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## Education

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### Elementary, Middle, and Secondary Initial Licensure Post-Baccalaureate Certificate Program

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*UMass Dartmouth offers both licensure and professional certificates and degree programs for teachers.*

*Three certificates offer the sequences of courses approved by the Education Department of the Commonwealth of Massachusetts for initial teaching licensure.*

*A Masters of Art in Teaching (MAT) is a degree program approved by the Education Department of the Commonwealth of Massachusetts for professional teaching licensure.*

Teacher candidates who already hold an undergraduate degree from an accredited four year institution may earn an initial license by following a sequence of courses at the post baccalaureate level in preparation for the initial teaching license. To prepare for an initial license at the elementary, middle, and high school levels, Post-Baccalaureate students must successfully pass state tests and complete the sequence of education courses. The Post-Baccalaureate program includes content courses that require prepracticum assignments in local area schools and one full semester of student teaching. For those already teaching, a supervised practicum equivalent may be arranged.

*Note to current UMass Dartmouth undergraduate students:*

As of September 2004, UMass Dartmouth's Teacher Preparation Program for the Initial License is offered just at the post-baccalaureate level. Thus, the Education Department no longer offers 300 level courses, instead offering the 500 level courses that make up the post-baccalaureate program. The "old" undergraduate-level program will be phased out in a manner that maintains commitments to present students. See the current General Catalogue for details. Education department advisors will assist students in making the decision that is best for them.



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## Faculty and Fields of Interest

**Anne Foley** Assistant Professor of Education (2001), BA 1969 University of Maine at Farmingham, MSLS Southern Connecticut State University, MA 1985 State University of New York Albany, PhD 1999 Syracuse University. *Specializations:* literacy, curriculum design, instructional development, reading comprehension, professional development, special education, program evaluation, teaching English as a second language, school library media.

**Maureen Hall** Assistant Professor of Education (2003), BA University of Massachusetts Amherst, MEd 1990 Keene State College, MA 1999, PhD 2003 University of Virginia Charlottesville. *Specializations:* English education, middle and secondary education, literacy, developmental teaching and language arts, K-12 curriculum design, professional development, community-making, innovation, and reform.

**Cynthia Kruger** Professor of Education (1970), BS 1964 Bridgewater State College, MA 1965 Clark University, PhD 1971 Fordham University. *Specializations:* middle and secondary education, curriculum development, methodology, social studies, reading, inclusive education.

**David Rock** (Chairperson, Department of Education) Professor of Education (2004), BS 1987 Vanderbilt University, MA 1984, EdD 1998 University of Central Florida. *Specializations:* math education, middle and secondary education, curriculum design, professional development, technology integration, instructional development.

**Kerri Ullucci** Assistant Professor of Education (2005), BA 1997 Carnegie Mellon University, MA 1998 University of Pittsburgh. *Specializations:* multicultural education, urban schooling, elementary education, language arts, instruction for English language learners.

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### MTEL Prep Assistance

Offered through Professional and Continuing Education regularly throughout the year is a short course to help one prepare for the MTEL test. For more information go to the DCE website: [www.umassd.edu/dce](http://www.umassd.edu/dce) or call 508-999-9129.

## Post-Baccalaureate Program for Initial License

### Post-Baccalaureate Program Initial License Content Areas

Because future teachers' undergraduate majors provide much of the content and specialization knowledge that they will use as teachers, the choice of a specific major can be important for the prospective teacher. This is another reason why current undergraduate students considering a teaching career should contact the Education Department for individual advisement.

Certification areas offered through the UMass Dartmouth program are:

Elementary Education Teacher (1-6)  
Teacher of Biology (8-12)  
Teacher of English (5-8) (8-12)  
Teacher of Foreign Languages-French (5-12)  
Teacher of Foreign Languages-Portuguese (5-12)  
Teacher of Foreign Languages-Spanish (5-12)  
Teacher of History (5-8) (8-12)  
Teacher of Mathematics (5-8) (8-12)  
Teacher of Political Science /Political Philosophy (5-8) (8-12)  
Teacher of Physics (8-12)  
Teacher of Visual Art (PreK-8) (5-12)

The above programs are offered by departments in the College of Arts and Sciences, with the following exceptions. Teacher of Physics licensure is offered through the Department of Physics in the College of Engineering. The College of Visual and Performing Arts offers Teacher of Visual Art licensure through academic programs at both bachelor's and master's levels and Teacher of Music licensure through an option in the Music BA program. (For Music and the BFA in Art Education, see the UMass Dartmouth *General Catalogue*; for the MAE in Art Education, see elsewhere in this catalogue.)

