
Education

Faculty and Fields of Interest

The Education Department is committed to preparing teachers who are reflective practitioners engaged in better understanding the complex social contexts of learning, education, and schooling in both urban and suburban settings. In addition to a rigorous preparation in subject-matter fields, teacher candidates develop their ability to apply pedagogical theory to practice and reflect on the complexities inherent in their craft. Teacher candidates are engaged in effective teaching practices that support students with a variety of learning styles and abilities. Our candidates value diversity including, but not limited to, racial, cultural, developmental, and learning differences.

Eileen Wynne Ball elementary education, reading, language arts, social studies

Anne Foley literacy, curriculum design, instructional development, reading, professional development, special education, program evaluation

Janet Freedman adult education, instructional development, women's studies, library/media resources, innovation and reform

Cynthia Kruger middle and secondary education, curriculum development, methodology, social studies, reading, inclusive education

Elementary, Middle, and Secondary Education Licensure Programs

Initial License Certificate, Undergraduates: Teacher candidates pursue an academic major in another department in the College of Arts and Sciences. All interested undergraduates should meet with a member of the Education Department early in their academic career to apply to the program and to develop their plan of study. They should regularly meet with their assigned Education advisor to assure that all new university and state requirements are met. To teach at the elementary, middle, and secondary licensure levels, students complete their academic major, a sequence of education courses that include fieldwork in local area schools, and one full semester of student teaching.

Initial License Certificate, Post-Baccalaureate: We offer the opportunity to career changers and other potential teacher candidates who already hold an appropriate undergraduate degree to earn an initial teaching license. The Post-Baccalaureate Initial Certificate requires one to complete a series of education and content courses that include fieldwork in local area schools, and to complete one full semester of student teaching or, for those already teaching, a supervised internship.

Students who complete our teacher preparation program and who successfully complete the required state teacher examinations are eligible for initial teaching licensure in the Commonwealth of Massachusetts. Initial certificate holders are also eligible for licensure reciprocity in states that participate in the National Association of Departments of Teacher Education (NASDTEC) Interstate Contract.

Professional License Certificate, Masters in Teaching: UMass Dartmouth's Masters of Art in Teaching (MAT) degree provides graduate students in possession of an initial teaching license the opportunity to obtain a professional license through an appropriate master's program. See the *Graduate Catalogue* for details.

Education Licensure Programs

Admission, Progression, and Licensure

Currently, the following certification programs are offered for provisional certification at UMass Dartmouth, with grade-levels indicated:

Elementary Education Teacher (1-6)
Teacher of Visual Art (PreK-9; 5-12)
Teacher of Biology (9-12)
Teacher of Chemistry (9-12)
Teacher of English (5-9; 9-12)
Teacher of French (5-9; 9-12)
Teacher of History (5-9; 9-12)
Teacher of Mathematics (5-9; 9-12)
Teacher of Music (all)
Teacher of Physics (9-12)
Teacher of Portuguese (5-9; 9-12)
Teacher of Social Studies (5-9; 9-12)
Teacher of Spanish (5-9; 9-12).

Requirements for admission to the teacher preparation program

- An interview with the Education Department Chairperson
- Formal acceptance into an appropriate UMass Dartmouth degree program or possession of an appropriate BA or BS degree
- A cumulative grade point average of 2.75. (A GPA of 2.5 will qualify for probationary status). The Department of Education may consider students who do not meet this requirement. An appeal process has been instituted for this purpose.
- Successfully passing the Communication and Literacy Skills Test (CLST) of the Massachusetts Test of Educator Licensure (MTEL)

Requirements for student teaching

In order to be eligible for student teaching, students must have a cumulative grade point average of 2.75, have successfully completed all required Education courses with at least a B- grade, and have successfully passed the appropriate content area tests of the MTEL.

Summary of Requirements for an initial license, undergraduate and post-baccalaureate students

- Completion of an appropriate BA or BS degree
- Completion of all required Education courses (elementary, middle, or secondary) with at least a grade of B- in each
- Completion of a 400 hour Practicum (student teaching and workshops) or, for those already teaching, a supervised internship)
- Satisfactory completion of all MTEL state examinations (communication and literacy skills and the required content area test)

Art Education and Music

See the sections elsewhere in this catalogue for information about admission to and progression in these programs.

