

# EDUCATION

(413) 662-5381

Chairperson: Dana Rapp, Ph.D.

Email: D.Rapp@mcla.edu

**PROGRAMS AVAILABLE**  
**LICENSE PROGRAM IN**  
**EARLY CHILDHOOD EDUCATION (PREK-2)**  
**LICENSE PROGRAM IN**  
**ELEMENTARY EDUCATION (1-6)**  
**LICENSE PROGRAM IN**  
**MIDDLE SCHOOL EDUCATION (5-8)**  
**LICENSE PROGRAM IN**  
**SECONDARY EDUCATION (8-12)**  
**BACHELOR OF SCIENCE IN EDUCATION**  
**SPORT COACHING MINOR**

The Education Department offers programs leading to licensure of teachers wishing to teach at the early childhood, elementary, middle school and secondary levels. Each program provides a balanced blend of theory and practice so that students will graduate with the knowledge and skills needed to become effective teachers. All license programs require that students complete a major in the liberal arts and sciences appropriate for the license.

Students also complete requirements for a major or concentration in education. It is recommended that students meet with an Education Department advisor during their freshman year to discuss their major. Students who have completed requirements for licensure will be able to:

- Plan curriculum and instruction;
- Deliver effective instruction;
- Manage classroom climate and operation;

- Promote equity;
- Meet professional responsibilities.

## **TEACHER LICENSURE PROGRAMS**

The objective of the education program is to provide a balanced blend of theory and practice so that a student will graduate with a solid foundation from which to begin a teaching career. The Education Department prepares students in the knowledge and skills needed to become effective teachers. A network of mentor teachers associated with the College affords the pre-professional student the opportunity to apply educational theories in a variety of settings. Students seeking licensure must complete a major program in liberal arts or sciences and a state-approved license program in education. Candidates for teacher licensure must decide which of the levels they wish to pursue. In the case of secondary education (8-12) and middle school (5-8), students major in the liberal arts curriculum consistent with the content area they wish to teach. Students should consult with the Education Department chairperson for more specific information and advice. Mark Hopkins Hall, telephone: 662-5381.

## **APPROVED LICENSURE PROGRAMS**

Initial Licensure programs are available in the following fields:

Early Childhood Teacher: Pre-kindergarten - Grade 2

Elementary Teacher: Grades 1 - 6

Middle School Humanities: Grades 5 - 8

Middle School Mathematics/Science: Grades 5 - 8

Teacher of Biology: Grades 5 - 8 or 8 - 12

Teacher of English: Grades 5 - 8 or 8 - 12

Teacher of General Science: Grades 5 - 8

Teacher of History: Grades 5 - 8 or 8 - 12

Teacher of Mathematics: Grades 5 - 8 or 8 - 12

Teacher of Physics: Grades 5 - 8 or 8 -12

Teacher of Political Science/Political Philosophy: Grades 5 - 8 or 8 - 12

All licensure candidates will complete a minimum of 96 hours of work in a classroom appropriate to the license prior to student teaching.

Additional Information:

Nancy Pearlman, Coordinator of Educator Licensure and Placement  
413-662-5522

### **LICENSURE PROGRAM IN EARLY CHILDHOOD EDUCATION (PreK-2)**

MCLA requires a major in education for students seeking early childhood license. The early childhood education program prepares teachers of young children prekindergarten through second grade.

The curriculum stresses the synthesis of theory and practice. Significant theories of child development and their practical implementation in group settings are studied. Also studied are different techniques of working effectively with individual and group behavior while stressing the teaching of mainstreamed children with special needs. The use of teaching materials for infants, toddlers, PreK, K, and grades 1-2 in all curriculum areas are presented. The curriculum stresses diverse values and various teaching and learning styles that are an important part of our multicultural society.

Students in the early childhood education program are prepared to teach and work in settings such as public schools (PreK-2), day care centers, nursery schools, and other group settings. With additional experience, early childhood graduates can qualify as lead teachers, as consulting resource teachers for special needs children, or as child-care workers in institutional settings. The curriculum provides a solid foundation for students who wish to

seek state licensure as teachers of young children with special needs and Lead Teacher, Preschool Department of Early Education and Care (DEEC).

