

---

# Education

## Faculty and Fields of Interest

The Education Department is committed to the preparation of educators who have a sensitivity toward multicultural issues, an awareness of the particular concerns of urban education, knowledge of the unique needs and styles of individual learners, and a conscious knowledge of the role of schools in promoting social justice in the 21<sup>st</sup> Century. Our mission is to deliver clearly defined teacher preparation programs at the undergraduate, post baccalaureate, and graduate levels. 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.

**Trina Crowley (director of teacher certification)** science education, curriculum development, physical education, public school K-12 administration

**Anne Foley** literacy, curriculum design, instructional development, reading comprehension, professional development, special education, program evaluation, teaching English as a second language, school library media

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

## Elementary, Middle, and Secondary Initial Licensure Programs

### Initial License Program, Route One

The Education Department offers a sequence of courses at the undergraduate level in preparation for the initial teaching license. 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. To prepare for an initial license at the elementary, middle, and high school levels, Route One students complete their academic major requirements, a sequence of education courses that include prepractica in local area schools, and one full semester of student teaching. Students pursuing Route One need to complete specific Arts and Sciences coursework and pass the required state tests for their specific teacher license.

### Initial License Program, Route Two Post Baccalaureate

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, Route Two 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 internship may be arranged.

### *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)

---

## Initial Licensure Programs

## Admission, Progression, and Licensure

---

### Route One:

Undergraduate Initial License

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 Music: Vocal/ Instrumental/  
General (ALL levels)  
Teacher of Political Science /Political  
Philosophy (5-8) (8-12)  
Teacher of Physics (8-12)  
Teacher of Visual Art (PreK-8) (5-12)

### Route Two:

Post-Baccalaureate Program Initial License

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)

*Note:* The above programs are offered by departments in the College of Arts and Sciences, with the following exceptions. 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. Teacher of Physics licensure is offered through the Department of Physics in the College of Engineering.

### Requirements for admission to the teacher preparation program

- Submit a completed application and transcript with a cumulative GPA of 2.75 or higher
- Be formally accepted into an appropriate UMass Dartmouth degree program or possess a BA or BS degree
- Participate in a preliminary advising interview with a member of the Education Department
- Have received a passing score on the Communication and Literacy Skills Test (CLST-01) of the Massachusetts Test of Educator Licensure (MTEL)
- Route Two candidates must possess a BS or BA degree and have passed all required MTEL tests, including the MTEL Communication and Literacy Skills Test and the appropriate MTEL Content Knowledge test, before acceptance into the program.

---

## Elementary Education Initial License, Undergraduate Students—Route One

Admission to the program requires passing the MTEL Communication and Literacy Skills tests and meeting other entrance requirements. The undergraduate Elementary Initial Licensing Teacher Preparation Program may require four and a half to five years to complete.

| Requirements for the initial license program    |   | Prerequisites  | Credits   |
|---|---|--|-----------|
| EDU 207   | Teaching as a Profession                        |  | 3         |
| MTH 108   | Mathematics for Elementary Teachers             |  | 3         |
| PSY 201   | Child Psychology                                | PSY 101  | 3         |
| EDU 303   | Science for Elementary Teachers                 |  | 3         |
| EDU 220   | Teaching Reading                                | EDU 207; admission to program  | 3         |
| EDU 304   | Language Arts                                   | EDU 207, 220; admission to program   | 3         |
| EDU 327   | Integrated Instructional Planning K-12          | EDU 207; admission to program  | 3         |
| EDU 329   | Integrated Content Methods Elementary           | EDU 207, 220, 303, 304, 327; admission to program  | 3         |
| EDU 347   | Teaching and Managing Inclusive Classrooms K-12 | EDU 207; admission to program  | 3         |
| EDU 414   | Elementary Practicum                            | Passing score on MTEL:<br>Communication and Literacy Skills (01)<br>Elementary Content (06)<br>Foundations of Reading (90) | 12        |
| EDU 416   | Elementary Seminar                              | Passing score on MTEL:<br>Communication and Literacy Skills (01)<br>Elementary Content (06)<br>Foundations of Reading (90) | 3         |
| Cumulative GPA 2.75                             |   |  |           |
| Passing above courses, B- or better             |   |  |           |
| Completion of a Professional Capstone Portfolio |   |  |           |
| <b>Total</b>                                    |   |  | <b>42</b> |

In addition to the above requirements students must choose electives (at least 36 credits) in composition; American literature; world literature, including British Literature; U.S. history from colonial times to the present; world history, including European history, from ancient times to the present; geography; economics; U.S. government including founding documents; child development; science laboratory work; and appropriate mathematics and science coursework. Some of this coursework might also count toward the required arts or sciences major or general education requirements. (These subjects are emphasized in the state curriculum frameworks for grades 1-6 and will be included in the content portion of the MTEL.)

