisdom and integrity, we strive to create inclusive communities that value diversity as a strength. This program prepares and mentors professionals who are able to individualize instruction in inclusive and collaborative environments. Using critical pedagogy to meet the needs of diverse and marginalized populations, including students with disabilities, students for whom English is an additional language, and students experiencing trauma or living in poverty, teachers will become leaders and agents of change.

This program is founded in the School of Education conceptual framework of competence, experience, and social justice. Students integrate social justice into their practice with respect for diversity, dignity and worth and creating learning experiences that are mindful of a full range of diversity.

A program that provides you with a unique and effective skill set

Our inclusive special education program is designed to help graduates acquire:

- Knowledge on how to include students with disabilities in general education classrooms.
- Understanding of the many variables in schools, which often make collaboration difficult, and the bridges to overcome them
- Strategies to differentiate instruction for students with disabilities
- Assessment and data literacies to meet the needs of all learners
- The ability to meet the needs of students for whom English is not a first language
- The ability to integrate meaningful instructional and assistive technologies.
- The means to individualize and differentiate STEM content for all learners
- The ability to design supportive environments to meet the social, emotional and behavioral needs of most learners
- Knowledge of Trauma Informed Care, and develop a better understanding of students with emotional and behavioral disorders.