Formal application for admission into the Professional Semester requires an overall 2.8 GPA, with no grade below a C in required licensure courses, an assessment of oral and written communication skills, passing scores on the Massachusetts Tests for Educator Licensure, (See the education department for the required MTELs for each specific licensure area), two recommendations, and a successful interview.

Students must have departmental approval to enroll in more than 12 credits during the professional semester (student teaching). Upon completion of the ECHE program, the student is eligible for initial licensure (PreK-2).

To fulfill the requirements for the early childhood education program, students must complete a major in the liberal arts or sciences and a major in education, which includes the licensure program. Candidates for initial licensure must complete coursework in the following areas:

- Children's Literature
- Early literacy including genres, literary elements, literary techniques, and vocabulary
- Mathematics including principles and concepts related to elementary mathematics
- Physical science\*
- Life science\*
- History, geography, government and economics;
- Creative arts
- Health or First Aid and CPR
- Physical Education
- Child Development or Developmental Psychology

\*At least one science must include a laboratory requirement

Students should meet with an Education Department advisor during their

freshman year to learn how these licensure content courses may also fulfill MCLA core curriculum requirements.

### **Choice of Liberal Arts/Sciences majors to accompany Early Childhood**

#### **Education:**

Biology

English

Environmental Studies

Fine and Performing Arts

History/Political Science

Interdisciplinary Studies (IDST)

Mathematics

Philosophy

Physics

Sociology

Chemistry\*

\*Pending approval by the DESE.

### **Early Childhood Education License**

#### **Requirements**

CCCA	207	Children's Literature	3 cr
CCSS	269	Education & Society	3 cr
PHED	215	Lifetime Wellness	3 cr
OR PHED	108	Standard First Aid/CPR	1 cr
AND PHED		elective	1 cr
PSYC	208	Applied Developmental Psychology	3 cr
OR PSYC	210	Developmental Psychology	

#### **Phase One**

EDUC	338	Reading and Language Arts	3 cr
EDUC	340	Field Placement I	2 cr
EDUC	430	Teaching in an Inclusive Classroom	3 cr

**Interphase:**

EDUC	230	Program Development for Infant/ toddlers	3 cr
OR EDUC	324	Teaching Math/Science K-8	3 cr
EDUC	305	Program Development for 3, 4, and 5 year olds	3 cr

\*\*The passing of Communication and Literacy MTEs are a requirement to enter phase two.

**Phase Two**

EDUC	341	Field Placement II ECHE/ELEM	2 cr
EDUC	404	Sheltered English Instruction ECHE/ELEM	3 cr
EDUC	409	Curriculum and Instruction ECHE	3 cr
EDUC	420	Classroom Mngt/Tchg Strat ECHE/ELEM	3 cr

Application, Interview, and passing scores on all MTEL are required for admission to phase three.

**Phase Three**

EDUC	550	Practicum/Student Teaching Pre K-K	3 cr
EDUC	560	Practicum/Student Teaching Grade 1 or 2	6 cr
EDUC	561	Student Teaching Seminar	3 cr

OPTIONAL COURSES required for EEC

Infant and Toddler Lead Teacher Qualifications:

EDUC	150	Internship Infants and Toddlers	3 cr
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**TOTAL EARLY CHILDHOOD EDUCATION LICENSE****REQUIREMENTS****48-52 cr**

(Plus core/licensure content courses)

## **LICENSURE PROGRAM IN ELEMENTARY EDUCATION (1-6)**

MCLA requires a major in Education for students seeking elementary license. The elementary education curriculum prepares students to become educated and competent elementary school teachers. The curriculum emphasizes a well-rounded education, early and continuous field experiences, and the study of research and knowledge related to effective teaching and learning.

To fulfill the requirements for the elementary education licensure program, students must complete a major in the liberal arts or sciences and the education major which includes the licensure program. Candidates for initial licensure must complete coursework in the following areas:

- Children's Literature
- Adult Literature
- Early literacy including genres, literary elements, literary techniques, and vocabulary
- Mathematics including principles and concepts related to elementary mathematics (9 credits)
- Physical science\*
- Life science\*
- United States history including Massachusetts history, political principles, and ideals
- World history or Western Civilization
- Economic principles and concepts
- Political Science/Government
- Creative Arts
- Health or First Aid and CPR
- Physical Education
- Child Development

\* At least one science must include a laboratory requirement.