### Admission Requirements

#### Requirements for admission to the teacher preparation program

- All post baccalaureate candidates must have an appropriate bachelor's degree and apply through the Graduate Admissions Office.
- All candidates must submit a completed application, have a 2.75 GPA and a personal interview with a member of the Education Department.
- Official transcripts showing date of graduation

must be sent to the Graduate Admissions Office.

- All candidates must pass the Communication and Literacy Skills Test (01) and appropriate content MTEL. The appropriate content for Elementary Education candidates is the General Curriculum (03). Middle and high school candidates must pass the appropriate content area exam.

- At the conclusion of the program students completing the Initial Licensing Program will receive a University certificate; endorsed by the UMass Dartmouth Director of Teacher Certification and Licensure, and apply to the Massachusetts Department of Education for their Initial License.

*Requirements charts are shown on the following pages.*

## Elementary Education Initial License, Post Baccalaureate Students

Admission to the program requires possession of an appropriate bachelor's degree, passing the MTEL Communication and Literacy Skills and the appropriate MTEL Content Area tests, and meeting other entrance requirements.

Requirements for the initial license program	Prerequisites	Credits
<b>Program Course Prerequisites*</b>		
EDU 207 Teaching as a Profession		(3)
PSY 201 Child Psychology	PSY 101	(3)
<b>Program Required Courses</b>		
EDU 503 Science for Elementary Teachers		3
EDU 504 Language Arts	EDU 207, 520; admission to program	3
EDU 508 Modern Math for Elementary Teachers		3
EDU 520 Teaching Reading in the Elementary School	EDU 207; admission to program	3
EDU 527 Integrated Instructional Planning K-12	EDU 207; admission to program	3
EDU 529 Integrated Content Methods Elementary	EDU 207, 503; 504; 508; 520; 527; 547; admission to program	3
EDU 547 Teaching and Managing Inclusive Classrooms K-12	EDU 207; admission to program	3
EDU 514 Elementary Practicum	Admission to program Passing score on MTEL: Foundations of Reading (90)	3
<b>Other Program Requirements</b>		
Completion of a Competency Portfolio		
Cumulative GPA 2.75		
Passing above courses, B- or better		
<b>Total credits</b>		<b>24</b>

## Middle School Education Licensure, Post Baccalaureate Students

Admission to the program requires possession of an appropriate bachelor's degree, passing the MTEL Communication and Literacy Skills and the content/subject tests, and meeting other entrance requirements.

Requirements for initial license program	Prerequisites	Credits
<b>Program Course Prerequisites*</b>		
EDU 207 Teaching as a Profession		(3)
PSY 215 Adolescent Psychology	PSY 101	(3)
<b>Program Required Courses</b>		
EDU 525 Reading in the Content Areas, Middle/Secondary	EDU 207; admission to program	3
EDU 527 Integrated Instructional Planning K-12	EDU 207; admission to program	3
EDU 535 Contemporary Middle School Education	EDU 207; 525; 527; 547; admission to program	3
EDU 547 Teaching and Managing Inclusive Classrooms K-12	EDU 207; admission to program	3
XXX xxx One Content Pedagogy/Methods Course		3
EDU 513 Middle School Practicum	MTEL Content area	3
<b>Other Program Requirements</b>		
Completion of a Competency Portfolio		
Cumulative GPA 2.75		
Passing above courses, B- or better		
<b>Total credits</b>		<b>18</b>

\*EDU 207 and PSY 201 (elementary) or PSY 215 (middle/secondary) or equivalents are required for an endorsement for initial licensure.

**Note:** Program requirements will be revised to reflect on-going developments in state regulations and educational reform. The above courses may not be applied to the MAT degree. This program is aligned with the appropriate Massachusetts Curriculum Frameworks.

## Secondary School Education Licensure, Post Baccalaureate Students

Admission to the program requires possession of an appropriate bachelor's degree, passing the MTEL Communication and Literacy Skills and the content/subject tests, and meeting other entrance requirements.

