

EDUCATION (EDUC)

EDUC 150 Infant/Toddler Internship 3 cr

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

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

EDUC 151 Preschool Internship 3 cr

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

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

EDUC 230 Program Development: Infants & Toddlers 3 cr

Examines theory and practice of daycare for infants - up to age 3. Age-appropriate activities, program/curriculum development and special issues in daycare will be discussed. Working with parents, assessment, individual difference and multicultural appreciation will also be discussed.

Prerequisite: Department approval

EDUC 302 Assessment and Evaluation 3 cr

Provides participants with a repertoire of assessments for classroom use including formal, informal, formative, summative, authentic and standardized. Participants will also engage in discussions about reporting student progress to parents. Students will learn a process by which to assess themselves in their role as teacher.

Prerequisite: Junior/senior status

EDUC 305 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 307H Honors: Queer Childhoods 3 cr

Explores queer theory in discussion with popular and scholarly ideas about childhood and development. We examine the lived experiences of intersectional queer children and families in a US context, with a particular focus on educational encounters. We also look more broadly at queer theories of development, and lean into children's and adolescent literature by and about LGBTQ+ individuals and communities as a legitimate source for understanding queer childhoods.

Attributes: Honors Program (HONR)

EDUC 324 Teaching Math/Science K-8 3 cr

Supports the preservice and in-service teacher in planning for the teaching and learning of science and mathematics in the K-8 classroom. Major concepts, curriculum theory and instructional strategies appropriate to math and science education are explored in a hands-on workshop format. Current topics, issues and movements in science and math education are examined.

Prerequisite: Department approval

EDUC 336 Reading in the Content Area 3 cr

Examines effective strategies to support middle school and secondary students' ability to use language to learn. In addition to reading and writing text, alternative modes of demonstrating learning will be explored. Technology will be included through online assignments. Reflection and professional growth are concurrent goals.

Prerequisite: Department approval

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

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

Prerequisite: Department approval

EDUC 340 Field Placement I 2 cr

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

Prerequisite: CCSS 269, department approval and 2.5 overall GPA

Corequisite: EDUC 336 or 338 or EDUC 430

EDUC 341 Field Placement II ECHE/ELEM 2 cr

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

Prerequisite: CCSS 269, EDUC 340, department approval, 2.5 overall GPA, passing score on Communication/Literacy MTEL

Corequisite: EDUC 409 or EDUC 412

EDUC 342 Field Placement II 5-12 2 cr

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

Prerequisite: CCSS 269, EDUC 340, department approval, 2.5 overall GPA, passing score on Communication/Literacy MTEL