Contacts: Marie Nelson, Director of Music Education (508 999-8568)
Arlene Mollo, Chairperson, Art Education Department (508 999-8548)

Elementary Education Licensure, Undergraduate Students

Admission to the program requires passing the MTEL Communication and Literacy Skills tests and meeting other entrance requirements (see preceding page).

Requirements for the initial license program	Prerequisites	Credits
EDU 207 Teaching as a Profession		3
EDU 220 Teaching Reading in the Elementary School		3
MTH 108 Mathematics for Elementary Teachers		3
PSY 201 Child Psychology	PSY 101	3
EDU 304 Integrated Language Arts/Social Studies	EDU 207; admission to program	3
BIO 600 Teaching Science in the Elementary School (An undergraduate course is in process of approval at catalogue printing date)	EDU 207; admission to program	3
EDU 327 Integrated Instructional Planning K-12	EDU 207; admission to program	3
EDU 347 Teaching and Managing Inclusive Classrooms K-12	admission to program	3
EDU 414 Elementary Practicum	MTEL content test Passing above courses, B- or better	12
EDU 416 Elementary Seminar	MTEL content test Passing above courses, B- or better	3
	Total	39

Elementary Education Licensure, Post Baccalaureate Students

Admission to the program requires possession of an appropriate bachelor's degree, meeting other entrance requirements, including Child Psychology, and passing *both* the Communication and Literacy Skills Test and Elementary content knowledge test (MTEL).

Requirements for the initial license program	Prerequisites	Credits
EDU 520 Teaching Reading in the Elementary School	Admission to program	3
MTH 592 Topics in Mathematics		3
EDU 504 Integrated Language Arts/Social Studies	EDU 520; admission to program	3
BIO 600 Teaching Science in the Elementary School (An undergraduate course is in process of approval at catalogue printing date)	admission to program	3
EDU 527 Integrated Instructional Planning K-12	admission to program	3
EDU 547 Teaching and Managing Inclusive Classrooms K-12	admission to program	3
EDU 514 Elementary Practicum or supervised internship for those already teaching	Passing above courses, B- or better	3
EDU 516 Elementary Seminar	Passing above courses, B- or better	3
	Total	24

Middle/Secondary School Education Licensure, Undergraduate Students

Admission to the program requires passing the MTEL Communication and Literacy Skills tests and meeting other entrance requirements (see preceding page).

Requirements for initial license program	Prerequisites	Credits
EDU 207 Teaching as a Profession		3
PSY 215 Adolescent Psychology	PSY 101	3
EDU 315 Reading in the Content Areas, Middle/Secondary	EDU 207; admission to program	3
EDU 327 Integrated Instructional Planning K-12	EDU 207; admission to program	3
EDU 347 Teaching and Managing Inclusive Classrooms, K-12	admission to program	3
XXX xxx One Content Pedagogy/Methods Course		3
EDU 415 Middle/Secondary Practicum	MTEL content test Passing above courses, B- or better	12
EDU 417 Middle/Secondary Workshop	MTEL content test Passing above courses, B- or better	3
	Total	33

Middle/Secondary School Education Licensure, Post Baccalaureate Students

Admission to the program requires possession of an appropriate bachelor's degree and meeting other entrance requirements, including Adolescent Psychology and passing *both* the Communication and Literacy Skills Test and appropriate content knowledge test (MTEL).

Requirements for initial license program	Prerequisites	Credits
EDU 525 Reading in the Content Areas, Middle/Secondary	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	admission to program	3
XXX xxx One Content Pedagogy/Methods Course		3
EDU 515 Middle/Secondary Practicum or supervised internship for those already teaching	Passing above courses, B- or better	3
EDU 517 Middle/Secondary Workshop	Passing above courses, B- or better	3
	Total	18

Education Courses

EDU 201 three credits

Philosophy of Education

An introduction to major issues and problems in philosophy of education. Examination of some of the traditional areas of philosophical concern, and their relevance to the teacher-learning process is undertaken.