Requirements for initial license program	Prerequisites	Credits
<b>Program Course Prerequisites*</b>		
EDU 207 Teaching as a Profession		(3)
PSY 215 Adolescent Psychology	PSY 101	(3)
<b>Program Required Courses</b>		
EDU 525 Reading in the Content Areas, Middle/Secondary	EDU 207; admission to program	3
EDU 526 Contemporary High School Education	EDU 207; 525; 527; 547; admission to program	3
EDU 527 Integrated Instructional Planning K-12	EDU 207; admission to program	3
EDU 547 Teaching and Managing Inclusive Classrooms K-12	EDU 207; admission to program	3
XXX xxx One Content Pedagogy/Methods Course		3
EDU 515 High School Practicum	MTEL Content area	3

### Other Program Requirements

Completion of a Competency Portfolio  
 Cumulative GPA 2.75  
 Passing above courses, B- or better

**Total credits 18**

\*EDU 207 and PSY 201 (elementary) or PSY 215 (middle/secondary) or equivalents are required for an endorsement for initial licensure.

**Note:** Program requirements will be revised to reflect on-going developments in state regulations and educational reform. The above courses may not be applied to the MAT degree. This program is aligned with the appropriate Massachusetts Curriculum Frameworks.

University of Massachusetts Dartmouth Statistics about our Teacher Preparation Program 2003-2004 Program Year				
Massachusetts Teacher Test Program Completers = 64	UMass Dartmouth			State
	Tested	Passed	Pass Rate	Pass Rate
Communications Literacy, Reading	55	55	100%	99%
Communications Literacy, Writing	55	55	100%	99%
<b>Aggregate for these Basic Skills</b>	<b>55</b>	<b>55</b>	<b>100%</b>	<b>98%</b>
Biology	1	not shown	not shown	99%
Elementary (General Curriculum)	28	28	100%	97%
English	5	not shown	not shown	98%
History	4	not shown	not shown	99%
Music	2	not shown	not shown	98%
Reading Foundations	26	26	100%	94%
Reading Specialist	2	not shown	not shown	88%
Visual Art	9	not shown	not shown	98%
<b>Aggregate for Content Areas</b>	<b>80</b>	<b>80</b>	<b>100%</b>	<b>96%</b>
Business	2	not shown	not shown	100%
<b>Aggregate for Other Content Areas</b>	<b>2</b>	<b>not shown</b>	<b>not shown</b>	<b>100%</b>
<b>Summary Totals and Pass Rates</b>	<b>55</b>	<b>55</b>	<b>100%</b>	<b>95%</b>
<b>Strengths of Our Program</b>				
1 An integrated approach to Teacher Certification based in the academic departments as well as an Education department 2 A close alliance with area school districts 3 Challenging pedagogical and content area courses based on national and state reform efforts, emphasizing both practice and theory 4 A faculty committed to a standards-based teacher certification program and to their students as individuals. 5 Students must pass the Basic Skills test to enter the program and the Content test to enter student teaching.				
<b>Mission of Our Program</b>				
UMass Dartmouth offers education programs leading to elementary, middle, and secondary teacher certification. At middle and secondary levels students master an academic discipline and also achieve a solid intellectual foundation in professional education through both theory and hands-on practice. At the elementary level students complete an academic major and gain a general liberal education. They also gain a thorough understanding of the role of the elementary school and exposure to traditional as well as contemporary values in elementary school methodology.				
<b>Program Information</b> Students in Teacher Preparation Program = 268				
Students in Supervised Student Teaching	56	Avg. hours/week students spent in student teaching = 30		
Student Teaching Supervising Faculty	8	Total weeks of student teaching = 14		
Education/Art Education Faculty	3			
Other UMass Dartmouth Faculty	1			
Part-Time Faculty	4			
<b>Student/Faculty Ratio</b>	<b>7.00 to one</b>	<b>Total hours required = 420</b>		

Note: When fewer than 10 persons took the test, scores are not shown.

October 2005

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## Courses

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### Post-Baccalaureate Education Courses

**EDU 503** three credits

**Science for Elementary Teachers**

Prerequisites: EDU 207, 527; EDU 527 may be taken concurrently

A content/methods course designed to integrate four important aspects of teaching science in the elementary school: becoming a reflective practitioner, gaining knowledge of oneself as a learner of science, gaining knowledge of oneself as a teacher of science, and gaining knowledge of children. This course prepares one to craft a science teaching practice that reflects current science educational research, philosophies, and methodologies.

**EDU 504** three credits

**Language Arts**

Up to 20 hours pre-practicum

Prerequisites: EDU 207, 520, 527; acceptance to the teacher preparation program; or permission of department chairperson

Builds upon the process of learning to read and write developed in EDU 520 and shifts the focus toward how teachers deepen children's understanding of reading and writing, to support and engage children in using reading and writing in the content areas. The course examines current research, methods, strategies, and best practices.

