

MCLA



GRADUATE
**ACADEMIC
PROGRAM**

CATALOG 2024 - 2025

MCLA.EDU

JUNE 1, 2024

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GRADUATE COURSE CATALOG

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A Message from the President



A Message from the President

Dear Students:

Welcome to Massachusetts College of Liberal Arts (MCLA), the Commonwealth's public liberal arts college. Since our founding as the North Adams Normal School in 1894, professional preparation has been a cornerstone of who we are.



Our graduate programs are an important part of that identity. Our Master of Education (MEd), Master of Business Administration (MBA), Certificate of Advanced Graduate Study (CAGS) and educator licensure programs combine hands-on learning experiences and lessons from our skilled faculty. You will finish your degree with connections, experience, and new knowledge that will help you access new opportunities and advance your career. Your graduate studies at MCLA will strengthen and refine your critical thinking, communications, and leadership skills – the skills crucial to success in your profession and as engaged citizens in your community.

MCLA is located in North Adams, in the beautiful Berkshires of Western Massachusetts, where we are in the midst of a stunning revitalization. Being right in the middle of a community known for its vibrant culture, art, and seemingly endless opportunities for natural recreation adds another dimension to the educational experience you will have at MCLA.

You also will find that MCLA is a wonderful place to explore new interests and establish lifelong friendships. Our alumni make us proud through their important work and positive impact in Berkshire County, across Massachusetts, throughout the country, and around the world. In this catalog, you will find information about MCLA education and

business graduation programs that meet your interests and exceed your expectations. Use this catalog to reference information that will enhance your academic journey.

Again, welcome to MCLA.

Sincerely,

James F. Birge, Ph.D.
President

Mission Statement

Our Mission

Massachusetts College of Liberal Arts (MCLA) is the Commonwealth's public liberal arts college and a campus of the Massachusetts state university system. MCLA promotes excellence in learning and teaching, innovative scholarship, intellectual creativity, public service, applied knowledge, and active and responsible citizenship. MCLA prepares its graduates to be practical problem solvers and engaged, resilient global citizens.

Our Values

Our mission guides the strategic goals that advance MCLA: Excellence in Teaching and Learning; Supportive and Inclusive Community; Responsive and Intentional Stewardship; and Public Purpose and Engagement. These goals reflect the interplay of the shared values that shape our commitment to students, faculty, staff, and our community.

Access

We believe a high quality liberal arts education should be available and affordable to all who aspire to it and are prepared for its challenges. MCLA is committed to providing this opportunity.

Critical Thinking

Through MCLA's role as leader, convener, and partner, we cultivate critical thinking and analysis in our learning and teaching. We promote a spirit of informed and open-ended inquiry. Our community members demonstrate consideration, deliberation, and planning in addressing challenges and opportunities in our society.

Discovery and Understanding

We understand intellectual disciplines and specific courses of study interact dynamically in academic and co-curricular experiences. We believe in strengthening student, faculty, and community interaction through engaging coursework, shared research, and service.

Global Awareness

We know that a liberal arts education affords students an appreciation of the wider world, both as a subject of intellectual discovery and through engagement with our society. We work to create and sustain the breadth of curriculum, experiences, and opportunities that lead us all to understand our active roles as knowledgeable global citizens.

Inclusive Community

MCLA is committed to creating a campus climate and culture of mutual respect that represents and honors diversity in our society. We celebrate this diversity and affirm the dignity and worth of all people. We intentionally integrate topics of social, cultural, and physical diversity in the curricular, co-curricular, and work life of our community.

Innovation, Experimentation and Creativity

We promote creativity and inquiry, and the role of a liberal arts institution to provide students with the freedom and means to explore ideas and take intellectual and creative risks.

Leadership

We believe that leadership is a shared responsibility, and encourage all members of the MCLA community to develop their affinity for leadership through formal coursework, professional development, co-curricular

training, and practical application. We cultivate leadership opportunities and development programs to further these goals.

Lifelong Learning

We empower learners to develop habits of learning that have integrity and engender respect for tradition. We deploy 21st century tools for learning in our academic and co-curricular programs that prepare students to be informed, engaged, and capable learners.

Practicality and Application

We believe that the disciplines of arts, sciences, and professional studies empower individuals with broad knowledge and transferable skills, and a strong sense of values and ethics. In its programs and initiatives MCLA forges the connection among academic study, experiential learning, civic engagement, and future success.

Stewardship

We manage our resources responsibly and sustainably, and offer a variety of educational, cultural, and recreational experiences for the campus and local communities. We provide unique resources for the greater Berkshire region. We encourage a spirit of service among students, faculty, staff, alumni, and trustees, and to serve as stewards of the future.

The College and Its History

Since our inception as the Normal School in North Adams in 1894, Massachusetts College of Liberal Arts (MCLA) has provided educational access and exceptional learning opportunities to generations of students and alumni. Over the years, MCLA has evolved to meet the challenges and needs of changing times. In 1932, the Normal School became the State Teachers College of North Adams, reflecting the increased importance of education as an academic discipline. In 1960, we changed our name to North Adams State College and expanded our focus to include professional degrees in business administration and computer science. In 1997, with eyes focused on the horizon of a new century, the College assumed a unique mission (within the state university system) as Massachusetts College of Liberal Arts, the public liberal arts college for the Commonwealth.

Today, MCLA continues to innovate. We guide students as they develop critical thinking, communication and leadership skills both in class and through a range of high-impact experiences. Applied learning always has been part of what the College provided to students; for many, the teacher practicum was an opportunity to learn by doing and to take what they learned into the classroom out into the field. Today, teacher preparation opportunities exist alongside arts management internships with local cultural organizations, undergraduate research in collaboration with faculty members, travel courses and study abroad, community service projects, and leadership positions in clubs, organizations and athletics teams. These activities enable students to enhance academics with practical experience and prepare them for graduate study or to launch their careers in whatever field their passion leads them.

As the economy continues to evolve, MCLA expands its majors and programs to address critical needs in the marketplace. New degree programs include those in art, arts management, athletic training, chemistry and political science and public policy. Each of our degree programs is delivered in small classes by faculty who know their students well and challenge them to excel. Our newest graduate program, the Master of Business Administration, offers a flexible curriculum for working professionals that prepares them to advance in their careers as leaders and innovators.

To support expanded programs in the sciences and the teaching and learning needs of the 21st century, MCLA has recently opened the Feigenbaum Center for Science and Innovation. This state-of-the-art facility supports learning and research for students, faculty and community members, and connects the College to important developments in the life sciences—one of the keys to the competitive advantage of the County and the Commonwealth.

The proof of MCLA's success can be found in the example set by our alumni. They are distinguished teachers, civic, community and business leaders, journalists, scientists, activists and entrepreneurs. They are proud of the education they received, loyal to their alma mater and dedicated to its continued success.

Though changing times present new challenges and opportunities, the essential nature of MCLA remains constant; a place that delivers a high-quality, affordable public liberal arts education in an environment that supports the development of intellectual and practical skills, promotes scholarship and inquiry, and challenges students to model personal, social and civic responsibility.

Expenses & Financial Aid

Payment of College Bills

Bills will be mailed upon registration and payment must be received in Student Financial Services by the due date on the invoice. Checks may be payable to MCLA. The College offers a payment plan for the graduate program for the fall and spring semesters. Monthly payment plans are administered by Nelnet. You may enroll at <https://mycollegepaymentplan.com/mcla/> or by calling (800) 609-8056. Information concerning account charges may be obtained by contacting Student Financial Services at (413) 662-5230. The College also accepts Visa, MasterCard, Discover and American Express for payment. Payments are not accepted by phone and must be done online through our secure website www.mcla.edu/studentaccounts (<http://www.mcla.edu/studentaccounts/>). Payments not received by the due date may be subject to a \$75.00 late fee or course removal pursuant to MCLA policy.

Refund Policy

A student officially withdrawing from the College prior to the first day of classes (official opening) is eligible for a 100% refund. All refunds for official withdrawal from the College after the start of school are determined on a pro-rata basis up to the 60% point of the semester. Pro-rata refunds are calculated by determining the percentage of the semester that has been completed up to and including the official date of withdrawal. Based on this calculation, the College determines the amount of financial aid that is unearned and is responsible for returning any portion necessary to the appropriate financial aid programs.

Repayment is made first to Federal Student Loan Programs, if applicable, and any remaining credit balances will then be returned to state, institutional and student resources, in that order. Please note withdrawal from the College could result in a balance owed to the College for Federal aid that must be returned to the above programs. No refund will be made after the 60% point of the semester. The refund policy is published here: <https://www.mcla.edu/admission-aid/paying-for-college/financial-aid/index.php>

Outstanding Obligation

Official transcripts will not be issued for students or former students who have an outstanding obligation to the College. Students are also not allowed to register for further coursework. Such obligations may include but are not necessarily limited to: unreturned books or fines due in the library, incomplete loan exit counseling, unpaid tuition or fees, or outstanding parking tickets.

Health Insurance

Please note that graduate education students enrolled in seven (7) or more credits are required to either waive or accept enrollment in MCLA Student Health Insurance Plan. To complete the waiver or enrollment please visit www.mcla.edu/studentaccounts (<http://www.mcla.edu/studentaccounts/>).

Financial Aid

Students matriculated into a graduate education or business program at Massachusetts College may apply for an Unsubsidized Federal Student Loan to assist with the cost of attendance. As a graduate student, you must be enrolled in at least five credit hours of study and officially accepted into the graduate program and have an approved plan of study on file to be eligible (provisional acceptance does not qualify). In addition,

you must complete the Free Application for Federal Student Aid (FAFSA) (<https://studentaid.gov/apply-for-aid/fafsa/>). Upon completion of the required application materials, Student Financial Services will notify you of your eligibility and provide you with the necessary information to complete the loan process. If you have any additional questions, please contact Student Financial Services at (413) 662-5219.

More Information

For the most up to date information on billing and financial aid policies please visit our website at <https://www.mcla.edu/administration/bursar/index.php> ([http://www.mcla.edu/administration/bursar/](https://www.mcla.edu/administration/bursar/)).

Graduate Programs

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Graduate Programs in Business

MCLA's Master of Business Administration program offers a broad-based, multidisciplinary education that combines the strengths of our business faculty at the doctoral and master's levels with those of practicing managers actively involved in day-to-day decision making in the field.

Master of Business Administration

The MBA program is a 45-credit graduate degree program with 15 credits of pre-requisites that can be waived for those students who already possess an undergraduate degree in business or related field. Courses include a blend of classroom experiences and practical, hands-on fieldwork taught by faculty who are industry experts and add tremendous value to the MBA experience. The program offers a synergistic learning experience between newly energized Berkshire industry and academia as part of a collaboration with the Berkshire Innovation Center (BIC).

Code	Title	Hours
Required Core		
MBA 640	Financial Management & Policies	3
MBA 643	Managerial Economics	3
MBA 660	Managing and Leading	3
MBA 661	Decisions in Operations & Project Management	3
MBA 662	Sustainability and Social Responsibility	3
MBA 680	Marketing Strategies	3
MBA 690	Strategic Management of Organizations	3
Required Electives (minimum of three courses)		
MBA 642	Non-Profit Financial Management	
MBA 645	Financial Strategy	
MBA 650	Competing in Global Economies & Markets	
MBA 655	Doing Business in China	
MBA 665	Managing Creativity, Innovation, Change	
MBA 666	Managing Information in Organizations	
MBA 667	Managing Financial Institutions	
MBA 668	Health Sector Management	
MBA 695	Special Topics in Business	
Total Hours		30

Note: Dependent upon bachelor's degree, applicants may need to take preparatory courses for admission to MBA program.

MBA Academic Policies

Graduate Business Administration Academic Policies

Admission

Students applying for admission to the MBA program are required to complete the graduate admission application available on the MCLA MBA website. The program requires an undergraduate degree in business or related field in order to waive the pre-requisite courses required to complete the MBA program. Transfer credits are accepted up to a maximum of six (6) credit hours for core or elective courses with grades of B or better and must be no more than five years old, taken at an accredited institution. Currently, the MBA program is a part-time, six (6) credits per semester program totaling 30 credits and does not meet the nine (9) credits per semester required for full-time status for international students.

To Apply:

Candidates may apply by completing the graduate application available through the MCLA MBA website. In addition to the application, the following items are required:

- Official college transcript
- Personal statement
- Three professional letters of recommendation
- Resume or curricula vitae (CV)
- Application fee

Before acceptance to the program, candidates may be required to complete an interview with the MBA Program Director or program designee. Meeting the minimum standards does not guarantee admission into the MBA program. Accepted students may defer enrollment for up to one year. After one year, students must reapply for admission.

See more:

- Waiver Policy
- Transfer of Graduate Credit Policy

Academic Honesty & Plagiarism

A college is a community of students and faculty interested in the search for knowledge and understanding. Essential to that search is a commitment to honesty and integrity. Honesty on the part of every college student has and always shall be an integral part of the plan of higher education at Massachusetts College of Liberal Arts. Acts of dishonesty conflict with the work and purpose of the entire College and are not merely a private matter between student and instructor.

Violations of academic honesty include but are not limited to:

- plagiarism (as defined below)
- submitting the work of others as one's own
- communication during an examination
- using crib notes in an exam, except as allowed by the instructor
- obtaining prior knowledge of examination questions
- substitution of another student in an examination
- altering College academic records

- knowingly using false statements for academic benefit
- collaborating on material after being directed not to collaborate
- forging a signature of a College official or faculty member
- soliciting an official signature under false pretense

Plagiarism

The academic departments of the College have varying requirements for reporting the use of sources, but certain fundamental principles for the acknowledgment of sources apply to all fields and levels of work. The use of source materials of any kind and the preparation of essays or laboratory reports must be fully and properly acknowledged. In papers or laboratory reports, students are expected to acknowledge any expression or idea that is not their own. Students submitting papers are implying that the form and content of the essays or reports, in whole and in part, represent their own work, except where clear and specific reference is made to other sources. Even if there is no conscious intention to deceive, the failure to make appropriate acknowledgment may constitute plagiarism.

Any quotation - even of a phrase - must be placed in quotation marks and the precise source stated in a note or in the text; any material that is paraphrased or summarized and any ideas that are borrowed must be specifically acknowledged. A thorough reordering or rearrangement of an author's text does not release the student from these responsibilities. All sources that have been consulted in the preparation of the essay or report should be listed in the bibliography.

Upon an occurrence of alleged academic dishonesty instructors may exercise their discretion in imposing a sanction. Instructors may further file charges with the Academic Appeals Committee against students if they believe that additional sanctions would be appropriate. Instructors shall notify the Registrar in writing of any occurrence of academic dishonesty whenever they have imposed sanctions. Such notification shall include the student's name, course title, date of occurrence, type of dishonesty, sanction(s) being imposed, and any further action requested.

This notification shall be effected within fourteen (14) days after discovery of the incident. A copy of said notice shall be sent to the student involved, including the charges made against the student and the grounds, if proven, that would justify failure or other academic sanction. If the student involved wishes to appeal the sanction imposed by the instructor, the student must initiate an appeal within two weeks after receipt of this notification. The Academic Appeals Committee shall consider as a basis for a hearing that:

1. the student claims not to have been academically dishonest;
2. the student claims the instructor imposed an inappropriate sanction;
3. the nature of the offense merits further action.

In academic dishonesty cases the Committee may receive requests for hearings from students, from individual faculty and staff members, and from the Registrar. The Graduate Education Council reserves the right not to hear any appeal in any case where data are not sufficient, the necessary steps have not been followed, and/or when the Council jurisdiction is not clear.

Further information regarding instructor and student rights and responsibilities and appropriate procedures to be followed in applying this policy may be obtained from the Office of Graduate and Continuing Education or the Registrar.

Academic Standing

MBA students must maintain at least a 3.0 grade point average (GPA) in degree course work with no course grade lower than "C" at all times. If a student's GPA falls below the required 3.0 minimum after completion of a minimum of 9 credits of MBA course work, the student will be placed on probation. After a student has been placed on probation, the student has one semester to raise his or her grade point average to 3.0. If the GPA is not raised (to 3.0 or above), the student will be dismissed from the MBA program for academic insufficiency. A suspended MBA student is eligible to petition for readmission after one calendar year.

Attendance

Class attendance is taken very seriously, and students may be penalized for unexcused absences within the grading process. Students are expected to attend classes regularly, since this is a necessary means of learning and of attaining the educational objectives of the College. Since course design and objective vary, attendance policies are set forth in each instructor's course syllabus.

Completion Timeframe

Students are expected to complete the degree within five years after they begin their first 600-level course. In extraordinary circumstances, a time extension may be granted through approval of the MBA Program Director. Students must contact the MBA Program Director to initiate a one time-extension appeal. Although the five-year time limit should be observed, no loss of credit will result.