EDU 205 three credits

Human Development and Learning

A study of central development tendencies and stages as these underlie the unfolding of human potentialities. Consideration will be given to those conditions and factors which influence learning and forgetting. The nature of intelligence, the nature of learning, and the meaning of personality will be examined in the context of the teacher-learning process. This course meets the Massachusetts Office for Children requirements for day care center certification, OFC Category A, Child Growth and Development.

EDU 207 three credits

Teaching as a Profession

Includes 15 hours pre-practicum
Introduction to teaching through an in-depth analysis of the profession. This course surveys the history, philosophy, sociology, and politics of US education as well as current educational issues and reform.

EDU 220 three credits

Teaching Reading in Elementary Schools

Includes 20 hours pre-practicum
Teaching of reading, explored from a variety of perspectives for thoughtful application in a diverse society. This course is about the nature of literacy, how children learn to read and write, and the assessment and teaching of reading. Offered at the graduate level as EDU 520.

EDU 273 variable credits

Non-Traditional Prior Learning

Students prepare a portfolio to document non-traditional prior learning, for review by department(s) in consideration of award of credit.

EDU 298 one to six credits

Experiential Learning

Prerequisites: At least sophomore standing; permission of the instructor, department chairperson, and college dean
Work experience at an elective level supervised for academic credit by a faculty member in an appropriate academic field. Conditions and hours to be arranged. Graded CR/NC. For specific procedures and

regulations, see section of catalogue on Other Learning Experiences.

EDU 304 three credits

Integrated Language Arts and Social Studies

Includes 20 hours pre-practicum
Prerequisites: EDU 207, 220; acceptance to the teacher preparation program
Addresses the centrality of reading, writing, listening, speaking, viewing, and visual representation in all thinking. The social studies will be emphasized as we apply current and traditional ideas about language arts instruction to the practice of teaching. Offered at the graduate level as EDU 504.

EDU 325 three credits

Reading in the Content Areas: Middle and Secondary

Prerequisite: EDU 207; acceptance to the teacher preparation program
Critical examination of the breadth of literacy needed to become a successful student at the middle and secondary levels. Participants study the reading process, including strategies for improving reading comprehension, identify the components of specific genres found in the disciplines, and develop strategies for reading across the content areas. Previously offered as EDU 315.

EDU 326 three credits

Contemporary Middle and High School Education

Includes 25 hours pre-practicum
Prerequisite: EDU 207; acceptance to the teacher preparation program
Equity, diversity, motivation, alternative assessment, multicultural education, and the social problems of adolescents in middle and high school. Provisions for the inclusion of special needs students, state and federally-mandated educators are pursued through cooperative learning with an instructional prototype as the result. Students complete extensive reading assignments, written reports, action research, varied assessments, and a demonstration project.

EDU 327 three credits

Integrated Instructional Planning, K-12

Includes 20 hours pre-practicum
Prerequisite: EDU 207; acceptance to the teacher preparation program
Participants examine instructional practices and learning strategies to create a classroom where all students have the opportunity to learn. The course focuses on specific methods and techniques to address content, lesson planning and curriculum design that

integrate disciplines, and classroom assessment and evaluation of student learning. The course is designed with special topics for elementary, middle, and secondary students. Graduate-level students must meet additional work expectations.

EDU 330 three credits

Teaching Methods and Materials in Managing Business Education

Prerequisite: EDU 207 or equivalent
Basic methods and materials that relate to the instruction of business education. Particular emphasis will be devoted to teaching and developing alternative curricula designs and resource units in a variety of business subjects.

EDU 347 three credits

Teaching and Managing Inclusive Classrooms, K-12

Includes 20 hours pre-practicum
Prerequisite: Acceptance to the teacher preparation program
A survey of instructional and management techniques for teaching all students in general education classrooms through differentiated instruction and attention to different learning styles. Participants examine disability law and requirements to meet the needs of students identified with special needs in an inclusive classroom. Offered at the graduate level as EDU 547.

EDU 350 three credits

Educational Research

Prerequisite: Acceptance to the teacher preparation program or permission of instructor
Prepares students to evaluate work conducted in the area of educational research. Both quantitative and qualitative education research are investigated.

EDU 353 three credits

Education: Administration and Supervision

Prerequisite: Acceptance to the teacher preparation program
General introduction to contemporary practices and policies in educational administration and supervision. Instruction will be by lecture, case studies, and student reports. Topics covered include curriculum planning and design, staff organizations and relationships, and student and community relationships.