**EDU 508** three credits

**Mathematics Methods for Elementary Teachers**

Explores the changing modern mathematics curriculum. Topics include current issues, research, attitudes, and multiple learning strategies associated with the teaching and learning of elementary mathematics.

**EDU 509** three credits

**Mathematics for Middle School Teachers**

Current issues, attitudes, and learning theories, including the mathematical foundations of the middle school curriculum. This course, for students eventually seeking teacher licensure, explores trends, materials, methods, strategies, and organization for teaching mathematics in the middle school.

**EDU 511** three credits

**Teaching Science in the Middle School**

Earth and space science, life sciences, physical science, and technology and engineering that are part of the scientific concepts, processes, and curriculum for middle school science. A variety of methodologies will be used as models to develop an inquiry and standards approach to the learning and teaching of science.

**EDU 513** three credits

**Practicum, Middle School**

Prerequisites: All program coursework completed with B- or better in each course; 2.75 GPA; and passing score on the Communication and Literacy Skills Test, and appropriate Content Area of the MTEL

A fifteen-week full-time classroom experience under the direction of university faculty and cooperating classroom teachers.

Practicum alternative options: 513 81/82 (See director of teacher licensing)

**EDU 514** three credits

**Practicum, Elementary**

Prerequisites: All program coursework completed with B- or better in each course; 2.75 GPA; and passing score on the Communication and Literacy Skills Test, Elementary Content Area and Foundations of Reading tests of the MTEL

A fifteen-week full-time classroom experience under the direction of university faculty and cooperating classroom teachers.

Practicum alternative options: 514 81/82 (See director of teacher licensing)

**EDU 515** three credits

**Practicum, Secondary**

Prerequisites: All program coursework completed with B- or better in each course; 2.75 GPA; and passing score on the Communication and Literacy Skills Test, and appropriate Content Area of the MTEL

A fifteen-week full-time classroom experience under the direction of university faculty and cooperating classroom teachers.

Practicum alternative options: 515 81/82 (See director of teacher licensing)

**EDU 516** three credits

**Seminar, Elementary**

Small group meetings, workshops, and discussions with university faculty and other key school personnel about critical incidents and issues arising from and related to actual teaching experiences.

**EDU 517** three credits

**Seminar, Secondary**

Small group meetings, workshops, and discussions with university faculty and other key school personnel about critical incidents and issues arising from and related to actual teaching experiences.

**EDU 518** three credits

**Seminar, Middle School**

Small group meetings, workshops, and discussions with university faculty and other key school personnel about critical incidents and issues arising from and related to actual

teaching experiences.

**EDU 520** three credits

**Teaching Reading in Elementary Schools**

Prerequisites: EDU 207, 527; EDU 527 may be taken concurrently; or permission of department chairperson

The nature of literacy, its development, and its application in a diverse society. The course explores, through a variety of perspectives, how to teach reading and writing considering the lives and needs of children. Theory and application are linked to provide future teachers with the skills necessary to assist their students in finding vital meaning and uses in their lives for these and all other forms of communication.

**EDU 525** three credits

**Reading in the Content Areas: Middle and Secondary**

Up to 20 hours pre-practicum

Prerequisite: EDU 207, 527; EDU 527 may be taken concurrently

Examination of the field of reading and how to incorporate the development of reading and comprehension skills into content areas in meaningful ways. This course is developed for students who are preparing to become teachers in content areas in middle and secondary schools.

**EDU 526** three credits

**Contemporary High School Education**

Up to 25 hours pre-practicum

Prerequisites: EDU 207, 527; EDU 527 may be taken concurrently; must be taken concurrently with EDU 515

Equity, diversity, motivation, alternative assessment, multicultural education, and the social problems of adolescents. The course covers provisions for the inclusion of special-needs students, as mandated by state and federal legislation, and addresses outcome-based education and open-ended assessment. Extensive reading assignments, written reporting, action research varied assessments, and a demonstration project will prepare future teachers to meet exacting certification requirements and gain teaching competencies.

**EDU 527** three credits

**Integrated Instructional Planning, K-12**

Prerequisite: EDU 207; or permission of department chairperson

Generic/integrated approach to classroom curriculum and pedagogy for prospective teachers at all levels and disciplines. Particular attention is paid to learning plans that respond to diversity, learning needs, and learning styles of all students, including unit and lesson construction, varied learning

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strategies, material construction, audio-visual, technology, and classroom evaluation.