Course Drop/Withdrawal

If a student must drop from a course for extenuating circumstances (such as family situation, military service, or extremely urgent work-related issues), they must initiate a course drop, available from the Registrar website, within seven academic days of the start of the course. After the add/drop period (as specified on the Registrar's website), the student will receive a grade of "W" and will be financially responsible for the course. After two thirds of the course is complete, students are not able to withdraw from the course and will receive a grade for the course.

The student has an option of taking an "I" incomplete if they have completed two-thirds or more of the coursework with a passing grade and may complete the specific course with the next MBA cohort or withdraw from the program. Any student who enrolled but did not attend a course and did not officially withdraw will receive an "F" in the specific course.

See more:

- Admission Policy
- Leave of Absence Policy
- Program Withdrawal Policy
- Registrar website

Course Load

The MBA program is a part-time, six (6) credits per semester program totaling 30 credits and does not meet the nine (9) credits per semester required for full-time status for international students. The program requires enrolling in two courses each semester including the summer semester to remain active.

See more:

- Leave of Absence Policy

Course Repeat

An MBA course may be repeated. If a grade lower than C is earned, the course must be repeated, when next available. The grade earned in a repeated course replaces the original grade in the student's quality point average even if the repeated grade is lower. The grade earned each time the student took the course remains on the student's transcript. The original course will be marked on the student's transcript as "E" excluded. The newest assigned grade will be marked on the student's transcript as "I" included. The originally attempted credit is not calculated in the quality point average. Students must complete a Repeat Course Form for each course they repeat at the time of registration. Repeating a course more than once may influence a student's financial aid.

Grade Appeal

In cases involving appeals of a course grade, a student has 21 days following the completion of the course to initiate an appeal relating to a grade earned in the most recently completed MBA course. The appeal begins with the Faculty member. If unable to be resolved, it then goes to the Program Director and then the Graduate Education Council. Students should contact the Registrar's office for appropriate paperwork. All appeals must follow this chain and the specified time frames as outlined.

Graduation Requirement Minimum GPA

Graduation with an MBA degree requires a minimum 3.0 overall GPA on all coursework applied to the degree. There are no circumstances under which a student with less than a 3.0 GPA can receive the degree. If a student earns a grade lower than "C" (including C-) in any MBA course, that course must be repeated when next available and a grade of at least "C" must be earned in order for the course to be applied to the degree requirements.

Incomplete

An incomplete grade is a temporary designation issued when the required course work is not completed by the end of the semester. An incomplete (I) may be awarded with the recommendation of the instructor only if a student (1) has a grade of C or better on work completed to date; (2) has completed at least two-thirds (2/3) of the course work; (3) has documented evidence of a valid reason for failure to complete the work required in a course (e.g., sickness, death in the family, or other extenuating circumstances); and (4) arranges with the instructor to finish the course work at a later date.

Students wishing to pursue an Incomplete grade must first discuss the option with the instructor. If the student and the instructor agree that an Incomplete is appropriate, then the instructor will initiate an Incomplete Contract that will be signed by both the student and the instructor. The Contract will specify the nature of the course work to be completed before the deadline agreed. Students assigned a grade of "I" will be allowed no more than six weeks into the next semester to complete the outstanding course requirements. If a student fails to complete the work as specified in the contract, the Incomplete grade (I) will be automatically converted to an F grade.

Leave of Absence

A student whose personal, work, or medical circumstances require a temporary interruption of graduate study may apply for a leave of absence for up to two semesters if they are in good academic standing and in good financial standing. Students are expected to discuss this decision with the MBA Program Director to determine appropriate steps to complete their degree program. Students who do not return after their leave of absence, or who do not enroll in a subsequent semester without

arranging a leave of absence, will be administratively withdrawn and will need to reapply for admission.

See more:

- Admission
- Withdrawal

Non-Degree Seeking (Non-Matriculated) Students

Students have the option of beginning their studies before formally applying to the MBA program as non-matriculated students. Non-matriculated students may start any semester during the year and can earn up to twelve (12) graduate credits at MCLA toward a graduate certificate or MBA degree. Non-matriculated students seeking admission in the MBA program must have an overall cumulative GPA of 3.0 or higher after completing two courses. The student must apply formally and be accepted to the MBA program to become matriculated. Once matriculation is confirmed, any MCLA credits the student earned as a non-matriculated student will be combined with MCLA credits earned as a matriculated student, and all MCLA credits will be regarded as contributing to the required number of credits that must be earned from MCLA to complete the MBA program. The final approval for a non-matriculated student registration into an MBA course is subject to approval by the MBA Program Director. Students interested in applying as a non-matriculated students must have an undergraduate degree and may reach out to the MBA Program Director for more information.

See more:

- Admission Policy

Program Withdrawal

Students leaving the program must complete a Withdrawal from College form. Students who withdraw may reapply for admission. Students who do not register for classes and have not completed a Leave of Absence will be administratively withdrawn.

Readmission

Students who are admitted to and enroll in the MBA program, but who take a leave of absence, may be away from the program for up to one year without being required to reapply for admission. After one year, they must complete another application form and submit an updated resume. The application will be evaluated based on the current admission standards at the time of the request for readmission, and reentry to the program will be based on qualifications and space available in the current cohort.

Transfer of Graduate Credit

Transfer of graduate credits from another institution will be considered on a case-by-case basis. The decision criteria include currency, relevance to the MBA curriculum, and the quality (accreditation) of the institution at which the course was completed. Any potential transfer credit must have earned a grade of "B" or better. Requests for transfer credit (maximum of six credits) must be submitted to the Program Director.

Waiver

Waivers for up to five pre-requisite courses may be available to those students who have an undergraduate degree in business or related field from an accredited institution of higher education, who have taken equivalent coursework, or can demonstrate adequate knowledge of the subject. Students must be prepared to show documentation including a transcript of the grades received in those courses. Additional

documentation may be required. Waivers are given at the discretion of the MBA Program Director or designee.

See more:

- Admission

Administration and Faculty

Business Department

Department Chair and MBA Program Director

James Moriarty, Associate Professor (on sabbatical, fall 2024)

M.B.A., American International College

B.S., American International College

Professors

Thomas Whalen, Professor and Interim Chair (fall 2024)

Ph.D., in Leadership Studies, Gonzaga University

M.S., in Management, Troy University

B.S., in Systems Engineering, US Naval Academy

Tara Barboza, Associate Professor

M.B.A., Massachusetts College of Liberal Arts

B.S., University of Phoenix

Omotara Adeeko, Assistant Professor

Ph.D., Southern Illinois University

M.Sc., Eastern Illinois University

B.Sc., Redeemers University

Amy Shapiro, Assistant Professor and Interim MBA Program Director (fall 2024)

M.B.A., University of Massachusetts

B.A., Evergreen State College

Graduate Programs in Education

The Graduate Programs in Education have as their major goal the preparation of public education teachers and leaders who will provide and promote excellence and equity as they work in their chosen fields. We offer a dynamic blend of research-based practices in teaching, leading, and learning with practical, hands-on fieldwork opportunities – all framed within a liberal arts tradition. As such, we are confident that you (our future teachers and leaders) will become equipped with the intellectual knowledge and the practical skills necessary to be effective practitioners. Equally important, we believe educators have a responsibility to engage themselves and their students as critical, knowledgeable, and active members of a democratic society, working toward social justice within each individual's sphere of influence.

Initial Teacher Licensure with or without M.Ed.

The Education Department of Massachusetts College of Liberal Arts aims to prepare teachers who can motivate, challenge, and assist children in developing the knowledge, skills, and attitudes necessary for creative citizenship and effective living. The College recognizes the importance of subject matter knowledge as an essential cornerstone of effective teaching and believes that this content knowledge should be appropriate to the task of teaching students at the early childhood, elementary, middle, and/or high school level.

The MCLA Education Department is dedicated to helping educators navigate the Massachusetts Department of Elementary and Secondary Education (DESE) licensure process. Beginning educators will earn their first license at MCLA while practicing educators advance their license and earn ongoing professional development experiences for recertification. Within Massachusetts, there are four types of licenses: Temporary, Provisional, Initial, and Professional. A complete overview of available licensure types in each licensure category can be found on the Massachusetts Department of Elementary and Secondary Education Office of Educator Licensure web page.

General Information for All Teacher Licensure Candidates

All license programs require that students have completed a major in the Liberal Arts and Sciences appropriate to the licensure area.

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

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. 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.

Individualized areas of concentration may be developed by those students who do not require licensure. In this case, a plan of study will be created during the admissions process.

Initial Teacher Licensure

Licensure Requirements in the Commonwealth of Massachusetts

The Commonwealth of Massachusetts grants initial licensure to individuals who have completed an approved educator preparation program and received passing scores on the appropriate Massachusetts Tests for Educator Licensure (MTEL). Licensure candidates must pass all required MTELs for the license sought prior to beginning their practicum.

Licensure candidates are required to complete pre-practicum and practicum work at a variety of schools. All school districts require the completion of a CORI (Criminal Offender Record Information) check; some also require completion of a SORI (Sexual Offender Record Information) check and/or fingerprinting. Fingerprinting is required for the student teaching practicum. CORI forms are obtained from the school district. When applying for licensure, please be advised that DESE may refuse to provide a teaching license for an individual who is convicted as an adult of a felony. Concealment or misrepresentation of information required on the CORI form may result in denial of recommendation for licensure.

MCLA Initial Teacher Licensure Programs at the Graduate Level

- Early Childhood: Pre-K - Grade 2
- Elementary: Grades 1 – 6
- General Science: Grades 5 – 8
- Humanities: Grades 5 – 8
- Mathematics: Grades 5 – 8
- Mathematics and Science: Grades 5 – 8
- English: Grades 5 – 12
- History: Grades 5 – 12
- Biology: Grades 8 – 12
- Chemistry: Grades 8 – 12
- Mathematics: Grades 8 – 12
- Physics: Grades 8 – 12
- Moderate Disabilities: Pre-K - Grade 8 or Grades 5 – 12

Formal application for admission into the student teaching practicum requires an overall 3.0 GPA, with no grade below a B in required licensure courses, and an interview with Education department faculty. Prior to enrolling in a practicum, all students will be required to submit passing scores

on the MTELs appropriate to the license they are seeking and a completed application (including two recommendations). Students must have departmental approval to enroll in more than 12 credits during the Professional semester.

After successfully completing an Initial licensure program at Massachusetts College of Liberal Arts, each candidate will be endorsed for licensure in Massachusetts and will have the following endorsement statement on their MCLA transcript: *This student has completed a State and NASDTEC approved program for (indicate license field, level and type) and is institutionally recommended in this field.*

Professional Licensure with MEd

Pathways are available for individuals who have already earned an Initial teaching license and are looking to advance their Massachusetts teaching license from Initial to Professional.

Coursework applicable to Professional licensure can be pursued in Early Childhood, Elementary, Moderate Disabilities, and a number of Middle School and Secondary content areas.

Please note: While MCLA does not offer graduate courses in all content areas, advisors work with individual students to accept transfer content credits earned in another university towards the MEd.

Licensure: MCLA students are able to meet the requirements for Professional licensure by following the indicated pathways and then applying for this license through the MA Department of Elementary and Secondary Education. A complete overview of Professional Licensure requirements can be found on the Massachusetts Department of Elementary and Secondary Education Office of Educator Licensure web page.

Individualized Plan of Study (Non-License)

Students who do not seek teacher or school leader licensure may choose to advance their educational credentials through the Master of Education (MEd) at MCLA.

Master of Education

Plan of Study

The M.Ed. candidate must complete a Plan of Study providing the rationale, objectives, and selected courses or learning experiences for their individual program of study. It is recommended that the student meet with their graduate advisor in advance of the deadline to discuss the format and substance of this important document. The Plan of Study guides the student's program and helps to provide a rationale for the selection of courses.

Core Courses

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry ¹	3
EDUC 784	Capstone Seminar ¹	3
Total Hours		12

1

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Selecting Programs

You are here:

I do not have a bachelor's degree and would like to become a school teacher or leader.

I have a bachelor's degree (or higher) and would like to become a school teacher.

I have a bachelor's degree and an Initial license and want to advance to a Professional license.

I have an Initial license and a master's degree and would like to earn a Professional license.

I am interested in earning an administrative license.

I am interested in earning an administrative license AND an advanced certificate (CAGS).

I am interested in earning a master's degree that is not connected to a license pathway.

Go here:

Contact Admissions at MCLA to discuss bachelor degree pathways to licensure at 413.662.5410 or admissions@mcla.edu

You will need to complete an Initial licensure program with or without the Master of Education degree. (<https://nextcatalog.mcla.edu/graduate/programs/education/initial-teacher-licensure-med/>)

You will need to earn a Master of Education degree that includes content specific courses. (<https://nextcatalog.mcla.edu/graduate/programs/education/professional-licensure-med/>)

You will need to complete content specific courses. (<https://nextcatalog.mcla.edu/graduate/programs/education/professional-licensure-med/>)

You will need to complete a Leadership Academy licensure program. (<https://nextcatalog.mcla.edu/graduate/programs/education/leadership-academy-without-cags/>)

You will need to complete a Leadership Academy licensure program plus additional CAGS courses. (<https://nextcatalog.mcla.edu/graduate/programs/education/leadership-academy-without-cags/>)

You will develop an Individualized Plan of Study. (<https://nextcatalog.mcla.edu/graduate/programs/education/individualized-plan-study-non-license/>)

Teacher Licensure Program PreK-2 with Optional MEd

Overview of Plan of Study

Candidates for Initial licensure must have completed or plan to complete coursework in the following areas:

- Children's Literature
- Knowledge of the rules and conventions of standard written and spoken English. Similarities and differences between oral and written communication.
- Mathematics principles: Two courses that cover:
 - Counting and cardinality, number operations, algebraic thinking, and measurement and data
 - Statistics and probability (optional)
- Earth and space or physical science (with laboratory)¹
- Life science (with laboratory)¹
- Principles and concepts of history, geography, civics and economics
- The arts
- Health or First Aid/CPR
- Physical Education
- Child Development

1

At least one science must include a laboratory requirement.

The early childhood licensure program prepares students to educate and care for children in both public and private early childhood education settings, including public school classrooms from Pre-Kindergarten to Grade 2. The curriculum emphasizes the inclusive design of early childhood environments and curricula, innovative teaching strategies and practices, and authentic assessment of the whole child.

Early Childhood Initial Teacher Licensure Requirements

Code	Title	Hours
EDUC 603	Early Childhood Curriculum and Design	3
EDUC 604	Sheltered English Instruction ELEM/ECHE	3
EDUC 610	Field Placement I	2
EDUC 620	Field Placement II PK-6	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 638	Reading and Language Arts	3
EDUC 640	Curriculum and Instruction PK-2	3
EDUC 648	Classroom Management/Teaching Strategies (ECHE&ELEM)	3
EDUC 652	Student Teaching Practicum PK-K	3
EDUC 653	Student Teaching Practicum 1-2	6
EDUC 654	Student Teaching Seminar (ECHE)	3
EDUC 702	Ethics and the Foundations of Schooling	3
Total Hours		37

Additional Credits to Complete Master of Education Degree

Code	Title	Hours
Credits for Initial Licensure		37
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry	3
EDUC 784	Capstone Seminar	3
Total Hours		49

Note: Additional coursework may be required to meet the Subject Matter Knowledge (SMK) requirements for the license.

Teacher Licensure Program 1-6 with Optional MEd

Overview of Plan of Study

Candidates for Initial licensure must have completed or plan to complete coursework in the following areas:

- Children's Literature
- Knowledge of the rules and conventions of standard written and spoken English. Phonemic awareness and phonics; principles, knowledge, and instructional practices. Similarities and differences between oral and written communication.
- Mathematics principles: Three courses that cover:
 - Counting and cardinality, number operations, algebraic thinking and measurement and data
 - Geometry
 - Statistics and probability
- Earth and space or physical science (with laboratory)¹
- Life science (with laboratory)¹
- Principles and concepts of history, geography, civics and economics
- The Arts
- Health or First Aid/CPR
- Physical Education
- Child Development

¹

At least one science must include a laboratory requirement.

The elementary licensure program prepares students to become educated and competent elementary school teachers. The curriculum emphasizes a well-rounded education, early field experiences, and the study of research and knowledge related to effective teaching and learning.

Elementary Initial Teacher Licensure Requirements

Code	Title	Hours
EDUC 604	Sheltered English Instruction ELEM/ECHE	3
EDUC 610	Field Placement I	2
EDUC 620	Field Placement II PK-6	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 638	Reading and Language Arts	3
EDUC 642	Curriculum and Instruction 1-6	3
EDUC 648	Classroom Management/Teaching Strategies (ECHE&ELEM)	3
EDUC 656	Student Teaching Practicum 1-6 Application, interview and passing scores on all MTELs required for license are required for admission into the Student Teaching Practicum.	9
EDUC 657	Student Teaching Seminar ELEM	3
EDUC 702	Ethics and the Foundations of Schooling	3
Total Hours		34

Additional Credits to Complete Master of Education Degree

Code	Title	Hours
Credits for Initial Licensure		34
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry	3
EDUC 784	Capstone Seminar	3
Total Hours		46

Note: Additional coursework may be required to meet the Subject Matter Knowledge (SMK) requirements for the license.