Students should meet with an education department advisor during their first year to learn how these licensure content courses may also fulfill MCLA core curriculum requirements.

Choice of Liberal Arts/Science Major to accompany Elementary Education:

Biology

English

Environmental Studies

Fine and Performing Arts

History/Political Science

Interdisciplinary Studies (IDST)

Mathematics

Philosophy

Physics

Chemistry\*

\*Pending approval by the DESE.

Formal application for admission into the Professional Semester requires an overall 2.8 GPA, with no grade below a C in required licensure courses, successful completion of Phases I and II, an assessment of oral and written communication skills, passing scores on the Massachusetts Tests for Educator Licensure, (See the education department for the required MTEs for each specific licensure area), two recommendations and a successful interview. Students must have departmental approval to enroll in more than 12 credits during the Professional Semester. Upon completion of the ELEM program, the student is eligible for initial licensure (1-6).

## **ELEMENTARY EDUCATION LICENSE**

### **Requirements**

CCSS	269	Education and Society	3 cr
PSYC	208	Applied Developmental Psychology	3 cr



OR PSYC	210	Developmental Psychology	3 cr
CCCA	207	Children's Literature	3 cr
PHED	215	Lifetime Wellness	3 cr
OR PHED	108	Standard First Aid/CPR	1 cr
AND PHED	elective		1 cr
EDUC	324	Teaching Math/Science K-8	3 cr
MATH	100	Math for Elementary Educators I	3 cr
MATH	101	Math for Elementary Educators II	3 cr
MATH	200	Math for Elementary Educators III	3 cr

### **Phase One**

EDUC	338	Reading and Language Arts	3 cr
EDUC	340	Field Placement I	2 cr
EDUC	430	Teaching in an Inclusive Classroom	3 cr

\*\*The passing of Communication and Literacy MTEs are a requirement to enter phase two.

### **Phase Two**

EDUC	341	Field Placement II ECHE/ELEM	2 cr
EDUC	404	Sheltered English Instruction ECHE/ELEM	3 cr
EDUC	412	Curriculum and Instruction Elementary	3 cr
EDUC	420	Classroom Mngt/Tchng Strat ECHE/ELEM	3 cr

Application, interview, and passing scores on all parts of the MTEL are required for admission to phase three.

### **Phase Three**

EDUC	570	Practicum/Student Teaching Elementary	9 cr
EDUC	571	Student Teaching Seminar	3 cr

## **TOTAL ELEMENTARY EDUCATION LICENSE REQUIREMENTS**

**54-55 cr**

(Plus core/licensure content courses)

### **LICENSURE PROGRAM IN MIDDLE SCHOOL EDUCATION (5-8)**

MCLA requires a concentration or major in education for students seeking middle school license. The middle school education curriculum prepares students to become educated and competent middle school teachers. The curriculum emphasizes a well-rounded education, early and continuous field experiences, and the study of research and knowledge related to effective teaching and learning.

To fulfill the requirements for the middle school education licensure program, students must complete a major in the liberal arts or sciences and a concentration or major in education. In addition, students must also complete a three-credit psychology course, applied developmental psychology. A total of 43 credits are required for the major and licensure program. Students should meet with an education department advisor during their first year. For more information contact the education department.

Choice of Liberal Arts/Sciences majors to accompany Middle School Education:

Biology

Chemistry\*

English

History/Political Science

Interdisciplinary Studies (IDST)\*\*

Mathematics

Physics

\* Pending approval by DESE.

\*\* A student selecting IDST will combine English and History for the Humanities License or Mathematics and a science for the Math/Science License.

Formal application for admission into Professional Semester requires an overall 2.8 GPA with no grade below a C in required licensure courses, an assessment of oral and written communication skills, passing scores on the Massachusetts Tests for Educator Licensure, (See the education department for the required MTELs for each specific licensure area), two recommendations and a successful interview. Students must have departmental approval to enroll in more than 12 credits during the Professional Semester (student teaching). Upon completion of the MDSE program the student is eligible for initial licensure (5-8).