**EDU 529** three credits  
**Integrated Content Methods, Elementary**

Up to 25 hours pre-practicum  
Prerequisites: EDU 207, 503, 504, 520, 527, 547, and MTH 508; acceptance into the teacher preparation program; must be taken concurrently with EDU 514  
Teaching of content areas in the elementary classroom in meaningful ways that help students construct their own understandings. This course uses a variety of activities to help prospective teachers become prepared for teaching the content areas in ways that engage their students creatively. Students integrate the information and skills gained in reading and language arts courses with content areas of mathematics, science, and social studies. Using course readings and field experiences, students develop material and design curriculum units based on a thorough knowledge of the Massachusetts Curriculum Frameworks.

**EDU 535** three credits  
**Contemporary Middle School Issues**

Up to 25 hours pre-practicum  
Prerequisites: EDU 207, 527; EDU 527 may be taken concurrently; must be taken concurrently with EDU 515  
Designed for content integration, this course focusing on the major disciplines of the middle-school curriculum. Lectures and demonstration lessons presented by content specialists from the College of Arts and Sciences are coordinated by an education professor. Students are responsible for the development of content-based lesson planning aligned with the Massachusetts Frameworks along with extensive readings and research presentations focused on the middle-school curriculum and teaching.

**EDU 547** three credits  
**Teaching and Managing Inclusive Classrooms, K-12**

Prerequisites: EDU 207, 527; EDU 527 may be taken concurrently; or permission of department chairperson  
Inclusive education viewed from historical, legal, and practical perspectives for the inclusive classroom. Organizational restructuring, philosophical implication, educational diversity, goal setting, curriculum modification, diverse content instructional models, and alternative assessment prepare the future teacher for effective responses to differing student learning styles, rates, and needs. Research into the literature, development of an IEP, curriculum and lesson planning, material

development, and classroom management provide essential professional skills for the K-12 inclusionary-classroom teacher.

**Other Graduate Education Courses**

**EDU 510** three credits  
**Educational Tests and Measurements**

Assists the student in evaluating educational tests and measurements conducted in the area of descriptive and inferential statistics. Concepts such as central tendency, correlation, regression, variability, T-test, analysis of variance, Chi-square, and hypothesis testing are presented in depth.

**EDU 551** three credits  
**Contemporary Issues and Challenges**

Education topics of current interest. Recently offered topics include authentic assessment, leadership mentoring, and teaching and learning. May be repeated with change of content.

**EDU 553** three credits  
**Leadership and Supervision**

General introduction to contemporary practices and policies in educational leadership including administrative, supervisory, and curriculum areas. Topics covered include curriculum planning and design; staff and school organizations, relationships, and structures; budget and planning; and home-school connections.

**EDU 576** three credits  
**Using Educational Technology in Educational Settings**

Prerequisite: Familiarity with personal computing and word processing and acceptance to the teacher preparation program; or permission of instructor  
Exploration of educational technology as a tool to support teaching and learning at elementary and secondary levels. Computer software, CD ROM and laser disk applications, educational telecommunications, and network resources are examined.

**EDU 595** three credits  
**Independent Study**

Prerequisites: Upper-division standing; permission of instructor, department chairperson, and college dean  
Individual study of additional areas needed for teacher licensure, including methods in specific disciplines, reading, etc. Terms and hours will be arranged. Confer with appropriate members of the Education Department.

**EDU 596** three credits

**Directed Study**

Prerequisites: Permission of the instructor, department chairperson, and college dean  
Study under the supervision of a faculty member in an area covered in a regular course not currently being offered. Conditions and hours to be arranged. Confer with appropriate members of the Education Department.

**EDU 610** three credits  
**Developmental Language Arts**

Surveys methods of teaching the language arts which take into consideration elementary and middle school students' needs and abilities. Emphasis will be on writing instruction.

**EDU 611** three credits  
**Developmental Reading**

A study of the cultural, social and psycholinguistic principles, strategies and practices underlying reading and learning to read.

**EDU 612** three credits  
**Teaching Writing in the Elementary and Middle School**

A developmentally appropriate model to provide participants with the theory, the tools, and the support to create a writing program in their classrooms.

**EDU 613** three credits  
**Literature for the Elementary and Middle School Child**

Introduces methods of bringing literature to children grades K-8.

**EDU 615** three credits  
**Current Trends in the Teaching of Social Studies in Elementary and Middle Schools**

Social studies as a tool to help young people develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an independent world.

**EDU 625 / FLL 625** three credits  
**Alternative Assessment and The National Standards in Foreign Language Education**

A critical examination of recent theory and practice concerning the role of assessment in foreign language curricula.