Please note: Program requirements will be revised to reflect on-going developments in state regulations and educational reform.

---

### Elementary Education Initial License, Post Baccalaureate Students—Route Two

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   |
|---|---|--|-----------|
| EDU 207   | Teaching as a Profession                        |  | 3         |
| MTH 108   | Mathematics for Elementary Teachers             |  | 3         |
| PSY 201   | Child Psychology                                | PSY 101  | 3         |
| EDU 303   | Science for Elementary Teachers                 |  | 3         |
| EDU 520   | Teaching Reading in the Elementary School       | EDU 207; admission to program  | 3         |
| EDU 504   | Language Arts                                   | EDU 207, 520; 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, 520, 503, 504, 527; admission to program  | 3         |
| EDU 547   | Teaching and Managing Inclusive Classrooms K-12 | EDU 207; admission to program  | 3         |
| EDU 514   | Elementary Practicum                            | Passing score on MTEL:<br>Communication and Literacy Skills (01)<br>Elementary Content (06)<br>Foundations of Reading (90) | 12        |
| EDU 516   | Elementary Seminar                              | Passing score on MTEL:<br>Communication and Literacy Skills (01)<br>Elementary Content (06)<br>Foundations of Reading (90) | 3         |
| Cumulative GPA 2.75                             |   |  |           |
| Passing above courses, B- or better             |   |  |           |
| Completion of a Professional Capstone Portfolio |   |  |           |
|   |   | <b>Total</b>   | <b>42</b> |

Please 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.

---

## Middle/Secondary School Education Licensure, Undergraduate Students—Route One

Admission to the program requires passing the MTEL Communication and Literacy Skills tests and meeting other entrance requirements.

| Requirements for initial license program  | Prerequisites                 | Credits   |
|---|-------------------------------|-----------|
| EDU 207 Teaching as a Profession  |                               | 3         |
| PSY 215 Adolescent Psychology   | PSY 101                       | 3         |
| EDU 325 Reading in the Content Areas, Middle/Secondary  | EDU 207; admission to program | 3         |
| EDU 326 Contemporary Middle and High school Education   | 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  | EDU 207; admission to program | 3         |
| XXX xxx One Content Pedagogy/Methods Course<br>(One methods course in all majors, except that Spanish and French require three methods courses—FLL 322, FLL 324, FLL 326, and Portuguese two methods courses, POR 321/521 and one of the above FLL courses. |                               | 3         |
| EDU 415 Middle/Secondary Practicum  | MTEL Content area             | 12        |
| EDU 417 Middle/Secondary Workshop   | MTEL Content area             | 3         |
| Cumulative GPA 2.75<br>Passing above courses, B- or better  |                               |           |
| Completion of a Professional Capstone Portfolio   |                               |           |
|   | <b>Total</b>                  | <b>36</b> |

Please note: Program requirements will be revised to reflect on-going developments in state regulations and educational reform.

---

### Middle/Secondary School Education Licensure, Post Baccalaureate Students—Route Two

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

| Requirements for initial license program  | Prerequisites                 | Credits   |
|---|-------------------------------|-----------|
| EDU 207 Teaching as a Profession  |                               | 3         |
| PSY 215 Adolescent Psychology   | PSY 101                       | 3         |
| EDU 525 Reading in the Content Areas, Middle/Secondary  | EDU 207; admission to program | 3         |
| EDU 526 Contemporary Middle and High School Education   | EDU 207; 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<br>(One methods course in all majors, except that Spanish and French require three methods courses—FLL 322, FLL 324, FLL 326, and Portuguese two methods courses, POR 321/521 and one of the above FLL courses. |                               | 3         |
| EDU 515 Middle/Secondary Practicum  | MTEL Content area             | 12        |
| EDU 517 Middle/Secondary Workshop   | MTEL Content area             | 3         |
| Cumulative GPA 2.75<br>Passing above courses, B- or better  |                               |           |
| Completion of a Professional Capstone Portfolio   |                               |           |
|   | <b>Total</b>                  | <b>36</b> |

Please 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.

---

## Education Courses

---

**EDU 201** three credits

### **Philosophy of Education**

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

**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  
Introduces students considering education as a career to the real world of teaching through an in-depth, candid analysis of the teaching profession today. This interactive course explores the challenges and rewards of teaching, studies the history, philosophy, sociology, and politics of American education, and focus on the major educational issues, trends, and reform movements. Students complete 15 pre-practicum hours in a service learning experience involving intensive tutoring of a student at the grade level they hope to teach and 10 hours of observation of teachers in classrooms. Students study theoretical aspects of cooperative learning and constructivism and practice them first hand through discussion groups and work teams.