## **MIDDLE SCHOOL EDUCATION LICENSE**

### **Requirements**

CCSS	269	Education & Society	3 cr
PSYC	208	Applied Developmental Psychology	
OR PSYC	210	Developmental Psychology	
OR PSYC	386	Adolescent Development	3 cr

### **Phase One**

EDUC	336	Reading/Content Area	3 cr
EDUC	340	Field Placement I	2 cr
EDUC	430	Teaching in an Inclusive Classroom	3 cr

\*\*The passing of Communication and Literacy MTELs are a requirement to enter phase two.

### **Phase Two**

EDUC	342	Field Placement II MDSE/SECE	2 cr
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EDUC	405	Sheltered English Instruction MDSE/SECE	3 cr
EDUC	422	Classroom Mngt/Tchnng Strat MDSE/SECE	3 cr
EDUC	414	Curriculum and Instruction Middle School	3 cr

Application, interview, and passing scores on all parts of the MTEL are required for admission to phase three.

**Phase Three**

EDUC	580	Practicum/Student Teaching Middle School	9 cr
EDUC	581	Student Teaching Seminar	3 cr

**Optional Second Major in Education Requires:**

Three Additional Education Electives	9 cr
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**TOTAL MIDDLE SCHOOL EDUCATION LICENSE REQUIREMENTS**

**37-46 cr**

**LICENSURE PROGRAM IN SECONDARY EDUCATION (8-12)**

MCLA requires a concentration or major in Education for students seeking secondary license. The secondary education curriculum prepares students to become educated and competent secondary school teachers. The curriculum emphasizes a well-rounded education, early and continuous field experiences, and the study of research and knowledge related to effective teaching and learning.

To fulfill the requirements for the secondary education licensure program, students must complete a major in the liberal arts or sciences and a concentration or major in Education. In addition, students must also complete a three-credit psychology course, applied developmental psychology. A total of 43 credits are required for the major and licensure

program. Students should meet with an education department advisor during their first year. For more information contact the education department.

Formal application for admission into the Professional Semester requires an overall 2.8 GPA with no grade below a C in required licensure courses, passing scores on the Massachusetts Tests for Educator Licensure, (See the education department for the required MTELs for each specific licensure area), two recommendations and a successful interview. Students must have departmental approval to enroll in more than 12 credits during the Professional Semester (student teaching). Upon completion of the SECE program the student is eligible for initial licensure (8-12).

## **SECONDARY EDUCATION LICENSE**

### **Requirements**

CCSS	269	Education & Society	3 cr
PSYC	208	Applied Developmental Psychology	
OR PSYC	210	Developmental Psychology	
OR PSYC	386	Adolescent Development	3 cr

### **Phase One**

EDUC	336	Reading/Content Area	3 cr
EDUC	340	Field Placement I	2 cr
EDUC	430	Teaching in an Inclusive Classroom	3 cr

\*\*The passing of Communication and Literacy MTELs are a requirement to enter phase two.

### **Phase Two**

EDUC	342	Field Placement II MDSE/SECE	2 cr
EDUC	405	Sheltered English Instruction MDSE/SECE	3 cr
EDUC	416	Curriculum and Instruction Secondary	3 cr
EDUC	422	Classroom Mngt/Tchng Strat MDSE/SECE	3 cr

Application, Interview and passing scores on all parts of the MTEL are required for admission to phase three.

**Phase Three**

EDUC	590	Practicum/Student Teaching Secondary	9 cr
EDUC	591	Student Teaching Seminar	3 cr

**Optional Second Major in Education Requires:**

Three Additional Education Electives	9 cr
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**TOTAL SECONDARY EDUCATION LICENSE REQUIREMENTS 37 cr**

**WITH SECOND MAJOR 46 cr**

**TEACHER LICENSURE BY THE COMMONWEALTH OF MASSACHUSETTS**

To comply with federal regulations, Massachusetts requires that individuals who want to obtain teacher licensure in the state must pass the Massachusetts Tests for Educator Licensure.

