



SUMMER 2017 GRADUATE CONTENT COURSE OFFERINGS

The following summer course schedule has been developed to support pre-service and practicing educators. Participants will be able to earn graduate or in-service credits through interdisciplinary and content-specific courses. Courses will be delivered in a hybrid, face-to-face or online format.

BRYOLOGY AND LICHENOLOGY

A hands-on immersive course in the style of a language immersion course. Our **"language" will be the terminology used to describe and identify bryophytes** (mosses, liverworts, and hornworts) and macrolichens. The teaching style will not be lecture format but will be engaged, active learning that covers the identification, morphology, and ecology of these groups, using entirely live specimens.

3 graduate credits
BIOE 601, INSV 690-14
May 22—June 29, 2017 5:30pm-9:00pm Tues, Thurs

SUPERHEROES AND AMERICAN SOCIETY

Drawing primarily on Marvel and DC Comics, as well as scholarly articles, books, and other resources, we will explore the history of superheroes and how comics have helped to reflect and shaped American society. Topics covered include World War II, the Cold War, Race & Gender in American Society, and post-9/11 America.

3 graduate credits
HSTE 601, ENGE 601, INSV 690-17
July 5—Aug 10, 2017 ONLINE

MEDIA, SELF-IDENTITY AND SOCIETY

Everyday media represent identities of people in magazines, film, television, radio and in on-line media. Constructions are made of: who we are; who we can be; indeed, sometimes who we should not be. These social **'representations'** often lack information with which to know who people *really* are. The aim of this course is to *seriously question* self-identity in media images and also, what assumptions are made about contemporary society and self-identity.

3 graduate credits
ENGE 601, HSTE 601, INSV 690-15
May 22—June 29, 2017 ONLINE

SCIENCE STANDARDS AND PRACTICE FOR GRADES K-8 TEACHERS

This course is available by application and supported by the Massachusetts Math and Science Partnership, offered as a cooperative effort by Flying Cloud Institute, Massachusetts College of Liberal Arts, and the Berkshire Superintendents Roundtable. This weeklong course will focus on science standards and pedagogy and build a network through which participants will create, pilot and share model K-8 science lessons. June 26-30, 8am-4pm, location to be determined.

3 graduate credits
EDUC 634, INSV 690-18
June 26-30, 2017 8:00am-4:00pm

LITERATURE AND SOCIETY

Discusses and analyzes a variety of literary works that illuminate social issues. Integrates literature with other disciplines by focusing on several contemporary themes of social relevance.

3 graduate credits
ENGE 601-02
May 22-June 29, 2017 ONLINE

JOHN STEINBECK

Considers the vision of the Nobel Prize-winning author of *The Red Pony*, *Of Mice and Men* and *Travels with Charley*. Examines texts drawn from **throughout Steinbeck's career, with special attention to the common themes, preoccupations and narrative devices** which characterize his works. Readings drawn from *Cannery Row*, *The Grapes of Wrath* & *The Winter of Our Discontent*.

3 graduate credits
ENGE 601-01, ENGL 361
June 19—July 27, 2017 ONLINE

TRIGONOMETRY AND TRIGONOMETRIC FUNCTIONS

We will collaboratively investigate trigonometric identities, geometric justifications of trigonometric identities, trigonometric functions and their graphs, including transformations, derivatives and Taylor series. Investigations will depend on both traditional analytic methods and on Desmos, a powerful, intuitive online graphing calculator.

3 graduate credits
MATE 601, INSV 690-17
July 31—Aug 4, 2017 8:30am-3:30pm M-F/HYBRID

MATH AS THE LANGUAGE FOR SCIENCE AND ART FOR GRADES K-4

The aim of this course is to enable teachers to bring new meaning to their math teaching by connecting it to science and art activities. They will do a series of lessons for grades K-4 that use measurement, data collection, graphing, and elementary equations. Using their new understanding they will develop and share a standards based interdisciplinary physical science unit to implement with their students.

3 graduate credits
EDUC 634, INSV 690-19
AUG 7-11, 2017 9:00am-4:00pm M-F

mcla.edu/summer/educators



AIER ECONOMICS ACROSS THE CURRICULUM

In this course, high school teachers explore major economics concepts including Money Supply and Inflation, Business Cycles, Government and the Economy, and how to incorporate those concepts in their fields of study. Sessions in St. Louis, Miami and Omaha in summer 2017.

3 graduate or INSV credits

EDUC 634, INSV 690, CECS 300

For dates and registration, visit: www.aier.org/teach-teachers

SUMMER 2017 GRADUATE EDUCATION COURSE OFFERINGS

More information on our programs can be found at www.mcla.edu/graduate.