Teacher Licensure Program 5-8: General Science with Optional MEd

Overview of Plan of Study

Candidates for Initial licensure must have a bachelor's degree with a major in science or a strong minor in science (21 credits or more) and have completed or plan to complete coursework in the following areas:

- Chemistry
 - Matter and Its Interactions
- Physics
 - Motion and Stability: Forces and Interactions
 - Energy
 - Waves
- Biology
 - From Molecules to Organisms
 - Heredity
 - Biological Diversity
- Environmental Science or Ecology or Earth Science
 - Ecosystems
- Science and Engineering Practices, including Laboratory Techniques, Research Methods & Computers.
- History & philosophy of Science
- Related mathematics
- Adolescent or Developmental Psychology

The middle school licensure program prepares students to become educated and competent teachers. The curriculum emphasizes a well-rounded education, early field experiences, and the study of research and knowledge related to effective teaching and learning.

Teacher Licensure Program 5-8: General Science

Code	Title	Hours
EDUC 605	Sheltered English Instruction MDSC/SECE	3
EDUC 610	Field Placement I	2
EDUC 621	Field Placement II 5-12	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 636	Reading in the Content Area	3
EDUC 644	Curriculum and Instruction 5-12	3
EDUC 650	Classroom Management/Teaching Strategies MDSE/ SECE)	3
EDUC 680	Student Teaching Practicum 5-8	9
EDUC 681	Student Teaching Seminar 5-12	3
EDUC 702	Ethics and the Foundations of Schooling	3
Total Hours		34

Additional Credits to Complete Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3

EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry ¹	3
EDUC 784	Capstone Seminar ¹	3
Total Hours		12

1

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Note: Additional coursework may be required to meet the Subject Matter Knowledge (SMK) requirements for the license.

Teacher Licensure Program 5-8 with Optional MEd: Humanities

Overview of Plan of Study

Candidates for Initial licensure must have a bachelor's degree with a major in English, history or political science/political philosophy or a strong minor (21 credits or more) that demonstrates knowledge of the following areas:

- American literature
- World literature
- Characteristics of the different genres of literature
- Knowledge of the rules and conventions of standard written and spoken English. Similarities and differences between oral and written communication.
- United States History
- World History
- Geography
- Economics
- Government
- Methods and sources for research in history
- News/media literacy
- Adolescent or developmental psychology

The middle school licensure program prepares students to become educated and competent teachers. The curriculum emphasizes a well-rounded education, early field experiences, and the study of research and knowledge related to effective teaching and learning.

Teacher Licensure Program 5-8: Humanities

Code	Title	Hours
EDUC 605	Sheltered English Instruction MDSC/SECE	3
EDUC 610	Field Placement I	2
EDUC 621	Field Placement II 5-12	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 636	Reading in the Content Area	3
EDUC 644	Curriculum and Instruction 5-12	3
EDUC 650	Classroom Management/Teaching Strategies MDSE/ SECE)	3
EDUC 680	Student Teaching Practicum 5-8	9
EDUC 681	Student Teaching Seminar 5-12	3
EDUC 702	Ethics and the Foundations of Schooling	3
Total Hours		34

Additional Credits to Complete Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry ¹	3

EDUC 784	Capstone Seminar ¹	3
Total Hours		12

1

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Note: Additional coursework may be required to meet the Subject Matter Knowledge (SMK) requirements for the license.

Teacher Licensure Program 5-8: Mathematics with Optional MEd

Overview of Plan of Study

Candidates for Initial licensure must have a bachelor's degree with a major in the content area they wish to teach or a strong minor (21 credits or more) with additional experience in the content area. Candidates must have completed a course in Adolescent or Developmental Psychology.

The middle school education program prepares students to become educated and competent middle school teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the preadolescent.

Teacher Licensure Program 5-8: Mathematics

Code	Title	Hours
EDUC 605	Sheltered English Instruction MDSC/SECE	3
EDUC 610	Field Placement I	2
EDUC 621	Field Placement II 5-12	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 636	Reading in the Content Area	3
EDUC 644	Curriculum and Instruction 5-12	3
EDUC 650	Classroom Management/Teaching Strategies MDSE/ (SECE)	3
EDUC 680	Student Teaching Practicum 5-8	9
EDUC 681	Student Teaching Seminar 5-12	3
EDUC 702	Ethics and the Foundations of Schooling	3
Total Hours		34

Additional Credits to Complete Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry ¹	3
EDUC 784	Capstone Seminar ¹	3
Total Hours		12

1

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Note: Additional coursework may be required to meet the Subject Matter Knowledge (SMK) requirements for license.

Teacher Licensure Program 5-8: Mathematics and Science with Optional MEd

Overview of Plan of Study

Candidates for Initial licensure must have a bachelor's degree with a major in mathematics or science or two minors in mathematics and/or science and have completed or plan to complete coursework in the following areas:

- Chemistry
 - Matter and its interactions
- Physics
 - Motion and Stability: Forces and Interactions
 - Energy
 - Waves
- Biology
 - From Molecules to Organisms
 - Heredity
 - Biological Diversity
- Environmental Science or Ecology or Earth Science
 - Ecosystems
- Science and Engineering Practices, including Laboratory Techniques, Research Methods & Computers.
- History & philosophy of Science
- Algebra
- Euclidean geometry
- Trigonometry
- Discrete/finite mathematics
- Introductory calculus through integration
- History of mathematics
- Adolescent or Developmental Psychology

The middle school licensure program prepares students to become educated and competent teachers. The curriculum emphasizes a well-rounded education, early field experiences, and the study of research and knowledge related to effective teaching and learning.

Teacher Licensure Program 5-8: Math & Science

Code	Title	Hours
EDUC 605	Sheltered English Instruction MDSC/SECE	3
EDUC 610	Field Placement I	2
EDUC 621	Field Placement II 5-12	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 636	Reading in the Content Area	3
EDUC 644	Curriculum and Instruction 5-12	3
EDUC 650	Classroom Management/Teaching Strategies MDSE/ SECE)	3
EDUC 680	Student Teaching Practicum 5-8	9
EDUC 681	Student Teaching Seminar 5-12	3
EDUC 702	Ethics and the Foundations of Schooling	3
Total Hours		34

Additional Credits to Complete Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry ¹	3
EDUC 784	Capstone Seminar ¹	3
Total Hours		12

1

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Note: Additional coursework may be required to meet the Subject Matter Knowledge (SMK) requirements for the license.

Teacher Licensure Program 5-12: English with Optional MEd

Overview of Plan of Study

The 5-12 education program prepares students to become educated and competent middle school (grades 5-8) and high school (grades 8-12) teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the preadolescent.

Candidates for initial licensure must have a bachelor's degree with a major in the content area they wish to teach or a strong minor (21 credits or more) with additional experience in the content area. Candidates must have completed a course in Adolescent or Developmental Psychology.

Teacher Licensure Program 5-12: English

Code	Title	Hours
EDUC 605	Sheltered English Instruction MDSC/SECE	3
EDUC 610	Field Placement I	2
EDUC 621	Field Placement II 5-12	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 631	Student Teaching Practicum 5-12	9
EDUC 636	Reading in the Content Area	3
EDUC 644	Curriculum and Instruction 5-12	3
EDUC 650	Classroom Management/Teaching Strategies MDSE/ SECE)	3
EDUC 681	Student Teaching Seminar 5-12	3
EDUC 702	Ethics and the Foundations of Schooling	3
Total Hours		34

Additional Credits to Complete Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry ¹	3
EDUC 784	Capstone Seminar ¹	3
Total Hours		12

1

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Note: Additional coursework may be required to meet the Subject Matter Knowledge (SMK) requirements for license.

Teacher Licensure Program 5-12: History with Optional MEd

Overview of Plan of Study

The 5-12 education program prepares students to become educated and competent middle school (grades 5-8) and high school (grades 8-12) teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the preadolescent.

Candidates for initial licensure must have a bachelor's degree with a major in the content area they wish to teach or a strong minor (21 credits or more) with additional experience in the content area. Candidates must have completed a course in Adolescent or Developmental Psychology.

Teacher Licensure Program 5-12: History

Code	Title	Hours
EDUC 605	Sheltered English Instruction MDSC/SECE	3
EDUC 610	Field Placement I	2
EDUC 621	Field Placement II 5-12	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 631	Student Teaching Practicum 5-12	9
EDUC 636	Reading in the Content Area	3
EDUC 644	Curriculum and Instruction 5-12	3
EDUC 650	Classroom Management/Teaching Strategies MDSE/ SECE)	3
EDUC 681	Student Teaching Seminar 5-12	3
EDUC 702	Ethics and the Foundations of Schooling	3
Total Hours		34

Additional Credits to Complete Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry ¹	3
EDUC 784	Capstone Seminar ¹	3
Total Hours		12

1

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Note: Additional coursework may be required to meet the Subject Matter Knowledge (SMK) requirements for license.

Teacher Licensure Program 8-12: Biology with Optional MEd

Overview of Plan of Study

Candidates for Initial licensure must have a bachelor's degree with a major in the content area they wish to teach or a strong minor (21 credits or more) with additional experience in the content area. Candidates must have completed a course in Adolescent or Developmental Psychology.

The secondary education program prepares students to become educated and competent high school teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the adolescent.

Teacher Licensure Program 8-12: Biology

Code	Title	Hours
EDUC 605	Sheltered English Instruction MDSC/SECE	3
EDUC 610	Field Placement I	2
EDUC 621	Field Placement II 5-12	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 636	Reading in the Content Area	3
EDUC 644	Curriculum and Instruction 5-12	3
EDUC 650	Classroom Management/Teaching Strategies MDSE/ SECE)	3
EDUC 681	Student Teaching Seminar 5-12	3
EDUC 692	Student Teaching Practicum 8-12	9
EDUC 702	Ethics and the Foundations of Schooling	3
Total Hours		34

Additional Credits to Complete Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry ¹	3
EDUC 784	Capstone Seminar ¹	3
Total Hours		12

1

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Note: Additional coursework may be required to meet the Subject Matter Knowledge (SMK) requirements for license.

Teacher Licensure Program 8-12: Chemistry with Optional MEd

Overview of Plan of Study

Candidates for Initial licensure must have a bachelor's degree with a major in the content area they wish to teach or a strong minor (21 credits or more) with additional experience in the content area. Candidates must have completed a course in Adolescent or Developmental Psychology.

The secondary education program prepares students to become educated and competent high school teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the adolescent.

Teacher Licensure Program 8-12: Chemistry

Code	Title	Hours
EDUC 605	Sheltered English Instruction MDSC/SECE	3
EDUC 610	Field Placement I	2
EDUC 621	Field Placement II 5-12	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 636	Reading in the Content Area	3
EDUC 644	Curriculum and Instruction 5-12	3
EDUC 650	Classroom Management/Teaching Strategies MDSE/ SECE)	3
EDUC 681	Student Teaching Seminar 5-12	3
EDUC 692	Student Teaching Practicum 8-12	9
EDUC 702	Ethics and the Foundations of Schooling	3
Total Hours		34

Additional Credits to Complete Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry ¹	3
EDUC 784	Capstone Seminar ¹	3
Total Hours		12

1

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Note: Additional coursework may be required to meet the Subject Matter Knowledge (SMK) requirements for license.

Teacher Licensure Program 8-12: Mathematics with Optional MEd

Overview of Plan of Study

Candidates for Initial licensure must have a bachelor's degree with a major in the content area they wish to teach or a strong minor (21 credits or more) with additional experience in the content area. Candidates must have completed a course in Adolescent or Developmental Psychology.

The secondary education program prepares students to become educated and competent high school teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the adolescent.

Teacher Licensure Program 8-12: Mathematics

Code	Title	Hours
EDUC 605	Sheltered English Instruction MDSC/SECE	3
EDUC 610	Field Placement I	2
EDUC 621	Field Placement II 5-12	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 636	Reading in the Content Area	3
EDUC 644	Curriculum and Instruction 5-12	3
EDUC 650	Classroom Management/Teaching Strategies MDSE/ SECE)	3
EDUC 681	Student Teaching Seminar 5-12	3
EDUC 692	Student Teaching Practicum 8-12	9
EDUC 702	Ethics and the Foundations of Schooling	3
Total Hours		34

Additional Credits to Complete Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry ¹	3
EDUC 784	Capstone Seminar ¹	3
Total Hours		12

¹

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Note: Additional coursework may be required to meet the Subject Matter Knowledge (SMK) requirements for license.

Teacher Licensure Program 8-12: Physics with Optional MEd

Overview of Plan of Study

Candidates for Initial licensure must have a bachelor's degree with a major in the content area they wish to teach or a strong minor (21 credits or more) with additional experience in the content area. Candidates must have completed a course in Adolescent or Developmental Psychology.

The secondary education program prepares students to become educated and competent high school teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the adolescent.

Teacher Licensure Program 8-12: Physics

Code	Title	Hours
EDUC 605	Sheltered English Instruction MDSC/SECE	3
EDUC 610	Field Placement I	2
EDUC 621	Field Placement II 5-12	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 636	Reading in the Content Area	3
EDUC 644	Curriculum and Instruction 5-12	3
EDUC 650	Classroom Management/Teaching Strategies MDSE/ SECE)	3
EDUC 681	Student Teaching Seminar 5-12	3
EDUC 692	Student Teaching Practicum 8-12	9
EDUC 702	Ethics and the Foundations of Schooling	3
Total Hours		34

Additional Credits to Complete Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry ¹	3
EDUC 784	Capstone Seminar ¹	3
Total Hours		12

¹

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Note: Additional coursework may be required to meet the Subject Matter Knowledge (SMK) requirements for license.

Teacher of Students with Moderate Disabilities PreK-8, with Optional MEd

Overview of Plan of Study

The Moderate Disabilities program prepares students for the increasingly diverse roles Special Educators are asked to play. These include “pushing in” or co-teaching in general education classrooms; “pulling out” students for individualized supports; assisting colleagues in redesigning curriculum for all students, and helping to select assistive technology.

Formal application for admission into the Professional Semester (Student Teaching) requires an overall 3.0 GPA, with no grade below a B in required licensure courses, and an assessment of oral and written communication skills. Prior to enrolling in a practicum, all students will be required to receive passing scores on the Massachusetts Tests for Educator Licensure (MTEL) appropriate to the license they are seeking, 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 Moderate Disabilities PreK-8 program the student is eligible for Initial licensure.

Teacher of Students with Moderate Disabilities (PreK-8) First Initial Licensure

Code	Title	Hours
EDSE 622	Curriculum Development, Assessment, and Instruction	3
EDSE 624	Collaboration and Consultation	3
EDSE 701	Internship Seminar	3
EDSE 710 or EDSE 711	Moderate Disabilities Internship Moderate Disabilities Practicum	6
EDUC 604 or EDUC 605	Sheltered English Instruction ELEM/ECHE (for the PreK-8 license) Sheltered English Instruction MDSC/SECE	3
EDUC 610	Field Placement I	2
EDUC 620 or EDUC 621	Field Placement II PK-6 Field Placement II 5-12	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 638	Reading and Language Arts	3
EDUC 648 or EDUC 650	Classroom Management/Teaching Strategies (ECHE&ELEM) Classroom Management/Teaching Strategies MDSE/SECE	3
EDUC 702	Ethics and the Foundations of Schooling	3
RDNG 710	Literacy Assessment I	3
Total Hours		37

Additional Credits to Complete Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3

EDUC 783	Philosophies and Methodologies of Inquiry ¹	3
EDUC 784	Capstone Seminar ¹	3

Total Hours	12
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1

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Teacher of Students with Moderate Disabilities (PreK-8) Second Initial Licensure

Code	Title	Hours
EDUC 605	Sheltered English Instruction MDSC/SECE	3
EDUC 610	Field Placement I	2
EDUC 621	Field Placement II 5-12	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 636	Reading in the Content Area	3
EDUC 644	Curriculum and Instruction 5-12	3
EDUC 650	Classroom Management/Teaching Strategies MDSE/SECE	3
EDUC 681	Student Teaching Seminar 5-12	3
EDUC 692	Student Teaching Practicum 8-12	9
EDUC 702	Ethics and the Foundations of Schooling	3
Total Hours		34

Additional Credits to Complete the Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry ¹	3
EDUC 784	Capstone Seminar ¹	3
Total Hours		12

1

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Additional Credits to Complete Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3

Teacher of Students with Moderate Disabilities 5-12 with Optional MEd

Overview of Plan of Study

The Moderate Disabilities program prepares students for the increasingly diverse roles Special Educators are asked to play. These include “pushing in” or co-teaching in general education classrooms; “pulling out” students for individualized supports; assisting colleagues in redesigning curriculum for all students, and helping to select assistive technology.