Massachusetts Department of Elementary and Secondary Education regulations require preparation program curricula to include upper and lower level arts and sciences coursework, including: composition, American and world literature, U.S. and world history, economics, geography, child development, science laboratory work, and mathematics and science coursework appropriate for the elementary school teacher. These subjects are included on the Massachusetts Test for Educator Licensure and follow the Massachusetts Curriculum Frameworks. Specializations within the interdisciplinary studies major fulfill the above mentioned requirements. Students may also choose from among the traditional liberal arts and sciences majors to fulfill the requirements.

Students already possessing a bachelor's degree also may be admitted to a licensure program. Interested students should meet with the license officer at their earliest convenience to find out the specific requirements for the license level they seek.

Initial licensure is granted by the Commonwealth of Massachusetts to individuals who have completed approved programs of study and received passing scores on the Massachusetts Tests for Educator Licensure. MCLA, through the education department, offers at the undergraduate level programs that license regular classroom teachers in Early Childhood (Pre K-2), Elementary (1-6), Middle School (5-8), and Secondary School (8-12).

Upon seeking a teaching position in the public schools, students should be aware that most school districts may require a CORI (Criminal Offender Record Information) or SORI (Sexual Offender Record Information) check as well as evidence of inoculations and fingerprinting.

## **SPORT COACHING MINOR**

### **Requirements**

EDUC	375	Coaching Principles	3 cr
EDUC	376	Practicum in Sport Coaching	3 cr
PHED	108	Community First Aid & Safety	1 cr
PHED	215	Lifetime Wellness	3 cr
PHED	375	Scientific Foundations of Coaching	3 cr

Choose two of the following: 6 cr

BIOL	316	Functional Human Anatomy*	
BIOL	440	Physiological Aspects of Exercise*	
PHED	395	Special Topics (subtitle appropriate to sport coaching)	

PSYC 376 Sport Psychology\*  
SOCI 316 Sociology of Sport\*

\*These courses carry prerequisites that are not included in the listed requirements for the minor

**TOTAL SPORT COACHING MINOR REQUIREMENTS 19 cr**

## **COURSE DESCRIPTIONS**

**EDUC 150 Infant/Toddler Internship 3 cr**

Provides the daycare certification student with practical experience needed for Office for Children certification. The intern will complete an individualized learning contract, sponsored and approved by an education department faculty member. The intern will work under close supervision of both the cooperating teacher and department personnel.

**Prerequisite:** Department approval, EDUC 230 or concurrent enrollment in EDUC 230

**EDUC 151 Preschool Internship 3 cr**

Provides the day care certification student with practical experience needed for Office for Children certification. The intern will complete an individualized learning contract, sponsored and approved by an education department faculty member. The intern will work under close supervision of both the cooperating teacher and departmental personnel.

**Prerequisite:** Department approval, EDUC 305 or concurrent enrollment in EDUC 305

**EDUC 230 Program Development: Infants & Toddlers 3 cr**

Examines theory and practice of daycare for infants - up to age 3. Age-appropriate activities, program/curriculum development and special issues in





Organizes and plans for teaching and learning science. Major principles of science, the development of science lesson plans, experiments and demonstrations, enrichment activities and science projects are included. The shaping of science education in today's elementary and middle schools is examined through recent science education research materials.

**Prerequisite:** Department approval

**EDUC 336 Reading in the Content Area 3 cr**

Examines effective strategies to support middle school and secondary students' ability to use language to learn. In addition to reading and writing text, alternative modes of demonstrating learning will be explored.

Technology will be included through online assignments. Reflection and professional growth are concurrent goals.

**Prerequisite:** Department approval

**EDUC 338 Reading and Language Arts (ECHE/ELEM) 3 cr**

Emphasizes an integrated, constructivist approach to teaching the language arts based on cognitive, psycholinguistic and sociolinguistic theories about how children learn language. Teaching strategies are introduced that help children learn to communicate effectively using listening, talking, reading and writing. Organizational patterns of instruction that emphasize literature, theme cycles and workshop approaches are explored.

**Prerequisite:** Department approval

**EDUC 340 Field Placement I 2 cr**

Acquaints each student with the contemporary setting of public schools. In this pre-practicum, students will be expected to be in a classroom for 48 hours. This will be the first experience in the schools for each education student. The on-campus component includes five seminar sessions. Students may be waived from hours in the school setting if appropriate documentation is provided but not from the seminars.