ETHICS AND FOUNDATIONS OF SCHOOLING

Examines how teaching is shaped by social and cultural forces that extend beyond the walls of the classroom; how teaching is influenced by the decisions of political authorities and shapes the quality of political life in society; and how teaching has moral dimensions that involve the responsible treatment of students, colleagues, parents, and other community members.

3 graduate credits - ADMN 702, EDUC 702

1 credit prepracticum - ADMN 703, EDUC 722

August 7-11, 2017 8:30am—4:30pm M-F

LITERACY ACQUISITION AND DEVELOPMENT

Focuses on current theories related to language development and learning; programs and practices for literacy development and acquisition; knowledge of language structure; the history and evolution of English; literacy acquisition for non-native English speakers; and the socio-cultural contexts that influence language development and literacy acquisition.

3 graduate credits - RDNG 616

1 credit prepracticum - RDNG 617

July 10-14, 2017 9:00am - 5:00pm

TEACHING IN AN INCLUSIVE CLASSROOM

Introduces values, laws and principles underlying special education, including the **rights of parents/guardians. Identifies educators' role in securing supports and services** for individual students, and in developing and implementing IEPs. Highlights strength-based assessment, peer supports, assistive technology, Universal Design for Learning (UDL), promoting social competence, and collaboration with families, paraeducators, special educators, and clinicians.

3 graduate credits

EDUC 630

July 24-30, 2017 8:00am - 12:00/2:00/5:00pm HYBRID S/SU (Details online)

INQUIRY SEMINAR

Requires student to develop and conduct a capstone project based on a **problem, need, or interest that is emergent from their master's course work and/or is related to their specific educational environment**. Project will take the form of a substantial literature review, research project, or ePortfolio based on a process that has been formalized by the education department. Results of the capstone work will be reported to the class during seminar.

3 graduate credits

EDUC 784

May 15-June 13 6:00 - 9:00 pm

DESIGN THINKING FOR EDUCATORS

An intensive, interactive course intended to provide educators with the tools requisite to developing and implementing project-based curricula that utilizes the Design Thinking framework. Educators taking this class will experience Design Thinking and then work toward developing their own project-based curricula using Design Thinking principles.

3 graduate credits

EDUC 634, INSV 690-12

July 10-14, 2017 9:00am - 4:00pm M-F

CLASSROOM MANAGEMENT/TEACHING STRATEGIES (ECHE/ELEM)

Prepares one to design educational environments that support all learners to see classrooms from the learners perspective including the learner whose cultural, linguistic, social, psychological, or economic background is different from the teacher or from the mainstream. Demonstrates that managing classrooms requires attention to physical, social, temporal, auditory, and visual dimensions.

3 graduate credits

EDUC 648, EDUC 460

May 15-June 21, 2017 5:00pm - 9:00pm Wednesday/HYBRID

THE RIVER RUNS WILD: FLORA & FAUNA

We will examine the flora and fauna of life on the river through arts integration. Arts strategies will include: visual documentation of river life and the creation of a performance using fiction and nonfiction texts integrating drama, music and the creation of puppets. Habitat, animal adaptations and the exploration of ecosystem will be part of this rich investigation.

3 graduate credits

EDUC 634, ARTE 601, INSV 690-13

July 17-21, 2017 8:30am - 3:30pm M-F

REVIEW OF THE FIELD IN EDUCATIONAL LITERATURE

Provides an overview of the current research basis for issues in Educational Administration. Historical and contemporary works will be reviewed across several Educational Administrative perspectives dealing with topics such as leadership, decision making, finance, organizational culture/structures, personnel, decision making, coping with change, Federal and State Governments and issues of local control, among other topics.

3 graduate credits

CAGS 806

July 9-13, 2017 9:00am - 5:00pm

SEMINAR II

Provides students opportunities for syntheses of their overall program by offering a forum in which students may discuss and integrate their experiences in the CAGS program, their knowledge of schools, and their skills in research so that they will be better prepared to deal with the issues of improving teaching and learning. This experience will also guide students through their culminating project in the CAGS program.

3 graduate credits

CAGS 902

July 10-August 27, 2017 ONLINE

ACTION RESEARCH SEMINAR

Provides background, theory, issues, design and implementation of an action research project employed in the study of an educational problem. Required of all CAGS candidates, this course meets regularly and includes formal presentations, group discussions, and individual advising regarding theories, methods, analyses, and purpose of action research.

3 graduate credits

CAGS 981

July 10-August 27, 2017 ONLINE

COURSE PREFIX KEY: ADMN=ADMINISTRATION COURSES, CAGS=CERTIFICATE OF ADVANCED GRADUATE STUDY, EDUC=EDUCATION COURSES, RDNG=READING COURSES