Formal application for admission into the Professional Semester (Student Teaching) requires an overall 3.0 GPA, with no grade below a B in required licensure courses, and an assessment of oral and written communication skills. Prior to enrolling in a practicum, all students will be required to receive passing scores on the Massachusetts Tests for Educator Licensure (MTEL) appropriate to the license they are seeking, 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 Moderate Disabilities 5-12 program the student is eligible for Initial licensure).

Teacher of Students with Moderate Disabilities (5-12) First Initial Licensure

Code	Title	Hours
EDSE 622	Curriculum Development, Assessment, and Instruction	3
EDSE 624	Collaboration and Consultation	3
EDSE 701	Internship Seminar	3
EDSE 710 or EDSE 711	Moderate Disabilities Internship Moderate Disabilities Practicum	6
EDUC 604 or EDUC 605	Sheltered English Instruction ELEM/ECHE Sheltered English Instruction MDSC/SECE	3
EDUC 610	Field Placement I	2
EDUC 620 or EDUC 621	Field Placement II PK-6 Field Placement II 5-12	2
EDUC 630	Teaching in an Inclusive Classroom	3
EDUC 638	Reading and Language Arts	3
EDUC 648 or EDUC 650	Classroom Management/Teaching Strategies (ECHE&ELEM) Classroom Management/Teaching Strategies MDSE/SECE	3
EDUC 702	Ethics and the Foundations of Schooling	3
RDNG 710	Literacy Assessment I	3
Total Hours		37

Additional Credits to Complete Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry ¹	3
EDUC 784	Capstone Seminar ¹	3
Total Hours		12

1

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Teacher of Students with Moderate Disabilities (5-12) Second Initial Licensure

Code	Title	Hours
EDSE 622	Curriculum Development, Assessment, and Instruction	3
EDSE 624	Collaboration and Consultation	3
EDSE 718	Moderate Disabilities Half Practicum	3
EDUC 604 or EDUC 605	Sheltered English Instruction ELEM/ECHE Sheltered English Instruction MDSC/SECE	3
EDUC 702	Ethics and the Foundations of Schooling	3
RDNG 616	Literacy Acquisition & Development	3
RDNG 710	Literacy Assessment I	3
Total Hours		21

Additional Credits to Complete Master of Education Degree

MEd students in all concentrations are required to complete the following core courses at MCLA:

Code	Title	Hours
Master of Education with first Initial License		
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3
EDUC 783	Philosophies and Methodologies of Inquiry ¹	3
EDUC 784	Capstone Seminar ¹	3
Total Hours		12

1

EDUC 783 and 784 (the capstone core courses) must be taken in sequence. EDUC 783 is offered in the Fall semester only, followed by EDUC 784 in the Spring semester. These courses provide the capstone experience for the M.Ed. program. Students in the culminating master's experience courses (EDUC 783 and EDUC 784) will focus on inquiry related to their areas of concentration. These should be the last courses students take in their M.Ed. program.

Leadership Academy with or without CAGS

Massachusetts College of Liberal Arts offers an innovative Leadership Academy providing educators with the opportunity to earn administrative certification (licensure) in an intensive low-residency program. The Leadership Academy is a cohort model that blends academic content with practical skill and knowledge development. Created to support the advancement of working professionals, the Leadership Academy is a low-residency model (two weeks in summer 1, two weekends during the school year, and four days in summer 2) with independent and online courses and work assigned between residencies. Students earn 31 credits through pre-practicum experiences, seven courses, an administrative project, an administrative practicum, and a culminating Leadership Academy Conference.

The goal is to prepare candidates to serve as highly effective leaders of educational institutions, and active citizens in their communities. Leadership Academy graduates will be able to: shape a vision rooted in anti-racism and based on equity, justice, and academic success for all students; create a climate hospitable for education in schools and the community; cultivate collaborative leadership with faculty and staff; improve curriculum and instruction; and manage people, data, and processes to foster continuous school improvement.

Leadership Academy courses are taught by nationally recognized educational theorists and successful school and district practitioners serving in roles such as superintendent, principal, curriculum coordinator, and department leader. Courses include a blend of social, political, and academic theories and practices in examining current trends in public education. We prepare school and district leaders who will ensure the highest quality and most equitable, just and effective learning environments for students. Activities include reading, writing, discussion, group projects, case studies, simulations, experiences in museums, lectures by prominent thinkers, project-based tasks, self-assessment, quizzes/tests, fieldwork, and application of course concepts.

Candidates must have a minimum of three years K-12 experience and a master's degree in order to enter the program. Students completing this program may continue their studies by earning an optional Certificate of Advanced Graduate Study in Administration (CAGS). Endorsement for administrative licensure through MCLA is accepted by other states via a reciprocal agreement. Participants may apply to their home state for licensure and are responsible for completing the licensure/certification process in their home state.

For more information, visit the Leadership Academy website (<https://www.mcla.edu/academics/graduate/leadership-academy/>).

Certificate of Advanced Graduate Study in Administration (CAGS)

Those students completing the Leadership Academy at MCLA may achieve a Certificate of Advanced Graduate Study in Administration by successfully completing an additional 9 credits (3 courses) in their chosen topic of study.

Principal/Assistant Principal Initial Licensure

Prerequisites for the Program: A master's degree and three years of employment in an executive management/leadership role or in a supervisory, teaching, or administrative role in a public school, private school, higher education, or other educational setting.

This sequence will qualify students for a Principal/Assistant Principal license PreK-8 or 5-12. In New York, this is comparable to the School Building Leader (SBL) license.

Principal/Assistant Principle Initial Licensure PreK-8

Code	Title	Hours
ADMN 621	Sheltered English Instruction for Administration	1
ADMN 626	Leading Schools in Context	3
ADMN 636	Data Analysis and Action Planning	3
ADMN 637	Data and Equity Audit	1
ADMN 646	Supervising Teaching and Learning	3
ADMN 647	Educator Evaluation	1
ADMN 656	Building School and Community Partnerships	3
ADMN 657	Organizing Schools for Teaching and Learning	3
ADMN 658	Public School Law	2
ADMN 770	Introductory Internship	3
ADMN 771	Administrative Project	1
ADMN 772	Capstone Experience	3
ADMN 780	Leadership Academy Conference	3
ADMN 627	Education Policy and Standards	1
Total Hours		31

Principal/Assistant Principle Initial Licensure 5-12

Code	Title	Hours
ADMN 621	Sheltered English Instruction for Administration	1
ADMN 626	Leading Schools in Context	3
ADMN 627	Education Policy and Standards	1
ADMN 636	Data Analysis and Action Planning	3
ADMN 637	Data and Equity Audit	1
ADMN 646	Supervising Teaching and Learning	3
ADMN 647	Educator Evaluation	1
ADMN 656	Building School and Community Partnerships	3
ADMN 657	Organizing Schools for Teaching and Learning	3
ADMN 658	Public School Law	2
ADMN 770	Introductory Internship	3
ADMN 771	Administrative Project	1
ADMN 772	Capstone Experience	3
ADMN 780	Leadership Academy Conference	3
Total Hours		31

Superintendent/Assistant Superintendent Initial Licensure

Prerequisites for the Program: Completion of the Leadership Academy.

This sequence will qualify students for a Superintendent/Assistant Superintendent. In New York, this is comparable to the School Building Leader (SBL) license.

Superintendent/Assistant Superintendent License PreK-12

Code	Title	Hours
ADMN 621	Sheltered English Instruction for Administration	1
ADMN 626	Leading Schools in Context	3
ADMN 627	Education Policy and Standards	1
ADMN 636	Data Analysis and Action Planning	3
ADMN 637	Data and Equity Audit	1
ADMN 646	Supervising Teaching and Learning	3
ADMN 647	Educator Evaluation	1
ADMN 656	Building School and Community Partnerships	3
ADMN 657	Organizing Schools for Teaching and Learning	3
ADMN 658	Public School Law	2
ADMN 712	School District Internship	3
ADMN 770	Introductory Internship	3
ADMN 771	Administrative Project	1
ADMN 772	Capstone Experience	3
ADMN 780	Leadership Academy Conference	3
Total Hours		34

Certificate of Advanced Graduate Study (CAGS) in Administration

Students completing the Leadership Academy licensure program have the option to earn a Certificate of Advanced Graduate Study in Administration (CAGS). CAGS candidates will continue the study and development of their managerial skills related to the fiscal, political, personnel, and demographic challenges they may encounter as educational leaders. The CAGS summer program is an online, asynchronous, nine-credit experience. A Certificate of Advanced Graduate Study (CAGS) is the equivalent of a Certificate of Advanced Study (CAS) as designated in other states such as New York.

MCLA offers a Certificate of Advanced Graduate Study in Administration to students who have completed the Leadership Academy. The application and admission process for MCLA's CAGS program made available upon completion of the Leadership Academy. Please note courses that have been used toward any degree at any institution cannot be used toward the CAGS program at MCLA.

Core Courses

Code	Title	Hours
CAGS 806	Review of the Field in Educational Administration	3
CAGS 902	Seminar II	3
CAGS 981	Action Research Seminar	3-6
Total Hours		9-12

Note: A Certificate of Advanced Graduate Studies (CAGS) requires Principal/Assistant Principal or Superintendent/Assistant Superintendent licensure. This can be done concurrently.

Graduate Education Academic Policies

Academic Honesty & Plagiarism

A college is a community of students and faculty interested in the search for knowledge and understanding. Essential to that search is a commitment to honesty and integrity. Honesty on the part of every college student has and always shall be an integral part of the plan of higher education at Massachusetts College of Liberal Arts. Acts of dishonesty conflict with the work and purpose of the entire College and are not merely a private matter between student and instructor.

Violations of academic honesty include but are not limited to:

- plagiarism (as defined below)
- submitting the work of others as one's own
- communication during an examination
- using crib notes in an exam, except as allowed by the instructor
- obtaining prior knowledge of examination questions
- substitution of another student in an examination
- altering College academic records
- knowingly using false statements for academic benefit
- collaborating on material after being directed not to collaborate
- forging a signature of a College official or faculty member
- soliciting an official signature under false pretense

Plagiarism

The academic departments of the College have varying requirements for reporting the use of sources, but certain fundamental principles for the acknowledgment of sources apply to all fields and levels of work. The use of source materials of any kind and the preparation of essays or laboratory reports must be fully and properly acknowledged. In papers or laboratory reports, students are expected to acknowledge any expression or idea that is not their own. Students submitting papers are implying that the form and content of the essays or reports, in whole and in part, represent their own work, except where clear and specific reference is made to other sources. Even if there is no conscious intention to deceive, the failure to make appropriate acknowledgment may constitute plagiarism.

Any quotation - even of a phrase - must be placed in quotation marks and the precise source stated in a note or in the text; any material that is paraphrased or summarized and any ideas that are borrowed must be specifically acknowledged. A thorough reordering or rearrangement of an author's text does not release the student from these responsibilities. All sources that have been consulted in the preparation of the essay or report should be listed in the bibliography.

Upon an occurrence of alleged academic dishonesty instructors may exercise their discretion in imposing a sanction. Instructors may further file charges with the Graduate Education Council against students if they believe that additional sanctions would be appropriate. Instructors shall notify the Registrar in writing of any occurrence of academic dishonesty whenever they have imposed sanctions. Such notification shall include the student's name, course title, date of occurrence, type of dishonesty, sanction(s) being imposed, and any further action requested.

This notification shall be effected within fourteen (14) days after discovery of the incident. A copy of said notice shall be sent to the student involved, including the charges made against the student and the

grounds, if proven, that would justify failure or other academic sanction. If the student involved wishes to appeal the sanction imposed by the instructor, the student must initiate an appeal within two weeks after receipt of this notification. The Graduate Education Council shall consider as a basis for a hearing that:

- a. the student claims not to have been academically dishonest;
- b. the student claims the instructor imposed an inappropriate sanction;
- c. the nature of the offense merits further action.

In academic dishonesty cases the Council may receive requests for hearings from students, from individual faculty and staff members, and from the Registrar. The Graduate Education Council reserves the right not to hear any appeal in any case where data are not sufficient, the necessary steps have not been followed, and/or when the Council jurisdiction is not clear.

Further information regarding instructor and student rights and responsibilities and appropriate procedures to be followed in applying this policy may be obtained from the Office of the Dean of Academic Affairs or the Registrar (<https://www.mcla.edu/administration/registrar/records-and-registration-forms.php>).

Academic Standards

Graduate education degree candidates shall be required to maintain a grade average of B (3.0) or better. A student who receives more than two grades below a "B" (3.0) will be dismissed from the program. All graduate candidates for teacher licensure at MCLA must maintain grades of "B" or better in all Education courses required for licensure in order to be admitted to the practicum. A graduate education student who has been denied permission for further study may petition the Education Department Graduate Curriculum Committee for reinstatement. If the student wishes further appeal, the student should submit their petition along with reasons for such request to the Dean of Graduate and Continuing Education. If the decision of the Dean is not satisfactory to the student, they may submit an appeal to the Graduate Education Council.

Admission

Applicants must possess a bachelor's degree from an accredited institution. Official transcripts of all undergraduate study and graduate study completed must be sent directly from the College or University to MCLA at the time of application. A minimum undergraduate GPA of 3.0 is required for admission. If the GPA is below 3.0, applicants may be admitted on a provisional basis and are required to successfully complete two core M.Ed. courses with grades of B (3.0) or better before enrolling in any other courses. Additional documentation and submissions will be required according to current application. Each application will be reviewed once complete. Before acceptance, applicants must agree on Plan of Study with a member of the Education Department.

Add-Drop, Repeat, and Audit Procedures

Add/Drop Procedures

Registration deadlines for fall and spring weekly courses follow published add/drop dates. Registration in summer and weekend graduate education courses must be completed prior to commencement of the first class. Graduate education students have up to two class meetings to drop from a full semester course with no academic penalty and no notation that they were enrolled in the course on their records. Courses that do not meet synchronously will follow the published dates for add/drop. Graduate education students who withdraw between the third class meeting and the two-thirds mark of a regular semester will incur

no penalty as far as the grade point average is concerned but will have a notation of "W" on their permanent records. No student may withdraw from a course during a regular semester after the two-thirds mark. Any schedule adjustment after the published add/drop period must be made by contacting the Registrar's Office. The add/drop process is the responsibility of the student. Any student not attending a course and not officially withdrawing will be issued a grade based on their completed coursework. That grade will be used in computing the student's grade point average.

Repeat

A graduate education course may be repeated. If the course is required and the student earned a C or lower, the course must be repeated. The grade earned in a repeated course replaces the original grade in the student's grade point average even if the repeated grade is lower. (The grade earned each time the student took the course remains on the student's transcript, but the course is marked "Repeated," and the originally attempted credit is not calculated into the grade point average.) Students can only earn credits once per course unless the course is designated as repeatable. Students must complete a Repeat Course Form for each course they repeat. This form is available from the Registrar's Office.

Audit

A graduate education student may audit a course with the approval of the chairperson of the department and the consent of the instructor. Auditors are subject to any conditions established by the department or the instructor. No credit is awarded for audited courses. Such courses are officially reported on the student's transcript with the notation "AU" (Audit- No Credit) when all course conditions are met. Auditor status cannot be changed.

Students register for audit during the first week of the course. Students are responsible for all course fees when auditing a course. Students who have registered for a grade have enrollment preference over auditing students.

Note: Any changes to a student's schedule may have financial aid implications, and it is the responsibility of the student to check with the Office of Student Financial Services on their financial aid status.

Attendance

Students are expected to attend all of their classes. They must also be aware of course requirements. In the event of planned absences, students must notify instructors in advance. In the case of unplanned absences, students should notify their instructors as soon as possible.

A. Excused Absences

A.1 Definition of Excused Absence

Any student who is unable, because of the reasons identified in sections A.2.1 through A.2.4 of this policy, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from any such examination or study or work requirement on that day. The student shall be provided with an opportunity to make up such examination, study, or work requirement, which they may have missed because of such absence on any particular day, if such makeup examination or work shall not be deemed unreasonable by the faculty or the College. To take advantage of the opportunity to make up a missed examination, study or work requirement, the student must contact their professor/faculty member to initiate this process.

When a student misses a major course assessment or assignment (including, but not limited to, lecture exams, laboratory sessions & exams, class performances, presentations, etc.) due to absence because of the reasons listed in section A.2.1 through A.2.4 of this policy, such makeup assignments may be unreasonable for the faculty member. It is within the discretion of the faculty member to determine what is deemed unreasonable in these situations.

No fees of any kind shall be charged by the College for making available to the student the opportunity to make up work resulting from an excused absence. No adverse or prejudicial effects shall result to any student because of availing themselves of the provisions of this policy.

A.2 Acceptable Excuses

Excused absences shall be granted for the following:

1. General student well-being, which may include health, mental health, disability-related absences, and/or absence resulting from other extenuating circumstances. Students must inform the faculty member of their absence and request the opportunity to make up missed work according to the excused absence definition listed in section A.1. If absences total more than the following limits, it will be up to the discretion of the faculty member to allow the absence to be excused.