EDU 370 three credits

Urban Education

Prerequisite: Acceptance to the teacher preparation program or permission of

instructor

Designed to offer a broad focus on the urban student as contrasted with his/her rural/suburban counterpart. Current educational problems with historical perspectives speak to reform and change in urban schools and community settings.

EDU 376 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 409 three credits
Sociology of Education

Prerequisite: Acceptance to the teacher preparation program or permission of instructor
A study of social processes underlying education. Major areas covered include the current social forces affecting education, the place of the school in American culture, the impact of social stratification on education, and the role of the teacher in a period of rapid social change.

EDU 410 three credits
Educational Tests and Measurements

Prerequisite: Acceptance to the teacher preparation program or permission of instructor
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 will be discussed in depth.

EDU 414 twelve credits
Practicum (Elementary)

Prerequisites: All program coursework completed with B- or better in each course; 2.75 GPA; and passing score on the Elementary Content Area of the MTEL
Corequisite: EDU 416
A fifteen-week full-time classroom experience under the direction of university faculty and cooperating classroom teachers.

EDU 415 twelve credits
Practicum (Middle and Secondary)

Prerequisites: All program coursework completed with B- or better in each course; 2.75 GPA; and passing score on the appropriate Content Area of the MTEL
Corequisite: EDU 417
A fifteen-week full-time classroom experience under the direction of university faculty and cooperating classroom teachers.

EDU 416 three credits
Seminar, Elementary
Corequisite: EDU 414
Small group meetings, workshops, and discussions with university faculty and other key school personnel about critical incidents and issues arising from and related to the interns' actual teaching experiences.

EDU 417 three credits
Seminar, Middle and Secondary
Corequisite: EDU 415
Small group meetings, workshops, and discussions with university faculty and other key school personnel about critical incidents and issues arising from and related to the interns' actual teaching experiences.

EDU 451 three credits
Contemporary Issues and Challenges
Prerequisite: Acceptance to the teacher preparation program or permission of instructor
Contemporary problems such as drugs, violence, sexism, and racism, in relation to the school setting. Cross-listed as AAS 451 when the subject is related to that minor.

EDU 495 three credits
Independent Study
Prerequisites: Upper-division standing; permission of instructor, department chairperson, and college dean
Individual study of additional areas needed for teacher certification, including methods in specific disciplines, reading, etc. Terms and hours will be arranged. Confer with appropriate members of the Education Department.

EDU 196, 296, 396, 496 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 Department Chairperson and Director of Teacher Certification.

Graduate Courses for Licensure

Graduate versions of Education courses are offered for initial licensure certification of students who already possess a bachelor's degree.

EDU 504 three credits
Integrated Language Arts and Social Studies
Prerequisite: EDU 520
See EDU 304. Graduate-level students must meet additional work expectations.

EDU 520 three credits
Teaching Reading in Elementary Schools
See EDU 220. Graduate-level students must meet additional work expectations.

EDU 527 three credits
Integrated Instructional Planning, K-12
See EDU 327. Graduate-level students must meet additional work expectations.

EDU 514 three credits
Practicum, Elementary
400 hours supervised student teaching
Prerequisites: EDU 504, 520, 527, 547, BIO 600, content methods course (or Music Education course sequence); and passing score on the Elementary Content Area of the MTEL
Corequisite: EDU 516
A fifteen-week full-time classroom experience under the direction of university faculty and cooperating classroom teachers.

EDU 515 three credits
Practicum, Middle and Secondary
400 hours supervised student teaching
Prerequisites: EDU 525, 527, 547, content methods course (or Music Education course sequence); and passing score on the appropriate Content Area of the MTEL
Corequisite: EDU 517
A fifteen-week full-time classroom experience under the direction of university faculty and cooperating classroom teachers.

EDU 516 three credits
Seminar, Elementary
Corequisite: EDU 514
Small group meetings, workshops, and discussions with university faculty and other key school personnel about critical incidents and issues arising from and related to the interns' actual teaching experiences.

EDU 517 three credits
Seminar, Middle and Secondary
Corequisite: EDU 515
Small group meetings, workshops, and

discussions with university faculty and other key school personnel about critical incidents and issues arising from and related to the interns' actual teaching experiences.