**Prerequisite:** CCSS 269, department approval and 2.5 overall GPA Coreq: EDUC 338 or EDUC 430

**EDUC 341 Field Placement II ECHE/ELEM 2 cr**

Requires that pre-service teachers will assume a broader variety of instructional responsibilities in an early childhood/elementary classroom. Students will be expected to be in a classroom for 48 hours. The on-campus component includes four seminar sessions. Students may be waived from hours in the school setting but not from seminars.

**Prerequisite:** CCSS 269, EDUC 340, department approval, 2.5 overall GPA , passing score on Communication/Literacy MTEL Coreq: EDUC 409 or EDUC 412

**EDUC 342 Field Placement II MDSE/SECE 2 cr**

Requires that pre-service teachers will assume a broader variety of instructional responsibilities in a middle or secondary level classroom. Students will be expected to be in a classroom for 48 hours. The on-campus component includes four seminar sessions. Students will be waived from hours in the school setting if appropriate documentation is provided but not from seminars.

**Prerequisite:** CCSS 269, EDUC 340, department approval, 2.5 overall GPA , passing score on Communication/Literacy MTEL Coreq: EDUC 414 or EDUC 416

**EDUC 375 Coaching Principles 3 cr**

Facilitates an understanding of sport coaching based on the most current thinking regarding principles that appropriately guide coaching behaviors. Involves the study of medical-legal, growth and development, psychosocial, biophysical, training/conditioning, tactical/strategical, organizational/administrative, ethical and professional development aspects

of coaching in a variety of competitive sport settings. Course attributes: LDRS.

**Prerequisite:** Sophomore status

**EDUC 376 Sport Coaching Practicum 3 cr**

Provides an opportunity for the student to observe and assist a coach. Students will experience a hands-on approach to coaching skills, including participating in emergency care and assisting with planning practices, designing tactics and strategies in preparation for games. Provides opportunities to learn duties and responsibilities of coaches and athletic directors, rules related to recruiting athletes and other rules and policies related to school athletics. Requires 150 on-site hours.

**Prerequisite:** Junior status, PHED 375

**EDUC 404 Sheltered English Instruction ECHE/ELEM 3 cr**

Focuses on preparing undergraduate level ELEM and ECHE pre-service teachers to shelter academic content and English language instruction for ELLs. Topics include salient differences among ELLs; language structure; second language acquisition; and effective practices based on the SEI model. Students will learn to differentiate instruction for ELLs at different English proficiency levels, focusing on English Language arts, literacy skills, and academic vocabulary in various content areas.

**Prerequisite:** EDUC 338, department approval

**EDUC 405 Sheltered English Instruction MDSC/SECE 3 cr**

Focuses on preparing undergraduate level Middle and Secondary pre-service teachers to shelter academic content and English language instruction for ELLs. Topics include salient differences among ELLs; language structure; second language acquisition; and effective practices based on the SEI model. Students will learn to differentiate instruction for ELLs at different English

proficiency levels, focusing on language and literacy skills, and academic vocabulary in relevant content areas.

**Prerequisite:** EDUC 336, department approval

**EDUC 409 Curriculum and Instruction ECHE 3 cr**

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments.

**Prerequisite:** Department approval

**EDUC 412 Curriculum and Instruction ELEM 3 cr**

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments.

**Prerequisite:** Department approval

**EDUC 414 Curriculum and Instruction MDSC 3 cr**

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments.

**Prerequisite:** Department approval

**EDUC 416 Curriculum and Instruction SECE 3 cr**

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments.

**Prerequisite:** Department approval

**EDUC 420 Classroom Management/Teaching Strategies (ECHE & ELEM) 3 cr**

Prepares one to design educational environments that support all learners and 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. Provides strategies to build the social competence of learners who present behavior difficulties.

**Prerequisite:** Department approval

**EDUC 422 Classroom Management/Teaching Strategies (MDSC/SECE) 3 cr**

Prepares one to design educational environments that support all learners and 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. Provides strategies to build the social competence of learners who present behavior difficulties.