- For classes meeting three times per week, a student may miss up to three class sessions during the semester.
- For classes meeting two times per week, a student may miss up to two class sessions during the semester.
- For classes meeting one time per week, a student may miss up to one class session during the semester.
- If a class meets less than once per week, it will be at the discretion of the faculty member whether the student may be granted an excused absence.

Students with documented disabilities who request additional time for absence should also contact the Disability Resources Office for help notifying their instructors. If an instructor has concerns or feels unqualified to make a judgment about a student's absence, the Dean of Graduate and Continuing Education will make a determination in consultation with student support leadership.

2. Participation as a representative of the College in a scheduled intercollegiate club competition or professional/academic conferences, travel courses, or field trips scheduled as part of a course.

3. Any student of the College who is unable, because of their religious beliefs, to attend classes or to participate in any examination, study, or work requirement shall be granted an excused absence, and shall be provided with an opportunity to make up missed work, provided that it shall not create an unreasonable burden upon the College. This requirement comes from the Commonwealth of Massachusetts General Law Chapter 151C, Section 2B.

Core Course

M.Ed. students in all concentrations are required to complete all of the following Core Courses at MCLA:

Code	Title	Hours
EDUC 702	Ethics and the Foundations of Schooling	3
EDUC 717	Curriculum Theory and Democratic Practice	3
EDUC 719	Discourses of Difference	3

EDUC 783	Philosophies and Methodologies of Inquiry	3
EDUC 784	Capstone Seminar	3
Total Hours: 15		

Grade Appeals

In cases involving grade appeals, a student is allowed 21 days after release of grades by the Registrar's Office to initiate an appeal concerning grades earned in any academic semester. No grade appeals can be made after the above deadline. The student initiates the appeal by obtaining a Graduate Grade Appeal Form (<https://www.mcla.edu/administration/registrar/records-and-registration-forms.php>) from the Registrar's Office (<https://www.mcla.edu/administration/registrar/records-and-registration-forms.php>) and follows the procedure and timelines outlined on that form.

Grade Requirements for Teacher Licensure

All graduate candidates for teacher licensure at MCLA must maintain grades of "B" or better in all EDUC courses required for licensure in order to be admitted to the practicum.

Graduate Education Independent Study Policy

A graduate independent study in education supplements the Department of Education's regular course offerings by allowing students to work one-on-one with an education department faculty or other MCLA faculty member to complete an in-depth examination on education and education-related topics unavailable through the regular education curriculum.

An independent study requires advanced planning and must be in accordance with the following deadlines.

Approval

A student's interest, motivation, and commitment to responsible and accountable social and academic inquiry are required and expected for independent study.

Students considering an independent study in the Department of Education must closely review and be familiar with the Graduate Education Independent Study Description, Timeline, and Proposal Guidelines and they should speak with their education advisor for guidance.

An independent study proposal must be submitted and approved the semester before the study commences. The study is not considered approved for the following semester until the instructor agrees to sponsor the study in writing and the proposal is submitted on the Independent Study Form and signed by the student, instructor, education advisor, and Chair.

Credits

The number of independent study credits is proposed by the student and determined by the instructor at the time the proposal is approved and may vary from one to six credits, as judged by the instructor.

Grading

Independent studies are graded either pass/fail (P/F) or letter grade. The number of credits may not be changed at the end of the study period because a student failed to meet all objectives in the proposal,

but a failing grade may be registered if the instructor determines the semester's work has earned an F.

Request

Students initiate a request for an Independent Study by reviewing the requirements, meeting with their education advisor to discuss their plan, and completing the Independent Study form.

Graduate Student Status

The College describes graduate student status as follows:

- **Full-Time Student:** A student registered for 9 or more credit hours that semester.
- **Part-Time Student:** A student registered for fewer than 9 credit hours that semester.

A student registered for fewer than five (5) credit hours is less than half-time and would be ineligible for financial aid.

Incomplete

An incomplete (INC) is recorded in the student's record when a portion of the assigned work, as clearly indicated in the course outline, syllabus, or project proposal, has not been completed because of the necessary absence of the student or for other reasons equally satisfactory to the instructor, and then only when the instructor judges the work already done by the student to be of passing quality.

The course work must be completed by a date specified by the instructor. This date cannot exceed six (6) weeks after the start of the following semester. The INC is then changed to a permanent letter grade. The obligation rests with the student to ask the instructor what work must be completed and what conditions, if any, must be met. The instructor and the student will sign a standardized contract specifying the nature of the coursework to be completed. If the course work is not completed before the deadline specified in the contract, the INC will be changed to an "F".

Individualized Plan of Study - MEd

This policy is for M.Ed. candidates pursuing a non-licensure degree pathway. Students pursuing an Individualized Plan of Study must create a plan that includes a rationale, objectives, and selected courses. It is required that the student meet with their faculty advisor to review and discuss the format and substance of this important document. The Plan of Study guides the student's program and helps to provide a rationale for the selection of courses. Courses carrying an "INSV" prefix and/or the course number "690" will **not** be accepted toward any degree or licensure program.

Leave and Withdrawal

A student whose circumstances require a temporary interruption of graduate study may apply for a leave of absence for up to four years; by completing the Leave of Absence form. A student who does not return after a leave of four years, or by the return date listed on the Leave of Absence form, will be withdrawn from their program. If a student does not register for courses or arrange a leave of absence by the end of the add/drop period, they will be withdrawn from their program.

The college does not offer a leave of absence under the Title IV federal student aid program definitions, and therefore, any leave of absence under this policy will be treated as a withdrawal for federal financial aid purposes.

Students must meet with an education advisor when they return from a leave of absence.

MTEL Requirements for all Teaching and Administrative Licenses

Prior to enrolling in a practicum, all candidates for teaching or administrative licenses will be required to receive passing scores on the Massachusetts Tests for Educator Licensure (MTEL) appropriate to the license they are seeking.

Return and Readmission

Students returning from a Leave of Absence or Withdrawal of less than seven years do not need to apply for readmission.

Students returning from a Withdrawal must initiate the Return to MCLA process through the Registrar's Office.

Students returning from a Leave of Absence before their anticipated return date must notify the Registrar's Office in writing.

Students returning after seven or more years since their last active semester will need to apply for readmission to the program. Their application will be evaluated based on the current admission standards at the time of the request for readmission.

Upon return, students must meet with their education advisor before registering for courses.

Transcripts Request

To request a copy of a student's transcript please visit www.mcla.edu/registrar (<http://www.mcla.edu/registrar/>) or call (413) 662-5216.

Transfer Credit

Matriculated students seeking to enroll in course work at other accredited institutions concurrent with their enrollment at MCLA or during semesters they may be away from the College may request these credits transfer to MCLA. All such enrollments must be approved in advance by the Education department and the Registrar using the Request for Off-Campus Study Approval form (https://www.mcla.edu/_pdfs/administration/registrar/OffCampusStudyForm2020.pdf). An official transcript must be sent to the Registrar's Office upon completion of the course.

Graduate education students who have completed graduate work at another recognized institution may transfer it to MCLA to apply toward the completion of a graduate program under the following provisions:

- The credits must be from an accredited graduate program, be of graduate level at the school where taken and have a minimum grade of "B."
- The credits must have been earned within five years prior to the time of the student's admission to this institution as a graduate student.
- Not more than six (6) credits may be accepted at time of matriculation and no more than 12 semester hours of credit altogether may be accepted in transfer.
- The Graduate Curriculum Committee of the Education Department reserves the right to approve or reject any request for transfer credits. Students will be notified in writing whether credit has been accepted.
- The credits must fit into the student's Plan of Study. That is, the courses must be consistent with the expressed rationale and

objectives that the student has written for their area of concentration and overall program of study.

Waiver Process

The Massachusetts regulations for Educator Licensure allows the waiver of components for a student who can demonstrate that they have acquired the competency in courses or other experiences completed outside the state approved program. Students who wish to participate in this process should meet with a member of the Education Department for an unofficial review of previous courses and/or experiences to determine whether a request for a waiver would be appropriate.

Upon determination of the advisor to proceed, the student must complete the waiver form plus one individual review sheet for each course/pre-practicum experience for which a waiver is requested. Students are required to provide official transcripts, letters from employers, course descriptions, syllabi, course products and a narrative description of the course/experience that document how the competencies usually met through coursework have been fulfilled.

A waiver of a course does not reduce the number of credits a student needs for the M.Ed. program, nor does it award any credits. However, it can reduce the number of courses/pre-practicum experiences required for Licensure.

Education Administration and Faculty

Education Department

Department Chair

Margaret Clark, Associate Professor

Ph.D., University of California, Santa Cruz

M.A., Sonoma State University

Master Teaching Credential, Maria Montessori Teacher Training Center

B.A., Williams College

Professors

Nicholas Stroud, Professor

Ph.D., Columbia University Teachers College

M.A., Stony Brook University

B.S., University of Wisconsin - Madison

Lisa Arrastia, Associate Professor

Ph.D., University of Minnesota

M.S. Ed., National Louis University

M.A., Antioch University

Clio Stearns, Assistant Professor

Ph.D., University of New Hampshire

M.S. Ed., Bank Street College of Education

A.B., Bryn Mawr College

Leadership Academy

Program Director

Marianne Young, Senior Instructor

M.A., Vermont College of Norwich University

B.A., University of Rhode Island

Course Descriptions

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B

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C

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Art Education (ARTE)

ARTE 601 Studio Art Topics

3 cr

Employs advanced studio art techniques to create original artworks.

Method and techniques vary by semester and may include art forms such as portraiture, engraving, manipulated photography, book arts, sculpture, or other advanced specialty topics. K-12.

Repeatable: Unlimited Credits

Biology Education (BIOE)

BIOE 601 Biology Topics:

1-4 cr

Examines topics in the life sciences including cell biology, organismal biology, ecology, and evolution. Emphasis is on biology content related to Elementary and/or Middle School Biology. Not open to Biology majors.

Prerequisite: Instructor Approval

Repeatable: Unlimited Credits

BIOE 650 Biology Topics:

1-4 cr

Examines topics in the life sciences such as cell biology, ecology, evolution, and organismal biology. The topics offered will emphasize biology content related to High School Biology. The course is intended for secondary school teachers.

Prerequisite: Instructor Approval

Repeatable: Unlimited Credits

Cert. of Adv. Graduate Study (CAGS)

CAGS 806 Review of the Field in Educational Administration

3 cr

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.

CAGS 902 Seminar II

3 cr

Provides students opportunities for synthesis 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.

CAGS 981 Action Research Seminar

3-6 cr

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.

Repeatable: Maximum of 6 credits

Chemistry Education (CHME)

CHME 650 Chemistry Topics

1-4 cr

Emphasis is on chemistry content appropriate and relevant for Middle and/or Secondary school teachers. Not open to undergraduate majors in chemistry.

Repeatable: Unlimited Credits

Education (EDUC)

EDUC 603 Early Childhood Curriculum and Design 3 cr

Investigates a range of theoretical and pedagogical practices for the early childhood learning environment that focus on child-centered practices which are inclusive, compassionate, responsive, and developmentally appropriate for all children from three to eight years of age. Students will design a portfolio of curricula that includes learning experience plans, classroom designs, and methods for partnering and communicating with families and caregivers.

Prerequisite: Department approval

EDUC 604 Sheltered English Instruction ELEM/ECHE 3 cr

Focuses on preparing graduate 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 638, Department approval

EDUC 605 Sheltered English Instruction MDSC/SECE 3 cr

Focuses on preparing graduate level Middle and Secondary pre-service teachers to shelter academic content and English language 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 636, Department approval

EDUC 610 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: Department approval

Corequisite: EDUC 630 or EDUC 636 or EDUC 638 or EDUC 648 or EDUC 650

EDUC 620 Field Placement II PK-6 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.

Prerequisite: EDUC 610, department approval, Passing score

Communication/Literacy MTEL

Corequisite: EDUC 640 or EDUC 642

EDUC 621 Field Placement II 5-12 2 cr

Requires that pre-service teachers will assume a broader variety of instructional responsibilities in a middle school/secondary classroom. Students will be expected to be in a classroom for 48 hours. The on-campus component includes four seminar sessions.

Prerequisite: EDUC 610, department approval, passing score on

Communication/Literacy MTEL

Corequisite: EDUC 644

EDUC 630 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, para educators, special educators, and clinicians.

Corequisite: EDUC 610

EDUC 631 Student Teaching Practicum 5-12 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, EDUC 702, earned bachelors degree, grades of B or better in all EDUC licensure courses

Corequisite: EDUC 681

EDUC 634 Education Topics 1-4 cr

Examines topics relevant to education. Emphasis is on education content appropriate and relevant for Elementary, Middle and/or Secondary school teachers. Not open to undergraduate students.

Prerequisite: Instructor Approval

Repeatable: Unlimited Credits

EDUC 635 Student Teaching Half Practicum 5-12 1-5 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, students work with individual children. 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. Student will register for 3-4 credits one semester and 3-5 credits the second semester. This course will be graded on a pass/fail basis.

Prerequisite: Department approval, EDUC 702, earned bachelor's degree, grades of B or better in all EDUC licensure courses

Corequisite: EDUC 681

Repeatable: Maximum of 9 credits

EDUC 636 Reading in the Content Area 3 cr

Examines effective strategies to support middle 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 e-mail assignments among other resources. Reflection and professional growth are concurrent goals.

Prerequisite: Department approval, earned Bachelor's degree

EDUC 638 Reading and Language Arts 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, earned Bachelor's degree

EDUC 640 Curriculum and Instruction PK-2	3 cr	EDUC 653 Student Teaching Practicum 1-2	6 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.		Provides the culminating field experience for teacher licensure. Student spends 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. This course will be graded on a pass/fail basis.	
Prerequisite: Departmental approval, earned Bachelor's degree		Prerequisite: Department approval, earned Bachelor's degree, EDUC 702, grade of B or better in all licensure courses	
EDUC 642 Curriculum and Instruction 1-6	3 cr	EDUC 654 Student Teaching Seminar (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.		While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced MCLA mentor, this semester 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: Departmental approval, earned Bachelor's degree		Prerequisite: Department approval, earned Bachelor's degree, EDUC 702, grade of B or better in all licensure courses	
EDUC 644 Curriculum and Instruction 5-12	3 cr	EDUC 656 Student Teaching Practicum 1-6	9 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.		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. This course will be graded on a pass/fail basis.	
Prerequisite: Department approval, earned Bachelor's degree		Prerequisite: Department approval, earned Bachelor's degree, EDUC 702, grade of B or better in all licensure courses	
EDUC 648 Classroom Management/Teaching Strategies (ECHE&ELEM)	3 cr	EDUC 657 Student Teaching Seminar 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.		While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced MCLA 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, earned Bachelor's degree		Prerequisite: Department approval, earned Bachelor's degree, EDUC 702, grade of B or better in all licensure courses	
EDUC 650 Classroom Management/Teaching Strategies MDSE/SECE)	3 cr	EDUC 658 Student Teaching Half Practicum 1-6	1-5 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.		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. The 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. Student will register for 3-4 credits one semester and 3-5 credits the second semester. The course will be graded on a pass/fail basis.	
Prerequisite: Department approval, earned Bachelor's degree		Prerequisite: Department approval, EDUC 702, earned Bachelor's degree, grade of B or better in all licensure courses	
EDUC 652 Student Teaching Practicum PK-K	3 cr	Repeatable: Maximum of 5 credits	
Provides the culminating Pre-K to K field experience for teacher licensure. Students spend five full 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. The course will be graded on a pass/fail basis.		EDUC 680 Student Teaching Practicum 5-8	9 cr
Prerequisite: Department approval, earned Bachelor's degree, EDUC 702, grade of B or better in all licensure courses		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. This course will be graded on a pass/fail basis.	
		Prerequisite: Department approval, EDUC 702, earned Bachelor's degree, grade of B or better in all licensure courses	

