



**BOSTON COLLEGE**  
Lynch School of Education  
and Human Development

**Inclusive Education Minor**  
**for MCAS, CSOM, and CSON students**

The minor is designed to (a) introduce students to the world of disabilities and special education, with an emphasis on special education practice, and (b) enhance the ability of future professionals to meet the needs of an increasingly diverse population of students in America’s schools. The minor is compatible with the efforts of MCAS and LSEHD’s joint Teachers for a New Era initiative as well as CSON and CSOM’s special interest. The six-course minor (18 credits and a 0 credit field observation) is consistent with the number of courses/credits required in MCAS and CSOM.

<b>Required Courses (12 credits)</b>	<b>Credits</b>	<b>Notes</b>
<b>APSY/EDUC 1030</b> Child Development <u>or</u> <b>APSY 2041</b> Adolescent Development <u>or</u> <b>APSY 3244</b> Adult Development and Aging <u>or</u> <b>FORM 1050</b> The Educational Conversation	3	
<b>APSY/EDUC 1031</b> Family, School, and Society <u>or</u> <b>FORM 1051</b> Reimagining Schools and Society	3	
<b>EDUC 1044</b> Education and Development for Students with Disabilities	3	
<b>EDUC 2208</b> Educational Strategies: Children with Special Needs	3	Fall only
<b>Required Field Observation (0 credits)</b>	<b>Credits</b>	<b>Notes</b>
<b>EDUC 4360</b> Inclusive Education Field Observation	0	
<b>Required Electives Part 1* - Select One Course Below (3 credits)</b>	<b>Credits</b>	<b>Notes</b>
<b>EDUC 3323</b> Reading and Special Needs Instruction for Secondary and Middle School Students	3	Will include field activity
<b>EDUC 6398</b> Working with Families and Human Service Agencies	3	Offered periodically
<b>EDUC 6374</b> Supporting Positive Behavior in Schools and Community	3	Will include field activity
<b>EDUC 6384</b> Teaching Strategies for Students with Low Incidence Multiple Disabilities	3	Will include field activity

\*Please note: one of the two electives must be a course in electives part 1. This course will include a field-based activity.



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One Elective Part 2 – Select One Course Below (3 credits)	Credits	Notes
<b>EDUC 3386</b> Introduction to Sign Language and Deafness	3	
<b>EDUC 3387</b> American Sign Language and Deafness II	3	
<b>EDUC 6496</b> Foundations of Autism	3	Graduate level course
<b>EDUC 6497</b> Educating Autistic Students	3	Graduate level course
<b>EDUC 6495</b> Human Development and Disability	3	Graduate level course; Fall only
<b>EDUC 6540</b> Educational Implications of Sensory, Motor & Health Impairments	3	
<b>EDUC 6593</b> Introduction to Speech and Language Disorders	3	Graduate level course

**The advantages of the Inclusive Education Minor include:**

- Opportunity to explore scholarly interests and career options related to individuals with special needs (e.g., classroom or special education teacher, speech/language pathology, school counseling, teacher of the deaf)
- Exploration of specific classroom management techniques that promote a positive climate for learning, and encourage student collaboration and acceptance of individual differences
- Greater competence in dealing with significant learning problems including reading and math disabilities, social/emotional problems, and those related to sensory and physical factors
- Increased flexibility of employment

**To declare:** Interested students may submit a declaration form via (lsehdugrd@bc.edu).

**Inclusive Education Minor Advising**

Students seeking to enroll in the Inclusive Education Minor may select a minor advisor from among the special education faculty. If an individual faculty person believes s/he is an inappropriate match for the student, s/he will advise the student on alternative special education faculty to approach. The student and minor advisor may agree that a different faculty person would be more appropriate to supervise the field observation project; in such instances, the faculty person will continue to advise on all other aspects of the minor or the new faculty person will assume all advising responsibilities for the field observation project.

**Note:** students should contact one of the faculty members for advisement:

Dr. David Scanlon	Campion 218	Moderate Special Needs
Dr. Richard Jackson	Campion 209	General Special Education and UDL
Dr. Kristen Bottema-Beutel	Campion 213	Moderate to Intensive Special Needs



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### **Field Observation for the Inclusive Education Minor**

#### **EDUC4360: Inclusive Education Field Observation 0 credits (ungraded)**

In addition to the requirement that students enrolled in the minor complete at least one course with a field component, each student must complete a "field observation project" under the supervision of the minor advisor. The field observation project may be completed in conjunction with completing the field-based activity from a course but the project must not be used to satisfy the requirements of both the course and this field observation project.

The inclusive education minor advisor will consult with the student to select from the following three options. For each option, the advisor will be responsible for approving an appropriate observation protocol and training the student on proper administration prior to the student making the site visit(s).

1. Observe one student with a disability across certain domains, such as the child's behavior, communication, and performance on content-area academic tasks.
2. Observe one student with a disability in an inclusive classroom.
3. Observe the characteristics of a classroom setting and complete an ecological analysis.

Selection of the observation protocol, the context for the observation, and the targets for observation (*e.g.*, the behavior, social interaction, affective response) will be made by the student and minor advisor discussing the student's interests and goals for the minor. The number and duration of observations will also be determined through this process. The student and the minor advisor will be responsible for identifying an appropriate site for the observation. The field observation project may be completed at any time in the student's enrollment in the minor after completion of one course required for the minor.

In addition to meeting with the advisor to plan the observation, the student must submit to the advisor a completed observation protocol and a written summary report that includes the four following components: (*a*) statement of the student's learning goal(s) for the observation, (*b*) a description of the observation procedures similar in detail to what would be written for publication in a special education research journal, (*c*) a data-based summary of the observation findings, and (*d*) the student's reflection on her/his learning from the field observation experience [recommended length: not to exceed 10 manuscript pages]. The field observation project will be completed when the minor advisor accepts the written summary report and the student and advisor have a debriefing meeting following submission of the written report. The field observation project is a non-graded requirement, however, the student must register for the zero credit experience in the semester in which it is conducted.

### **Expectations for the Field Observation Project**

Students are expected to identify goals for the field observation in a conference with the minor advisor. Following goal identification the student may need to devote up to an average of five hours of preparation work for the observation. Preparation activities may include background research on the phenomena of interest and the observation protocol to be used, developing a detailed plan for observation procedures, and consultation with other faculty, in addition to logistical preparations for the visit which will include securing formal permission from the intended institution for the observation visit.\*



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Duration of observation visits will vary. Students may assume that a single observation will require a minimum of one-half school day (approximately 3-4 hours).

The student and minor advisor should plan the post-observation data analysis (quantitative or qualitative) or reflection activities during their planning conference. The student and advisor will also discuss expectations for time commitment for this phase of the project and quality of work.

Students seeking permission to observe an institutional setting (*e.g.*, public, private, parochial school, clinic) must secure agreement from appropriate personnel (*e.g.* teacher, therapist, headmaster) beforehand. The minor advisor will facilitate the identification of appropriate sites and contact personnel at sites. The student should expect that arrangements for site visitation could take as long as 4-5 weeks. The student will be required to complete paperwork authorizing the site to conduct a criminal offenders' record information (CORI) review before being granted permission to visit. Individual institutions may further require parent and others' permission for observing. The minor advisor will also guide the student with that process.