**EDU 220** three credits

### **Teaching Reading in Elementary Schools**

Includes 20 hours pre-practicum  
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. Offered at the post-baccalaureate 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 303** three credits

### **Science for Elementary Teachers**

Includes 20 hours pre-practicum  
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 304** three credits

### **Language Arts**

Includes 20 hours pre-practicum  
Prerequisites: EDU 207, 220; acceptance to the teacher preparation program  
Builds upon the process of learning to read and write developed in EDU 220/520 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. Offered at the post-baccalaureate 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  
Includes 20 hours pre-practicum  
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. Previously offered as EDU 315. Offered at the post-baccalaureate level as EDU 525.

**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. 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. Offered at the post-baccalaureate level as EDU 526.

**EDU 327** three credits

### **Integrated Instructional Planning, K-12**

Includes 20 hours pre-practicum  
Prerequisite: EDU 207; acceptance to the teacher preparation program  
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 strategies, material construction, audio-visual, technology, and classroom evaluation. Offered at the post-baccalaureate level as EDU 527.

**EDU 329** three credits

### **Integrated Content Methods, Elementary**

Includes 30 hours pre-practicum  
Prerequisites: EDU 207, 220, 327, 303, 304; EDU 329 may be taken concurrently if approved by department; acceptance into the teacher preparation program  
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. Offered at the post-baccalaureate level as EDU 529.

**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**

Prerequisite: EDU 207; acceptance to the teacher preparation program  
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. Offered at the post-baccalaureate 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 is 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 are presented 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 and Foundations of Reading tests of the MTEL  
Corequisite: EDU 416  
A fifteen-week full-time classroom experience under the direction of university faculty

and cooperating classroom teachers. Offered at the Post-baccalaureate level as EDU 514.

**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. Offered at the Post-baccalaureate level as EDU 515.

**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 student teachers' actual teaching experiences. Offered at the Post-baccalaureate level as EDU 516.

**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 student teachers' actual teaching experiences. Offered at the Post-baccalaureate level as EDU 517.

**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.

### **Post-Baccalaureate Courses for Initial License**

#### **EDU 504** three credits

##### **Language Arts**

Includes 20 hours prepracticum. Prerequisite: EDU 207, EDU 520; acceptance to the teacher preparation program. Same as EDU 304 except that graduate level students attend a series of three seminars and complete assignments additional to those required of undergraduates.

#### **EDU 520** three credits

##### **Teaching Reading in Elementary Schools**

Includes 20 hours prepracticum. Prerequisite: EDU 207; acceptance to the teacher preparation program. Same as EDU 220 except that graduate level students attend a series of three seminars and complete assignments additional to those required of undergraduates.

#### **EDU 525** three credits

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

Includes 20 hours prepracticum. Prerequisite: EDU 207, acceptance to the teacher preparation program. Same as EDU 325 except that graduate level students attend a series of three seminars and complete assignments additional to those required of undergraduates.

#### **EDU 526** three credits

##### **Contemporary Middle and High School Education**

Includes 25 hours prepracticum. Prerequisite: EDU 207; acceptance to the teacher preparation program. Same as EDU 326 except that graduate level students attend a series of three seminars and complete assignments additional to those required of undergraduates.

#### **EDU 527** three credits

##### **Integrated Instructional Planning, K-12**

Includes 20 hours prepracticum. Prerequisite: EDU 207; acceptance to the teacher preparation program. Same as EDU 327 except that graduate level

students attend a series of three seminars and complete assignments additional to those required of undergraduates.

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

Includes 30 hours prepracticum. Prerequisites: EDU 207, 303, 504, 520, 527; EDU 529 may be taken concurrently if approved by department; acceptance to the teacher preparation program. Same as EDU 329 except that graduate level students attend a series of three seminars and complete assignments additional to those required of undergraduates.

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

Prerequisite: EDU 207; acceptance to the teacher preparation program. Same as EDU 347 except that graduate level students attend a series of three seminars and complete assignments additional to those required of undergraduates.

#### **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.

### **Graduate Education Courses for the Masters of Art in Teaching**

#### **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, and teaching and learning intuition.

#### **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.

**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.

**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.

**Other Graduate MAT Courses**

**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 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.

**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

**SCI 501** three credits  
**Teaching Life Science and laboratory Techniques**

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** three credits  
**Marine Science for Teachers**

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.

**SCI 504** three credits  
**Teaching Middle School Physical Science**

Prerequisite: MAT enrollment or permission of instructor  
Major science concepts for middle school. This course covers instructional methodology with content-rich material and will link physical science topics and key concepts to specific learning standards and sample MCAS questions.