EDUC 681 Student Teaching Seminar 5-12	3 cr	EDUC 717 Curriculum Theory and Democratic Practice	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 MCLA 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. Correq: EDUC 631 or 680 or 692.		Focuses on how social movements, economic conditions, political power, aesthetic sensibilities, spirituality, and ethical frameworks influence curriculum development. Students will develop a greater awareness of the existence of competing curricular theories and world views, including postmodernism, existentialism, hermeneutics, critical theory, and feminism. The aim is for students to link their philosophies of curriculum to the enhancement of democratic practice in their schools.	
Prerequisite: Department approval, EDUC 702, earned Bachelor's degree, grade of B or better in all licensure courses		EDUC 718 Curriculum Theory and Democratic Practice PrePracticum	1 cr
EDUC 685 Student Teaching Half Practicum 5-8	1-5 cr	Provides students with opportunities to further study, apply, and evaluate some of the ideas and theories discovered in Curriculum Theory and Democratic Practice. Students are expected to develop and present a philosophy, framework, and pedagogical process that reflect a commitment to debate, intellectual rigor, civic involvement, and broader democratic practices.	
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. 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. Student will register for 3-4 credits one semester and 3-5 the second semester. This course will be graded on a pass/fail basis.		EDUC 719 Discourses of Difference	3 cr
Prerequisite: Department approval, EDUC 702, earned Bachelor's degree, grade of B or better in all licensure courses		How can we interrogate and disrupt discourses of minoritized difference? Informed by revolutionary feminisms, Black radical cultural critique, queer of color theory, disAbilities, and critical white studies, this course examines cultural pedagogies in political and educational spaces. Difference will not be seen as complexes of problems. Instead students will "study up" dominant discourses, particularly in the geography of school, the academy, the rural, the city, and the nation.	
Repeatable: Maximum of 5 credits		EDUC 720 Discourses of Difference Prepracticum	1 cr
EDUC 692 Student Teaching Practicum 8-12	9 cr	In this 25-hour experiential learning pre-practicum, students will demonstrate social and intellectual understandings of discourses of difference.	
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. This course will be graded on a pass/fail basis.		Corequisite: EDUC 719	
Prerequisite: Department approval, EDUC 702, earned Bachelor's degree, grade of B or better in all licensure courses		EDUC 722 Ethics and the Foundations of Schooling PrePracticum	1 cr
Repeatable: Maximum of 5 credits		This prepracticum focuses on creating an ethical school and moral and ethical behavior of educational leaders. In no less than 25 hours of field based collaboration with a school leader, students will describe instances in which there was an ethical dilemma in their respective schools and describe the resolution and/or possible resolutions.	
EDUC 694 Student Teaching Half Practicum 8-12	1-5 cr	EDUC 783 Philosophies and Methodologies of Inquiry	3 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. 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. Student will register for 3-4 credits one semester and 3-5 credits the second semester. This course will be graded on a pass/fail basis.		Writing intensive seminar introduces research and the principal methods employed in the study of educational problems and issues, with an emphasis on qualitative methods. The course focuses on the skills needed to understand, interpret, and critique research literature in education and related fields. Students will also be introduced to the concept of the literature review, and to the process of writing a literature review, after which they will construct an initial literature review.	
Prerequisite: Department approval, EDUC 702, earned Bachelor's degree, grade of B or better in all licensure courses		EDUC 784 Capstone Seminar	3 cr
Repeatable: Maximum of 5 credits		Building on an interest that emerges from Masters of Education comes work or field-based experiences, students will propose and execute a substantial project that blends theory with practice. Project outcomes may take the form of text, visual media, performance, websites, or other. Projects may address school/family, community, or cultural issues; teaching approaches; or school-wide, district-wide, or statewide practices or policies.	
EDUC 695 New Teacher Induction	1-3 cr	Prerequisite: All core courses, department approval, completion of 27 graduate credits	
Provides new teacher orientation and mentoring as well as workshops and seminars in selected topics.			
Repeatable: Maximum of 3 credits			
EDUC 702 Ethics and the Foundations of Schooling	3 cr		
Examines how teaching is shaped by social and cultural forces that extend well 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 ultimately how teaching has moral dimensions that involve the responsible treatment of students, colleagues, parents, and other community members.			
EDUC 710 Assessment in the Classroom	3 cr		
Provides students with a repertoire and a vast array of tools to measure student growth. Participants will have the opportunity to reflect on assessment practices currently used in the classroom and engage in the peer discussion about quality assessment.			

Education Administration (ADMN)

ADMN 616 School Finance & Business Administration

3 cr

Deals with financial aspects of public schools focusing on local, state, and federal issues. Fiscal planning, investments, insurance, accounting, data processing (spreadsheet analysis) vendors, budgeting, purchasing, distribution of supplies and services. Food service and transportation are areas that will be dealt with. Economic theories involved in not-for-profit organizations will be discussed.

ADMN 621 Sheltered English Instruction for Administration

1 cr

The purpose of this course is to prepare K-12 administrators to develop effective curriculum and instruction for English Language Learners (ELLs) in mainstream classrooms and to support classroom teachers in their efforts to help ELL students achieve high levels of academic success.

ADMN 626 Leading Schools in Context

3 cr

Explores the impact of larger social and political forces on American education policy and major educational "reform" movements. Students will develop mission statements that reflect core values, ethical frameworks, and the visions they hope to enact in their schools. Reviews of school/district/state/federal policy will be explored as a means for understanding the context and potential of current "reform" agendas, and to inform the creation of an equity audit/action plan.

ADMN 627 Education Policy and Standards

1 cr

Students will collect and review policy guidebooks, contracts, mission statements, and handbooks to better understand the policy environment in which educational leaders work. The school administrator and university professor will work collaboratively to insure a holistic integration of policy standard theory and practice. The review of site-based policy documents and standards will be referenced, studied, and reconditioned in the Leading Schools in Context and School Law courses.

ADMN 634 Educational Administration Topics

1-4 cr

Examines topics relevant to Educational Administration. Emphasis is on Educational Administration content appropriate and relevant for Elementary, Middle and

Prerequisite: Instructor Approval

Repeatable: Unlimited Credits

ADMN 636 Data Analysis and Action Planning

3 cr

Prepares students to lead data and action planning teams in their schools. Students will review methodologies, specifically Data Wise, to inform improvement planning. The course will include an intense review of proficiency gaps/equity in schools, accountability and the inquiry-action cycle. Students will also focus on assessments as an element of the data review and planning cycle. Pre-practicum equity audits will be used to inform course content.

ADMN 637 Data and Equity Audit

1 cr

Instructs students in the methods of collecting accountability and equity data and expose them to the research literature on the methods of analyzing this data. Under the supervision of a local school administrator, students will locate and collect a range of relevant equity data at the school site. Students will analyze and interpret the data online with the classroom professor and prepare a journal that connects the equity to continuous school improvement literature.

ADMN 646 Supervising Teaching and Learning

3 cr

Applies evaluation instruments collected in the pre-practicum course including the Massachusetts Model Evaluation System. Emphasis will be placed on understanding the qualities of effective instruction, models for classroom observation, effective documentation, professional feedback, assessment practices, and curriculum development, including an overview of the new Massachusetts Frameworks. Tiered instruction research will serve as a theoretical foundation for the course.

ADMN 647 Educator Evaluation

1 cr

Students will review and analyze the supervision and evaluation instruments and practices used in schools in order to understand the local model of supervision and evaluation process. The professor will introduce students to various case studies related to the evaluation and supervision process in a web-based online platform. This course will advance the goals of school-based mentoring and networking and serve as a transition to Supervision for High Impact Learning course.

ADMN 656 Building School and Community Partnerships

3 cr

Focuses on the theories, research, models, and best practices for involving families and other community partners in the improvement of student outcomes. A major emphasis will be placed upon (1) the development of equitable, sensitive, and responsible relationships with all members of the community, and (2) new paradigms that shift from traditional models of parental involvement to active family partnering in coordinating learning between home, school, and community.

ADMN 657 Organizing Schools for Teaching and Learning

3 cr

Focuses on school operations and organizational best practices that will build capacity for school and district improvement. Candidates will research and discuss theories, research, models, and practices as they relate to creation of effective professional learning communities and professional development. Candidates will also assess policies and research related to creation of safe and caring work environments, technology, campus operational systems, and data management systems.

ADMN 658 Public School Law

2 cr

This online course includes an analysis of the most commonly referenced school laws, including Constitutional context, tort liability, and freedom of expression. Selected Massachusetts' laws such as anti-hazing will be reviewed. Students will prepare law lessons as part of a national project aimed at equipping educational leaders to act as legal resources in their schools. Students will build upon this knowledge so that they, and those they supervise, act within legal guidelines.

ADMN 702 Ethics & the Foundations of Schooling

3 cr

Examines how teaching is shaped by social and cultural forces that extend well 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 ultimately how teaching has moral dimensions that involve the responsible treatment of students, colleagues, parents and other community members.

ADMN 703 Ethics & the Foundations of Schooling PrePracticum

1 cr

This pre-practicum focuses on creating an ethical school and moral and ethical behavior of educational leaders. In no less than 25 hours of field based collaboration with a school leader, students will describe instances in which there was an ethical dilemma in their respective schools and describe the resolution and/or possible resolutions.

ADMN 710 Administration Practicum Internship	6 cr	ADMN 780 Leadership Academy Conference	3 cr
This is a full year experience. In cooperation with school districts, MCLA offers internships/practica for certification candidates. The placement should be designed around five standards for licensure. Interns must be released from regular duties for at least 2/5th time, as defined in the Internship Program Packet.		Held in the summer 2 residency over three days. This residency will be organized as a symposium, affording students opportunity to meet with advisors, organize and submit portfolios, deliver final presentations, participate in peer review, reflect on the leadership development experience, compare and refine entry level plans, and foster a system of support for ongoing leadership development.	
ADMN 711 Administrative Practicum	6 cr	Prerequisite: ADMN 772	
This is a semester long experience. In cooperation with school districts, MCLA offers internship/practica for certification candidates. The placement should be designed around the five standards for certification. Interns must either be full time administrators or be released from regular non-administrative duties for half-time or more.			
ADMN 712 School District Internship	3 cr		
This 300-hour internship allows students the opportunity to fully contextualize the responsibilities associated with district leadership. It builds upon the 500 field hours completed during ADMN 770, 771, and 772. Students will work with district on-site supervisor as they shadow, observe, assist, and act in the role of district leader. Students will develop a proposal, maintain a log of experiences, document evidence of standards/indicators, and write a critical reflection of the practicum. This course will be graded on a Pass/Fail basis.			
Prerequisite: ADMN 770, ADMN 771, ADMN 772			
Repeatable: Maximum of 6 credits			
ADMN 770 Introductory Internship	3 cr		
This 150 hour field experience will allow students opportunities to fully contextualize the range of responsibilities associated with school and district leadership. This will occur through work with their school site supervisors as they shadow, observe, and assist. Students will record a log of experiences, with the culminating assignment to include completing a functional and operational inventory and applying the site audit ESE self-assessment tools. This course will be graded on a pass/fail basis.			
Corequisite: ADMN 771			
ADMN 771 Administrative Project	1 cr		
This 50 hour field experience affords students the opportunity to probe a particular aspect of educational leadership and dive into a topic of particular interest. Thus, students will gain a more thorough understanding of this administrative topic, develop a strategy for engaging in site based research, problem solving and inquiry that is essential in order to lead and promote a cycle of continuous school and organizational improvement.			
Corequisite: ADMN 770			
ADMN 772 Capstone Experience	3 cr		
The capstone experience marks the last phase, leading systems, including 250 of the 500-hour fieldwork requirements. During this phase, students will have opportunities for full responsibility in leading school systems, personnel and initiatives. This capstone experience is intended to maximize the intern's opportunities to practice and refine knowledge and skills, within a range of tasks and responsibilities that are required to successfully assume the role of school leader.			
Prerequisite: ADMN 770, 771			
Corequisite: ADMN 658			

Education Special Education (EDSE)

EDSE 622 Curriculum Development, Assessment, and Instruction 3 cr
 The content of the course will be based upon MA 603 CMR 7.06 (25) (d.) with specific emphasis on assuring each child academic and behavioral supports to maintain them in the regular education classroom. Topics to be covered will include the design or modification of curriculum, instructional materials and general education classroom environments, together with ways to prepare and maintain the in those classrooms using various behavioral assessments and techniques.

EDSE 623 Curriculum Development, Assessment, and Instructor Pre-Practicum 1 cr

Provides field based learning opportunities in Curriculum Development, Assessment and Instruction. To be taken concurrently with EDSE 622. Each student arranges to spend a minimum of twenty-five hours in the field investigating and completing activities for this purpose.

Corequisite: EDSE 522

EDSE 624 Collaboration and Consultation 3 cr

The content of this course will be based upon Massachusetts 603 CMR 7.08 (b) & (e), specifically how one collaborates with colleagues to improve instruction, assessment and student achievement of students with moderate disabilities and works actively to involve parents in their child's academic activities and performance, and communicates clearly with them. Co-teaching, consulting-teaching, and trainer-of-trainers models with be addressed.

EDSE 625 Collaboration and Consult Prep 1 cr

Provides field based learning opportunities in Collaboration and Consultation and is to be taken concurrently with EDSE 624. Each student arranges to spend a minimum of twenty-five hours in the field investigating and completing activities for this purpose.

Corequisite: EDSE 624

EDSE 626 Assessment with Exceptional Learners 3 cr

Focuses on assessment as radical listening for the voices and choices of students with disabilities and their families in PK-12 schools. Includes investigation and utilization of formal and informal tools to understand the role of assessment in the special education process and its potential for advocacy in providing students special education process and its potential for advocacy in providing students with disabilities access to the general curriculum in the least restrictive environment. Includes focus on practical experience with students in PK-12 settings.

Prerequisite: EDUC 630

EDSE 630 Assessment of Learning Problems/IEP's 3 cr

Assessment and Educational planning for students with special needs are developed on the basis of identification and on-going evaluation. Emphasis is on formal and informal screening and assessment, design of Individual Education Plans, and an understanding of the interactional aspects of learning problems.

EDSE 631 Assmnt Lrng Problems/IEP's Pre 1 cr

Provides opportunities for students to gain field experience in assessment interpreting results and developing IEP's. Requires a minimum of 25 hours of field experience.

Corequisite: EDSE 630

EDSE 634 Special Education Topics 1-4 cr

Examines topics relevant to special education. Emphasis is on special education appropriate and relevant for Elementary, Middle and/or Secondary school teachers. Not open to undergraduate students.

Prerequisite: Instructor approval

Repeatable: Unlimited Credits

EDSE 701 Internship Seminar 3 cr

While engaged in the practicum semester candidates have a need to be reflective of this experience. Under the guidance of an experienced Massachusetts College of Liberal Arts mentor, this seminar provides student with opportunities to share and to reflect on their efforts to successfully merge theory and practice. To be taken concurrently with EDSE Internship.

Prerequisite: Department approval, earned Bachelor's degree, EDUC 702
Corequisite: EDSE 710 or 711

EDSE 710 Moderate Disabilities Internship 6 cr

Under the supervision of a licensed special educator, students carry out teaching activities in diverse settings, including special education classrooms, general education classrooms, and resource rooms; design and adapt curriculum and instruction, carry out academic and behavioral assessments, help to select assistive technology, and participate in meetings and collaboration with family members, specialists, and others. Requires half-time commitment over a full teaching year. This course will be graded on a pass/fail basis.

EDSE 711 Moderate Disabilities Practicum 6 cr

Under the supervision of a licensed special educator, students carry out teaching activities in diverse settings, including special education classrooms, general education classrooms, and resource rooms; design and adapt curriculum and instruction, carry out academic and behavioral assessments, help to select assistive technology, and participate in meetings and collaboration with family members, specialists, and others. Requires a full-time commitment for one semester. This course will be graded on a pass/fail basis.

EDSE 718 Moderate Disabilities Half Practicum 3 cr

The 3-credit Moderate Disabilities half-practicum occurs for a semester and includes substantial duties in the role of Teacher of Students with Moderate Disabilities. Licensure candidates must maintain a log of their experiences and demonstrate that they have met or exceeded the recommended hour requirements of responsibilities as a special education teacher as set forth in the Regulations for Educator Licensure. This course will be graded on a pass/fail basis.

Prerequisite: Department approval

English Graduate Education (ENGE)

ENGE 601 English Topics

1-4 cr

Examines topics relevant to English. Emphasis is on English content appropriate and relevant for Elementary, Middle and/or Secondary school teachers. Not open to undergraduate majors in English.

Repeatable: Unlimited Credits

ENGE 700 The Writing Workshop

3 cr

Based on a review of significant theories, practices and programs for developing writing skills, course participants will employ a range of developmentally appropriate, process oriented, student centered instruction models; develop an understanding of the relationship between reading, writing and cognition; review fiction and non-fiction literature for children and adolescents and apply assessment strategies that address the diverse literacy needs and strengths of learners from a variety of language and cultural groups.

ENGE 722 Survey of Literature for Children and Adolescents

3 cr

Children and adolescents shape their view of the world through literature written specifically for them. This course investigates ways to help children and young adults read literature with greater pleasure and to increase their critical abilities, to locate literature within sociopolitical contexts, examine its assumptions and derive relevant philosophical questions from it.

Environmental Studies Ed. (ENVE)

ENVE 601 Environmental Topics for Educators

1-4 cr

Examines topics relevant to environmental sciences. Emphasis is on environmental science content appropriate for Elementary and/or Middle School teachers. Not open to Environmental Studies majors.

Prerequisite: Instructor Approval

Repeatable: Unlimited Credits

History Education (HSTE)

HSTE 601 History Topics

1-4 cr

Examines topics relevant to history. Emphasis is on history content appropriate and relevant for Elementary, Middle and/or Secondary school teachers. Not open to undergraduates in history.