EDU 525 three credits
Reading in the Content Areas: Middle and Secondary

Prerequisite: EDU 207; acceptance to the teacher preparation program
See EDU 325. Graduate-level students must meet additional work expectations.

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

See EDU 347. Graduate-level students must meet additional work expectations.

Education Courses for the Masters of Art in Teaching

EDU 607 six credits
Teaching for the 21st Century

A year-long study which explores the philosophy, the underlying theories, and the classroom applications of current paradigm shift in education.

MAT 609 three credits
Effective Instruction—Research Based Models

Prerequisite: MAT enrollment or permission of instructor

Translating the results of research into practical, usable, and theoretically sound strategies that teachers can use in today's diverse classrooms.

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.

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.

EDU 662 three credits
The Newspaper as a Tool for Reading Instruction

Analysis of basic reading skills (comprehension, vocabulary development) and transfer of these basic skills to content area reading. Identification of specific reading needs, correlation of reading instruction with a student need assessments, and the development of reading material reflecting reading skills and student needs are also addressed through the use of the newspaper as a tool in reading instruction. This reading course is designed for teachers in grades K-12.

Other Graduate Education Course

EDU 551 three credits
Contemporary Issues and Challenges

A variable-topics course for education topics of current interest. Recently offered topics include Authentic Assessment, Leadership Mentoring, Teaching and Learning Intuition, Teaching and Learning About Women.

Master of Arts in Teaching Core Courses

These courses may be taught by faculty from various departments in the College. Full course descriptions are available in the *Graduate Catalogue*.

MAT 601 three credits
Curriculum Design and Implementation

Prerequisite: MAT enrollment or permission of instructor
A study of curriculum dimensions, concepts, design, and products for varied student populations and school settings. This course focuses on curriculum planning on multicultural and multisector levels, research of curriculum development, and the study of curriculum issues, trends, and innovations.

MAT 603 three credits
Foundations of Education

Prerequisite: MAT enrollment or permission of instructor
A study of insights which various disciplines can offer to the discussion of major educational issues, policies, and trends. The disciplines of philosophy, psychology, sociology, and history will provide the intellectual foundation designed to develop an awareness of and critical disposition to pressing educational concerns.

MAT 605 three credits
Effective Research Methods

Prerequisite: MAT 603
The techniques and criteria for understanding and conducting research in education with emphasis on action research. Topics include research strategies, secondary literature review, research design, data collection, research techniques, and the completion of a research proposal for a Thesis Research Project.

MAT 606 three credits
Thesis Research Project

Prerequisite: MAT 605 or equivalent
Researching an applied, experimental, or theoretical problem in education with an emphasis on action research, its application to K-12 teaching and learning, and the professional development of the researcher. The research will lead to a Thesis Research Report which requires approval by the candidate's Thesis Research Project Committee for the awarding of an MAT degree.

Interdisciplinary Courses for the Master of Arts in Teaching

MAT 650 one to four credits (usually three) **Seminar: Contemporary Issues in Teaching and Education**

An investigation of current issues in education. The seminar will bring together area teachers and administrators, faculty, and invited experts across grade-level divisions, but on some occasions, sessions may be held covering topics that will be considered for a particular grade level. May be repeated with change of content.

MAT 695 three credits **Internship**

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

MAT 699 three credits **Graduate Thesis**

Prerequisites: MAT candidacy and MAT 605 or equivalent

Thesis research and writing. Submission of formal thesis is required for awarding of credit. Graded P/F.

SCI 501 Teaching Life Science and laboratory Techniques three credits

Prerequisite: MAT enrollment or permission of instructor

Life science concepts and laboratory skills that relate to the instruction of middle and secondary education. Particular emphasis is devoted to the application of infused technology and science in unit development and lesson plans.

SCI 503 Marine Science for Teachers three credits

Prerequisite: MAT enrollment or permission of instructor

Marine science for teachers, in application to the local environment. This is a classroom/ field-based science course for general science teachers that will link specific learning standards from the Massachusetts State Frameworks to the local environment. Sample MCAS questions from fifth, eighth, and tenth grade science and technology examinations will be analyzed.