



FALL 2017
BROCKTON/STONEHILL PROFESSIONAL DEVELOPMENT HYBRID COURSES
CONTINUING EDUCATION NON-DEGREE

HYBRID courses meet for two classes; online assignments complete course requirements.

These Hybrid courses earn 3 graduate credits (worth 67.5 PDPs) through

St. JOSEPH COLLEGE in Rutland VT

St. JOSEPH COLLEGE is fully accredited by the New England Association of Schools and Colleges

CSJ Graduate Professional Development courses are priced

at \$ 225.00 per credit / \$ 675.00 per 3 grad credit course

Registration and payment for HYBRID courses take place at the first class meeting.

EDU 631-J Social Emotional Learning: Development of Coping Skills & Boosting Self Esteem in Today's Schools (3 graduate credits)

Instructor: Christopher R. Paniccia Location: Jenmarc Classroom, 1350 Belmont St #101 Brockton MA 02301

Dates/Times: Thursdays, October 12 and 26 at 4:30PM; plus on-line (REGISTER AT FIRST CLASS)

This course is designed for educators of all disciplines and age ranges. The course will focus on how Teachers/Healthcare Officials can use Social Emotional Learning Techniques as an innovative approach to facilitate students' learning and understanding. Teachers will explore how the theory can accommodate students' different learning styles by providing alternative entry points in which to learn and understand the required curricula. This approach incorporates the theory of Multiple Intelligences, Social Emotional Learning model, and Curriculum Design. Teachers/Healthcare Officials will develop an understanding of how the use of Social Emotional Learning approaches can help motivate students to learn, foster self-esteem and self-expression to develop a broader use of the development of a positive classroom culture. This is a hands-on class in which teachers will become familiar with a variety of approaches to learning. For example, teachers will learn how to work with school-wide implementation, safety plans, group work, and self-esteem building. Teachers will also become familiar with a basic understanding of the Social Emotional Model and how to develop lessons and alternative assessment instruments that incorporate these theories.

EDU 611-J Inclusive Practice for Social and Emotional Student Growth (3 graduate credits)

NEW COURSE! (This course is designed using the Massachusetts DESE guideline workbooks as content.)

Instructor: Fran Garcea Location: Stonehill College, MARTIN INSTITUTE Room 105 at 4:15PM

Mondays, October 23 and 30 plus on-line (REGISTER AT FIRST CLASS) (See STONEHILL MAP for building location.)

Inclusive practice refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for **all students**, with and without disabilities, in general education settings. Working with educational researchers and Massachusetts educators, designers wove strategies for best instructional practice and behavioral support throughout the Guidebook to provide a common language and consistent set of expectations. The tools of the Guidebook align to evidence-based best practice by following:

The principles of Universal Design for Learning (UDL)

The principles of Positive Behavioral Interventions and Supports (PBIS)

The principles of Social and Emotional Learning (SEL)

These principles serve as the building blocks for promoting more consistent inclusive placements, where appropriate, and ensuring access to the general curriculum for all students. Throughout the Guidebook, these principles generally will be referred to as "accessible instruction and positive behavior supports."

EDU 621-J Master Strategies for Teaching, Learning, and Leading (3 graduate credits)

Instructor: Fran Garcea Location: Stonehill College, MARTIN INSTITUTE Room 105 at 4:15PM

Mondays, November 27 and December 4 plus on-line (REGISTER AT FIRST CLASS) NEW COURSE!

(See STONEHILL MAP for building location.)

Teacher-to-teacher collaboration is more than a survival tactic; it is the social interaction that propels professional learning. This course will explore key principles for all teachers and school leaders. These seminal ideas, along with the stories that accompany them, will encourage educators to focus on strategies which strengthen student responsiveness to learning stimuli. The course outlines several specific strategies, classroom examples, teaching and learning tips, and discussion questions. All teachers, coaches, mentors, and administrators will find new perspectives and ideas for their own practice as educators seek to bring the profession into the 21st century.