Prerequisite: Instructor Approval

Repeatable: Unlimited Credits

Instructional Technology (ITEC)

ITEC 603 Teaching and Learning with Technology

3 cr

Provides an opportunity to learn new technologies while exploring effective and equitable uses of technology in the curriculum. Participants design a plan for ongoing professional development for themselves and/or for teachers in their districts. Lab sessions are integrated into the course.

ITEC 715 Instructional Technology Topics

1-4 cr

Provides students with an opportunity to explore specialized areas of instructional technology. Topics range from subject-specific investigations into technology instruction to creative applications of instructional technology, such as story telling.

Prerequisite: ITEC 601 or ITEC 603 or permission of instructor

Repeatable: Unlimited Credits

Master of Business Admin. (MBA)

MBA 601 Economic Theory

3 cr

Introduces and reviews macro and micro economic concepts, theoretical foundations and management tools that build toward real-world application of basic economic principles and decision making.

MBA 602 Management

3 cr

Examines the principles and concepts of managing organizations and their application to various techniques and strategies for managing and leading organizations. Uses analytical tools for assessing management programs and policies.

MBA 604 Statistics for Managers

3 cr

Statistical methods and theories used in solving business problems. Present, summarize and analyze data as an aid to managerial decision making. A study of descriptive statistics, application of probability models, hypothesis testing, analysis of variance, and regression analysis as they apply to business and management problems.

MBA 606 Marketing

3 cr

Examines the fundamental concepts of marketing and their application in understanding consumer behavior, conducting customer and competitor analysis, developing new products, branding and brand extension, pricing, designing distribution channels, and managing marketing-mix activities.

MBA 608 Accounting

3 cr

Blends and combines the fundamental principles and methods of both financial and managerial accounting. Introduces the guidelines underlying the construction of basic financial statements (income statement, balance sheet, statement of cash flows). Examines the determination of costs and pricing of products and services, assessment of profitability, and monitoring of costs and profits.

MBA 610 Independent Study in Graduate Business

1-3 cr

Allows students to further specialize and focus their interests in their graduate program. In consultation with a faculty sponsor, a student develops a proposal for a paper or project related to a topic of their interest. Upon approval, students will be enrolled in 1-3 credits depending on the scope of the study. Independent study credits can only be used toward the 9 elective credits in the MBA program, and cannot duplicate content found in existing core and elective courses.

Prerequisite: 12 credits of MBA completed, department approval

Repeatable: Maximum of 9 credits

MBA 615 Crisis Management

3 cr

Examines leadership, cooperation, and conflict in times of crisis. An emphasis is placed on understanding the key dynamics that influence the way that decision makers perceive and respond to crises as well as the organizational and inter-organizational dynamics that impact crisis management. Students will have an interactive experience and a realistic understanding of the limitations and opportunities that arise in high-pressure crisis management situations.

Prerequisite: Bachelor's degree from an accredited institution

MBA 620 Accounting Systems

3 cr

Studies how accounting information is recorded and summarized using double-entry recordkeeping, first manually and then using a commercial accounting software package. Students will be introduced to the design, operation and management of computerized accounting information systems, and will develop an understanding of how accounting systems serve the other management informational needs of a business.

Prerequisite: BADM 224 or MBA 608

MBA 640 Financial Management & Policies

3 cr

Examines the principles and framework for corporate financial management decisions. Explores the valuation, investment, and financing of a company and its business activities. Includes short-term and long-term financial management policy decisions; maximizing shareholder wealth; investment strategies, financial strategies; and risk management strategies. Computer models for financial decision making will be used along with spreadsheets and statistical software.

Prerequisite: Completion of MBA foundation courses

MBA 642 Non-Profit Financial Management

3 cr

Focuses on financial management in a variety of nonprofit organizations, many relying primarily on donor support through pledges, grants, volunteerism and endowments, and others that rely on revenues generated through the provision of services. Examines issues involved in cash flow management, cost analysis, investment management, the analysis of new programmatic investments, and strategic financial analysis. Covers budgeting, expense control, income measurement, and fundraising practices.

Prerequisite: Completion of MBA foundation courses

MBA 643 Managerial Economics

3 cr

Studies the application of economic theory to decision-making problems in the private and public sectors, including both explicit and implicit constraints imposed by the environment on the decision-maker. Systematic development of the theory of the interaction of consumers, firms and industries; a study of market structure, conduct and performance; and capital budgeting.

Prerequisite: Acceptance into the MBA program

MBA 645 Financial Strategy

3 cr

Focuses on the valuation, investment and financing of a firm, and includes an emphasis on how financial decisions impact the success or failure of a business. Agency theory, strategies for investment, theories of choice and decision making, risk measurement, derivatives, efficient capital markets and value creation, capital structure, merger and acquisition strategies, leasing and international financial strategies are some of the topics to be covered.

Prerequisite: Completion of MBA foundation courses

MBA 650 Competing in Global Economies & Markets

3 cr

Addresses the impact of national and global economic developments on the business environment. The determinants of national income, inflation, interest rates, unemployment rates, business cycles, exchange rates, and foreign investment are discussed, with particular attention to the increasingly important linkages between the U.S. and global economies. The course also examines the effects of U.S. and foreign government policies with respect to taxation, public expenditures, money supply, capital.

Prerequisite: Completion of MBA foundation courses

MBA 655 Doing Business in China

3 cr

Using real-world cases, and working with our academic partners at Shanghai Institute of Foreign Trade, this course focuses on the experiences of transnational corporations in managing business in the business environment as it actually exists in today's China.

Prerequisite: Completion of MBA foundation courses

MBA 660 Managing and Leading	3 cr	MBA 690 Strategic Management of Organizations	3 cr
Examines effective and ineffective leadership, exhibited in a variety of organizations and environments, through historic and modern theory, ethical standards, and legal standards. Readings, case studies, and exercises are used to apply theory and standards. Managing issues of motivation, leadership, job satisfaction, team dynamics, and organizational restructuring are addressed.		Introduces the concept of strategic management through case analyses involving the basic direction and goals of an organization; the social, political, technological, economic, and global environment; the industry and market structure; and the organization's strengths and weaknesses. The emphasis is on the development and successful implementation of strategy in different types of firms. This course serves as the capstone course for the MBA.	
Prerequisite: Completion of MBA foundation courses		Prerequisite: Completion of MBA 660, MBA 640, MBA 680, MBA 661	
MBA 661 Decisions in Operations & Project Management	3 cr	MBA 695 Special Topics in Business	1-3 cr
Develops an understanding of a portfolio of techniques for operations and project management and their selection and use in appropriate situations. Examines the alternative theoretical perspectives that inform management thinking in this field.		Studies a specific topic in a field of organizational management such as accounting, marketing, management, finance, or policy. Emphasis will be on current issues of importance in organizational management or specific areas of student interest or faculty expertise. Content will be identified by subtitle.	
Prerequisite: Completion of MBA foundation courses		Prerequisite: Completion of MBA foundation courses	
MBA 662 Sustainability and Social Responsibility	3 cr	Repeatable: Unlimited Credits	
Sustainable business development is designed to create a livable future that will provide balance between economic growth, long-term environmental protection, and social equity. The course examines methods of achieving organizational objectives while positively impacting the physical and social environments in which organizations operate.			
Prerequisite: Completion of MBA foundation courses			
MBA 665 Managing Creativity, Innovation, Change	3 cr		
The managerial tools and skills used to clear paths in order to facilitate change within organizations, and to generate creativity and innovation throughout organizations, are examined through case studies, readings, and exercises.			
Prerequisite: Completion of MBA foundation courses			
MBA 666 Managing Information in Organizations	3 cr		
Explores the nature and place of knowledge in contemporary organizations, paying particular attention to the management of information and data and to the crucial enabling role played by information and communication technology.			
Prerequisite: Completion of MBA foundation courses			
MBA 667 Managing Financial Institutions	3 cr		
Provides students with an understanding of financial institution risks, while helping them develop skills in analyzing both financial statements and performance. It will introduce and apply measures of bank risk-adjusted return, extending previous understanding of hedging with futures, options, and swaps. The student will develop skills in analyzing commercial and consumer loan requests and increase 'banking sense' and depth of understanding of current financial institutions.			
Prerequisite: Completion of MBA foundation courses			
MBA 668 Health Sector Management	3 cr		
Provides knowledge and skills needed to develop and implement systems capable of delivering accessible, high quality, efficient health care services. It will draw upon relevant information from disciplinary areas and application areas of study including strategy, operations, marketing, finance, law, human resources, quality improvement, and information technology.			
Prerequisite: Completion of MBA foundation courses			
MBA 680 Marketing Strategies	3 cr		
Examines the marketing management decision process, with particular emphasis on market opportunity analysis, strategy development, product planning, pricing, distribution, promotional strategy, and the integration of marketing mix variables with segmentation and targeting decisions.			
Prerequisite: Completion of MBA foundation courses			

Mathematics Education (MATE)

MATE 601 Math Topics for Educators

1-4 cr

Examines topics addressed in middle school mathematics and more advanced math topics, at the sophomore math major level, from one of these four areas: Problem solving, reasoning, and numeration; Properties of patterns and relations, and algebra; Euclidean geometry and measurement; Integration of the above areas with probability and statistics. Not open to math majors.

Prerequisite: Instructor Approval

Repeatable: Unlimited Credits

MATE 602 History of Mathematics

3 cr

Provides an overview of the development of mathematical concepts. The focus will be on those key moments when new discoveries, challenges, and situations expanded or changed the field of mathematics.

MATE 651 Calculus for High School Teachers

3 cr

Designed for high school teachers of calculus and precalculus. The key elements of functions, limits, derivatives, and integrals will be reviewed. There will be extensive exploration upon the numerous manners in which these objects can be introduced, defined, depicted, and explained to students. Common areas of difficulty for students will be discussed, along with tricks, proofs, illustrations, and demonstrations designed to overcome these difficulties.

MATE 652 Understanding Math Concepts Using Technology

3 cr

Presents content and methods for teaching mathematic concepts to students using technology to enhance understanding. It is designed for teachers who are currently teaching middle and high school mathematics courses or are in a teacher training program.

MATE 653 Algebra

3 cr

The key features, formulas and concepts of algebra will be discussed in detail, along with proofs and illustrations. The prerequisite material for algebra learners will be examined, as well as ways to review it efficiently. Common areas of difficulty in Algebra will be discussed, along with tricks, proofs, stories, games, illustrations, activities and demonstrations designed to overcome those difficulties.

MATE 654 Geometry

3 cr

Covers vocabulary, formulas, transformations, proofs and compass-and-straight-edge constructions. There will be extensive exploration of the various ways these geometric objects and concepts can be introduced, defined, depicted and explained. Common areas of difficulty in geometry will be discussed, along with tricks, proofs, illustrations and demonstrations designed to overcome these difficulties.

Physics Graduate Education (PHYE)

PHYE 601 Physical Science Topics for Ed

1-4 cr

Examines topics in the physical sciences such as motion, thermodynamics, electricity and magnetism, and light. Emphasis is on content appropriate for elementary and/or middle school teachers. Not open to physics majors.

Repeatable: Unlimited Credits

Reading (RDNG)

RDNG 616 Literacy Acquisition & Development

3 cr

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. Participants develop a portfolio of resources, teaching strategies and assessment tools.

RDNG 617 Literacy Acquisition & Development PrePracticum

1 cr

In this prepracticum, taken concurrently with RDNG 616, participants work directly with learners, developing curriculum, pedagogical approaches and assessment strategies for literacy instruction that support the literacy needs of learners from a variety of backgrounds.

RDNG 700 The Writing Workshop

3 cr

Explores a variety of approaches for teaching research and writing that address the diverse literacy needs and strengths of students from a variety of language and cultural groups. Critical pedagogy is explored, an approach that re-envision traditional notions of the teacher-student relationship in order to draw on student-generated themes and understandings.

RDNG 702 The Writing Workshop PrePracticum

1 cr

Employs a range of developmentally appropriate, process oriented, student centered instruction models for reading and writing; develop an understanding of the relationship between reading, writing, and cognition; review fiction and non-fiction literature for children and adolescents; and apply assessment strategies that address the diverse literacy needs and strengths of learners from a variety of language and cultural groups.

RDNG 704 Reading Topics

1-4 cr

This course provides the opportunity for offering periodic studies of special topics or issues in the area of Reading, Literacy and/or Writing

Prerequisite: Instructor approval

Repeatable: Unlimited Credits

RDNG 710 Literacy Assessment I

3 cr

Provides students with a theoretical foundation to conceptualize and enact assessment as an on-going, reflective, constructive process to inform their educational practice. By understanding the theoretical underpinnings of assessment and educating the whole child, teachers will be able to contribute to individuals' literacy development by designing curricular approaches based on individuals' strengths and interests.

RDNG 711 Literacy Assessment I PrePracticum

1 cr

In this pre-practicum, taken concurrently with RDNG 710, participants will investigate, by observation and administration, the strengths and weaknesses of a variety of formal and informal literacy assessments. Participants will complete a small case study involving one student.

RDNG 712 Literacy Assessment II

3 cr

Explores how the role of the literacy specialist is ever-changing in today's schools. A person with a Master's degree with any type of concentration in reading education will be expected to provide specialized reading and writing instruction, assessment in cooperation with other professionals (special educators, speech and language teachers, school psychologists, etc.), and diagnosis to students at a broad range of levels.

RDNG 713 Literacy Assessment II Prepracticum

1 cr

In this pre-practicum, taken concurrently with RDNG 712, participants will explore the evolving role of today's literacy specialists. In doing so, they will continue to investigate, by observation and administration, the strengths and weaknesses of a variety of formal and informal literacy assessments. Participants will design a professional development plan to share with classmates, principals, and other colleagues.

RDNG 715 Reading Practicum Internship

6 cr

Full year experience. In cooperation with school districts, MCLA offers internships/practica for licensure candidates. The placement should be designed around the thirteen standards for licensure.

Prerequisite: Department approval

RDNG 716 Reading Practicum

6 cr

One semester experience. In cooperation with school districts, MCLA offers internships/practica for licensure candidates. The placement should be designed around the thirteen standards for licensure.

Prerequisite: Department Approval

RDNG 717 Reading Half-Practicum

3 cr

In cooperation with school districts, MCLA offers interns/practica for licensure candidates. The placement would be designed around the thirteen standards for licensure. Interns must be full time reading teachers and obtain letter from Department of Education stating need for 150 hours of supervised internship.

Prerequisite: Department Approval

RDNG 720 Critical Literacy in the Content Areas

3 cr

This course explores pedagogical approaches and assessment strategies to support students at all grade levels in developing literacy across all academic subject areas. Participants will extend understanding of developmentally appropriate literacy curriculum by integrating literature, visual arts and other media into content areas for grades K-12.

RDNG 721 Critical Literacy in the Content Areas Practicum

1 cr

Provides field base learning opportunities in literacy and is to be taken concurrently with RDNG 720. Each student arranges to spend a minimum of twenty-five hours in the field investigating and completing activities for this purpose.

RDNG 722 Survey of Literature for Children & Adolescence

3 cr

Investigates ways for teachers to help children and young adults read literature with greater pleasure and to increase their critical abilities by becoming conversant with a variety of genres, locating texts within sociopolitical and historical contexts, examining textual assumptions and biases, and engaging in author studies.

Veteran Information

[mcla.edu/administration/registrar/veterans-information/index](https://www.mcla.edu/administration/registrar/veterans-information/index) (<https://www.mcla.edu/administration/registrar/veterans-information/>)

(413) 662-5216
 registrar@mcla.edu

Information for MCLA Students who are United States Armed Forces Veterans, Active Duty, Selected Reserve, National Guard, or their Dependents

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill> (<https://www.benefits.va.gov/gibill/>).

Students are encouraged to identify their veteran status with the Registrar's Office, Eldridge Hall Quad Level.

The Registrar's Office certifies eligibility for tuition (<https://www.mcla.edu/admission-aid/paying-for-college/financial-aid/cost-of-attendance.php>) benefits with the U.S. Department of Veterans Affairs. Benefits can come from one of the following sources:

- Massachusetts Categorical Tuition Waiver
- The Post 9/11 GI Bill® (Chapter 33)
- Montgomery GI Bill® Active Duty (MGIB-AD) (Chapter 30)
- Veteran Readiness and Employment (VR&E) (Chapter 31)
- Montgomery GI Bill® Selected Reserve (MGIB-SR) (Chapter 1606)
- Veterans' Educational Assistance Program (VEAP) (Chapter 32)
- Chapter 35 Survivors' and Dependents' Educational Assistance (DEA) Program

In compliance with the Veterans Access, Choice, and Accountability Act of 2014, qualifying veterans and dependents will be charged tuition (<https://www.mcla.edu/admission-aid/paying-for-college/financial-aid/cost-of-attendance.php>) and fees at the rate for in-state students.

The Veterans Access, Choice and Accountability Act of 2014 (codified at 38 U.S.C. 3679) has been amended by Section 1005 of Public Law 116-315, the Johnny Isakson and David P. Roe, M.D., Veterans Health Care and Benefits Improvement Act of 2020, which modifies 38 U.S.C. 3679(c).