**Prerequisite:** Department approval

**EDUC 430 Teaching in an Inclusive Classroom 3 cr**

Introduces values, laws and principles underlying special education, including the rights of parents/guardians. Identifies the role of general educators 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.

**Prerequisite:** Department approval

**EDUC 460 Special Topics in Education 3 cr**

Studies problems, concepts, issues, topics, or themes that are of particular importance in the field of education. Special topic seminars may explore any of a variety of topics concerning academic freedom, affirmative action, basics, compensatory education, computers in teaching, multicultural education, values, learning styles and human rights, among others, as they relate to the field of education.

**Prerequisite:** Department approval

**EDUC 473 Contemporary Educational Issues 3 cr**

Examines contemporary issues in education on ideological grounds and on national and local levels (e.g., bilingual education, multiculturalism, general-liberal education). These issues will be explored from interfacing viewpoints (i.e., political, educational, economics, social) so that students can formulate their own views based on careful consideration of the arguments.

**Prerequisite:** Junior/senior status, department approval

**EDUC 500 Independent Study 1 to 3 cr**

Open to juniors and seniors who wish to read in a given area or to study a topic in depth. Written reports and frequent conferences with the advisor are required.

**Prerequisite:** Junior/senior status, department approval

**EDUC 540 Education Internship 3 to 15 cr**

Interning in a public or private organization or agency such as higher education, hospital, recreational or elderly centers will occur. Completion of an individualized learning contract sponsored and approved by an education department faculty member. Internship may involve, but is not limited to,

education-related tasks such as training, organizational development, computer-based learning and human resource development.

**Prerequisite:** Junior/senior status, department approval

**EDUC 550      Practicum-Student Teaching Preschool                      3 cr**

Provides the culminating pre-K to K field experience for teacher licensure.

Students spend five days per week in a preschool classroom for approximately one third of the semester and the remainder of the semester in a grade 1 or 2 classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities.

**Prerequisite:** Department approval, passing scores on all MTEL's, grades of C or better in all licensure courses, and 2.8 overall GPA    Coreq: EDUC 560, EDUC 561

**EDUC 560      Practicum-Student Teaching ECHE                                      6 cr**

Provides the culminating field experience for teacher licensure. Students spend five full days per week in a school classroom for approximately two thirds of the semester. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities.

**Prerequisite:** Department approval, passing scores on all MTEL's, grades of C or better in all licensure courses, and 2.8 overall GPA    Coreq: EDUC 550, EDUC 561

**EDUC 561      Student Teaching Seminar ECHE                                              3 cr**

While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced Massachusetts College of Liberal Arts mentor, this seminar provides students



with opportunities to share and to reflect on their efforts to successfully merge theory and practice. The seminar will require students to conduct action research in their classes.

**Prerequisite:** Department approval, passing scores on all MTEL's, grades of C or better in all licensure courses Coreq: EDUC 550, EDUC 560

**EDUC 570      Practicum Student Teaching ELEM                      9 cr**

Provides the culminating field experience for teacher licensure. Students spend five full days per week in a school classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities.

**Prerequisite:** Department approval, passing scores on all MTEL's, grades of C or better in all licensure courses, and 2.8 overall GPA Coreq: EDUC 571

**EDUC 571      Student Teaching Seminar ELEM                      3 cr**

While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced Massachusetts College of Liberal Arts mentor, this seminar provides students with opportunities to share and to reflect on their efforts to successfully merge theory and practice. The seminar will require students to conduct action research in their classes.

**Prerequisite:** Department approval, passing scores in all MTEL's, grades of C or better in all licensure courses Coreq: EDUC 570

**EDUC 575      Student Teaching Half Practicum ELEM                      1 to 9 cr**

Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, they work with individual children, teach small and large group lessons, plan and implement several units of instruction. This half-practicum is designed to be used on very rare occasions when a student needs to do a





practicum over a two-semester period of time. Students will register for 4 credits one semester and for 5 credits the second semester.

**Prerequisite:** Department approval, passing scores on all MTEL's, grades of C or better in all licensure courses, and 2.8 overall GPA Coreq: EDUC 591