The amendment requires that for all courses, semesters, or terms beginning after August 1, 2021, public institutions of higher education must charge qualifying veterans, dependents and eligible individuals tuition (<https://www.mcla.edu/admission-aid/paying-for-college/financial-aid/cost-of-attendance.php>) and fees at the rate for in-state residents.

In compliance with 38 U.S.C. 3679(c), as amended, the following individuals will be charged the in-state resident rate:

- A veteran using educational assistance under either Chapter 30 (Montgomery GI Bill® – Active Duty Program), Chapter 31 (Vocational Rehabilitation) or Chapter 33 (Post-9/11 G Bill), of 38 U.S.C. who lives in the state in which the institution is located (regardless of his/her formal state of residence).
- Anyone using transferred Post-9/11 G.I. Bill benefits (38 U.S.C. § 3319) who lives in the state in which the institution is located (regardless of his/her formal state of residence).

- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same institution. The person must be using educational benefits under Chapter 30, Chapter 31 or Chapter 33 of 38 U.S.C.

- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in the state in which the institution is located (regardless of his/her formal state of residence).

In compliance with the Valor Act of 2012, the Registrar's Office evaluates potential college credit for military training programs, college courses taken while on active duty, and various examination programs. MCLA awards college credit based on the recommendations provided by the American Council on Education, DANTES, and our own Experiential Credit Program. Students are encouraged to contact the Registrar's Office for more information.

In compliance with the Veterans Access, Choice, and Accountability Act of 2014, qualifying veterans, dependents, and eligible individuals will be charged tuition (<https://www.mcla.edu/admission-aid/paying-for-college/financial-aid/cost-of-attendance.php>) and fees at the rate for in-state students. Additionally, in compliance with the Veterans Access, Choice, and Accountability Act of 2014, individuals using education assistance under Chapter 31, Vocational Rehabilitation and Employment (VR&E) will be charged the in-state residential rate.

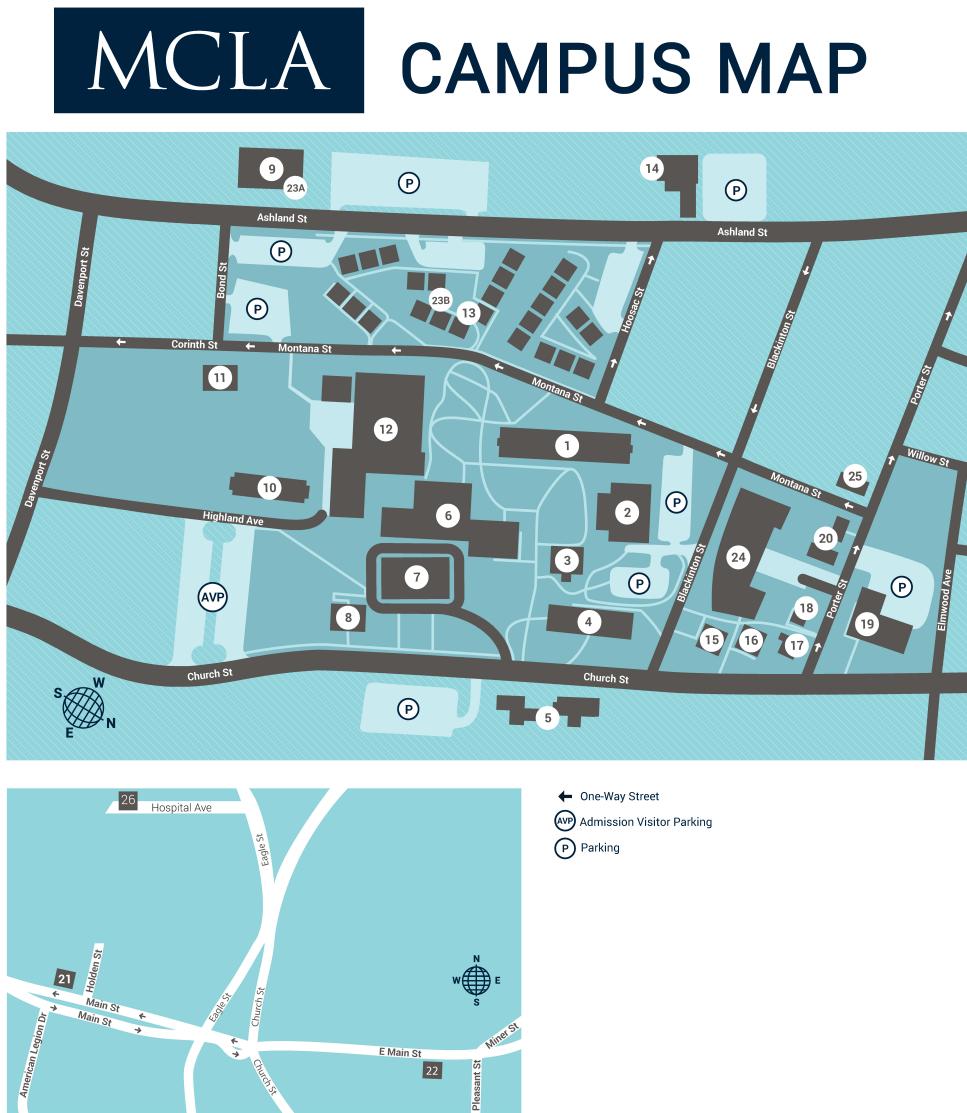
In compliance with the Veterans Benefits and Transition Act of 2018, MCLA does not penalize veterans and dependents using Chapter 31 and Chapter 33 benefits when the VA is late making payments by preventing these students from enrolling, charging additional late fees, requiring alternative sources of funding, or denying access to school resources. Qualifying students should submit their Certificate of Eligibility or Statement of Benefits before the first day of classes.

Academic Calendar

2024-2025

Rev. 8.9.24

Campus Map



1. Bowman Hall
 - Academic Affairs
 - Art
 - Arts Management
 - Computer Services
 - Faculty Center
 - Institutional Equity & Belonging
 - Math
 - Title IX & Equal Opportunity

2. Frell Library

3. Eldridge Hall
 - Division of Graduate & Continuing Education (DGCE)
 - Human Resources/Payroll
 - Registrar/Student Records
 - Student Financial Services

4. Mark Hopkins Hall
 - Academic Advising & Support
 - Disability Resources
 - Education
 - Honors Center
 - Institutional Research/Assessment
 - TRIO Student Support Services
 - TV Studio

5. Berkshire Towers
 - Student Housing

6. Venable Hall
 - Lactation Room
 - Mailroom
 - Student Empowerment Lounge
 - Theatre
 - Venable Gym
 - Venable Theatre
 - Veteran Student Lounge

7. Murdock Hall
 - Academic Technology Center
 - Business Administration and Economics
 - Computer Support Services
 - Sociology, Anthropology, Social Work

8. Smith House
 - Office of Admission

9. Facilities Management

10. Hoosac Hall
 - Student Housing

11. Administration & Finance

12. Amsler Campus Center
 - Athletic Offices
 - Bookstore
 - Campus Food Pantry
 - Convenience Store
 - Dining Hall
 - Fitness Center
 - Gender and Sexuality Center

13. Flagg Townhouse Apartment Complex

14. Shipping & Receiving

15. 87 Blackinton Street
 - President's Office

16. Mountain One Student Wellness Center
 - Counseling Services
 - Health Services

17. 100 Porter Street
 - Communications
 - Modern Languages

18. 94 Porter Street
 - Fine & Performing Arts
 - Interdisciplinary Studies

19. Church Street Center
 - Eleanor Furst Roberts Auditorium

20. 72 Porter Street
 - History and Political Science

21. MCLA Gallery 51
 - 51 Main Street in North Adams

22. Institutional Advancement/Alumni Relations
 - 228 E Main Street in North Adams

23. Public Safety (23A & 23B)

24. Feigenbaum Center for Science and Innovation
 - Biology
 - Chemistry
 - Environmental Studies
 - Physics
 - Psychology

25. 60 Porter Street
 - English
 - Philosophy

26. 71 Hospital Avenue Suite 301
 North Adams Regional Hospital
 - Nursing
 - Radiologic Technology

Notices

Notice to Students

The rules, regulations, policies, fees and other charges, courses of study, and academic requirements that appear in this catalog were in effect at the time of its publication. Like everything else in this catalog, they are published for informational purposes only, and they do not constitute a contract between the College and any student, applicant for admission or other person.

Whether noted elsewhere in this catalog or not, the College reserves the right to change, eliminate, and add to any existing (and to introduce additional) rules, regulations, policies, fees and other charges, courses of study and academic requirements. Whenever it does so, the College will give as much advance notice as it considers feasible or appropriate, but it reserves the right in all cases to do so without notice.

The listing of a course in this catalog is not a guarantee that the course will be offered in any particular semester: course offerings are subject to change in response to student enrollments, faculty availability, changes in program requirements and other circumstances.

Information Release

Family Educational Right and Privacy Act

The Family Educational Rights and Privacy Act ("FERPA") of 1974, as amended, ensures the confidentiality of student educational records and restricts disclosure of such records to third parties, except as authorized by law. FERPA also affords students certain rights with respect to their education records. For more information about this policy go to: FERPA (mcla.edu) (<https://dev.mcla.edu/administration/policies-and-procedures/ferpa.php>) or contact the Office of the Registrar.

Accreditation Statement

Massachusetts College of Liberal Arts (MCLA) is accredited by the Commission on Institutions of Higher Education of the New England Commission of Higher Education (NECHE) – formally New England Association of Schools and Colleges, Inc. (NEASC).

MCLA received notification of our reaccreditation by NEASC in May 2024, following a campus visit in November 2023 by a team of NEASC peer reviews.

Accreditation of an institution of higher education by Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the Office of Academic Affairs. Individuals may also contact:

Commission on Institutions of Higher Education New England
Commission of Higher Education (NECHE) (<https://www.nche.org/>).

301 Edgewater Place, Suite 210 Wakefield, MA 01880

781-425-7785 or info@nche.org

MCLA Diversity Statement

Massachusetts College of Liberal Arts (MCLA) is committed to creating a campus climate, as well as a culture that values, represents, and honors diversity in our society. We actively endeavor to recruit and retain diverse students, faculty, and staff.

MCLA fosters meaningful dialogue both in and out of the classroom in order to encourage critical awareness and respect for similarities and differences. MCLA's inclusive education and informed pedagogy reflect and draw from the knowledge and empowerment of all individuals and the diverse groups that make up our college community.

MCLA strives to integrate topics of social, cultural, and physical diversity in the curricular, co-curricular, residential, and work life of the MCLA community. In so doing, MCLA works towards collaboration and purposeful engagement to achieve social justice on campus and in the wider community.

Equal Opportunity and Non-Discrimination Policies

MCLA is committed to a policy of non-discrimination, equal opportunity, diversity and affirmative action, and dedicated to providing educational, working and living environments that value the diverse backgrounds of all people.

MCLA does not discriminate in admission or access to, or treatment or employment in, its educational programs and activities on the basis of race, color, religion, national origin, age, disability, gender, sexual orientation, gender identity, gender expression, genetic information, marital or parental status, or veteran status.

MCLA prohibits discrimination or discriminatory harassment on all of those bases. Such behaviors violate the Policy Against Discrimination, Discriminatory Harassment and Retaliation, will not be tolerated, and may result in disciplinary action up to and including termination or expulsion.

MCLA has appointed an Equal Opportunity Officer ("EO Officer") to oversee its compliance with this policy, as well as with the state and federal non-discrimination and equal opportunity laws. Anyone with questions, concerns, or complaints regarding discrimination, discriminatory harassment, or retaliation may contact the EO Officer using the contact information below.

Justin MacDowell

Director of Title IX and Equal Opportunity

Office Location: Amsler Campus Center 106

Phone: 413-662-5571

Email: Justin.Macdowell@mcla.edu (%20`Justin.Macdowell@mcla.edu`)

Mailing Address: 375 Church Street, North Adams, MA 01247

It is also MCLA's policy to provide each student, employee, and other person having dealings with the institutions an environment free from sexual violence and all forms of misconduct on the basis of gender. MCLA prohibits sexual harassment, including rape, statutory rape, sexual assault, incest, domestic violence, dating violence, stalking, and retaliation. These behaviors violate the Title IX Sexual Harassment Policy, will not be tolerated, and may result in disciplinary action, up to and including termination or expulsion.

MCLA's Title IX Coordinator can assist you to understand your rights and reporting options. Any person may report sex discrimination, including sexual harassment, whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment. Reports can be made in person, by mail, by telephone, or by email using the contact information listed for the Title IX Coordinator, or by any other means that result in the Title IX Coordinator receiving the person's verbal or written report.

Reports may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator. If you make a report during non-business hours, the Title IX Coordinator will follow up with you when the office reopens. If you would like to speak to the Title IX Coordinator in person, please call or email to schedule an appointment.

Any person with questions or concerns about any form of sexual violence, sexual harassment, gender-based harassment, domestic violence, dating violence and stalking and/or retaliation may also contact:

The U.S. Department of Education, Office for Civil Rights 33 Arch Street, 9th Floor, Boston, MA 02119-1424 (617) 289-0111/Fax (617) 289-0150, TDD (877) 521-2172 OCR.Boston@ed.gov.

MCLA's Non-Discrimination, Discriminatory Harassment, and Retaliation Policy and Title IX Sexual Harassment Policy apply in all College programs and activities, including, but not limited to, athletics, instruction, grading, housing, and employment. They apply to all members of the campus community, including, but not limited to, students, faculty, librarians, staff, visitors, contractors, and applicants for employment or admission. They also apply to off-campus conduct that negatively affects a community member's experience in the MCLA environment.

For complete policy information, please refer to the Equal Opportunity, Diversity and Affirmative Action Plan (EO Plan) found at www.mcla.edu/eoplan/ (<http://www.mcla.edu/eoplan/>).

Policy for Reasonable Accommodations for Persons with Disabilities

MCLA is committed to providing equal access to educational opportunities and employment for otherwise qualified persons with disabilities. The College recognizes that individuals with disabilities may need reasonable accommodations to have equally effective opportunities to participate in or benefit from educational programs, services, activities, and employment.

- Individual with a Disability.** An individual with a disability is a person who has a physical or mental impairment substantially limiting one or more major life activities, has a record of such an impairment or is regarded as having such an impairment. Major life activities are activities an average person can perform with little or no difficulty such as walking, breathing, seeing, hearing, speaking, learning, and working.
- Qualified Individual with a Disability.** A qualified student with a disability is someone who possesses the skills necessary to complete the essential academic requirements of a course and/or degree program with or without reasonable accommodation. The essential academic requirements of a course and/or degree program are the knowledge and skills that must be acquired and demonstrated in order for a student to successfully meet the learning objectives of the course or degree program.

3. Reasonable Accommodation. Modifications or adjustments to an application process, job, work environment, the way in which work is customarily performed or a course of study that permits a qualified individual with a disability to perform the essential functions of a position or to enjoy the benefits and privileges of employment or education equally with persons without disabilities. Reasonable accommodations in education may include, but are not limited to: in-class aids such as note takers; extended time for examination; quiet rooms or alternate locations for testing; alternatively formatted testing; alternatively formatted textbooks and other course materials; and/or access to assistive technology. Possible course reductions or substitutions on the basis of a disability will be carefully evaluated. Students with disabilities must meet the essential requirements of all academic degree programs.

Any student of the College seeking reasonable accommodation for a disability may contact the Department of Disability Resources, cindy.macdonald@mcla.edu for more information.

An Act Excusing the Absence of Students for their Religious Beliefs

In accordance with Massachusetts General Law Chapter 151C,Section 2B: Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

Copyright Infringement

The US Department of Education provides the following summary of penalties for violation of Federal copyright laws:

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at www.copyright.gov (<http://www.copyright.gov/>), especially their [FAQ section](#) (<http://copyright.gov/help/faq/>).

All MCLA students and prospective students are expected to review the following mechanisms in educating and informing themselves about appropriate versus inappropriate use of copyrighted material:

- The MCLA Network User Agreement assented to by each user as a condition of network access, has a section dealing with adherence to [copyright restrictions](#) (http://techhelp.mcla.edu/index.php/Network_User_Agreement/#Adherence_to_copyright_restrictions).
- MCLA has posted on line a document describing its stand on [sharing and property rights](#) (http://techhelp.mcla.edu/index.php/Peer_2_Peer_Sharing_%28P2P%29). This document explicitly refers to the legal issues and legal penalties involved.
- A [summary](#) (http://techhelp.mcla.edu/index.php/Peer_2_Peer_Sharing_%28P2P%29) offered by the Department of Education

Note: MCLA treats the unauthorized distribution of copyrighted material as a breach of the [Network User Agreement](#) (http://techhelp.mcla.edu/index.php/Network_User_Agreement/#Application_of_MCLA_20_policies_and_local_and_state_and_federal_laws_and_statutes). Penalties for violations allow for limiting or completely denying network access.

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