Corequisite: EDUC 414

EDUC 404 Sheltered English Instruction ECHE/ELEM 3 cr

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

Prerequisite: EDUC 338, department approval

EDUC 405 Sheltered English Instruction MDSC/SECE 3 cr Focuses on preparing undergraduate level Middle and Secondary pre-service teachers to shelter academic content and English language instruction for ELLs. Topics include salient differences among ELLs; language structure; second language acquisition; and effective practices based on the SEI model. Students will learn to differentiate instruction for ELLs at different English proficiency levels, focusing on language and literacy skills, and academic vocabulary in relevant content areas. Prerequisite: EDUC 336, department approval	EDUC 460 Special Topics in Education 3 cr Studies problems, concepts, issues, topics, or themes that are of particular importance in the field of education. Special topic seminars may explore any of a variety of topics concerning academic freedom, affirmative action, basics, compensatory education, computers in teaching, multicultural education, values, learning styles and human rights, among others, as they relate to the field of education. Prerequisite: Department approval Repeatable: Unlimited Credits
EDUC 409 Curriculum and Instruction ECHE 3 cr Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments. Prerequisite: Department approval	EDUC 473 Contemporary Educational Issues 3 cr Examines contemporary issues in education on ideological grounds and on national and local levels (e.g., bilingual education, multiculturalism, general-liberal education). These issues will be explored from interfacing viewpoints (i.e., political, educational, economics, social) so that students can formulate their own views based on careful consideration of the arguments. Prerequisite: Junior/senior status, department approval
EDUC 412 Curriculum and Instruction ELEM 3 cr Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments. Prerequisite: Department approval	EDUC 500 Independent Study 1-3 cr Open to juniors and seniors who wish to read in a given area or to study a topic in depth. Written reports and frequent conferences with the advisor are required. Prerequisite: Junior/senior status, department approval Repeatable: Maximum of 12 credits
EDUC 414 Curriculum and Instruction 5-12 3 cr Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments. Prerequisite: Department approval	EDUC 530 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. This course is graded on a pass/fail basis. Prerequisite: Department approval, passing scores on all MTELs, grades of C or better in all licensure courses, and GPA of 2.8 Corequisite: EDUC 581
EDUC 420 Classroom Management/Teaching Strategies (ECHE & ELEM) 3 cr Prepares one to design educational environments that support all learners and to see classrooms from the learner's perspective including the learner whose cultural, linguistic, social, psychological, or economic background is different from the teacher or from the mainstream. Demonstrates that managing classrooms requires attention to physical, social, temporal, auditory, and visual dimensions. Provides strategies to build the social competence of learners who present behavior difficulties. Prerequisite: Department approval	EDUC 535 Student Teaching Half Practicum 5-12 1-9 cr Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of teacher, students work with individual children, teach small and large group lessons, plan and implement several units of instruction. This half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a 2 semester period of time. Student will register for 4 credits one semester and 5 credits the second. This course will be graded on a pass/fail basis. Prerequisite: Department approval, passing scores on all MTELs, grades of C or better in all licensure courses, GPA of 2.8 Corequisite: EDUC 581 Repeatable: Maximum of 9 credits
EDUC 422 Classroom Management/Teaching Strategies (MDSC/ SECE) 3 cr Prepares one to design educational environments that support all learners and to see classrooms from the learner's perspective including the learner whose cultural, linguistic, social, psychological, or economic background is different from the teacher or from the mainstream. Demonstrates that managing classrooms requires attention to physical, social, temporal, auditory, and visual dimensions. Provides strategies to build the social competence of learners who present behavior difficulties. Prerequisite: Department approval	EDUC 540 Education Internship 3-15 cr Interning in a public or private organization or agency such as higher education, hospital, recreational or elderly centers will occur. Completion of an individualized learning contract sponsored and approved by an education department faculty member. Internship may involve, but is not limited to, education-related tasks such as training, organizational development, computer-based learning and human resource development. Prerequisite: Junior/senior status, department approval Repeatable: Maximum of 15 credits
EDUC 430 Teaching in an Inclusive Classroom 3 cr Introduces values, laws and principles underlying special education, including the rights of parents/guardians. Identifies the role of general educators in securing supports and services for individual students, and in developing and implementing IEPs. Highlights strength-based assessment, peer supports, assistive technology, Universal Design for Learning (UDL), promoting social competence, and collaboration with families, paraeducators, special educators, and clinicians. Prerequisite: Department approval	

EDUC 550 Student Teaching Practicum PK-K**3 cr**

Provides the culminating pre-K to K field experience for teacher licensure. Students spend five days per week in a preschool classroom for approximately one third of the semester and the remainder of the semester in a grade 1 or 2 classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities. This course will be graded on a pass/fail basis.

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

Corequisite: EDUC 560, EDUC 561

EDUC 560 Student Teaching Practicum 1-2**6 cr**

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

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

Corequisite: EDUC 550, EDUC 561

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

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

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

Corequisite: EDUC 550, EDUC 560

EDUC 570 Student Teaching Practicum 1-6**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. This course will be graded on a pass/fail basis.

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

Corequisite: EDUC 571

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

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

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

Corequisite: EDUC 570

EDUC 575 Student Teaching Half Practicum 1-6**1-9 cr**

Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, they work with individual children, teach small and large group lessons, plan and implement several units of instruction. This half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a two-semester period of time. Students will register for 4 credits one semester and for 5 credits the second semester. This course will be graded on a pass/fail basis.

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

Corequisite: EDUC 571

Repeatable: Maximum of 9 credits

EDUC 580 Student Teaching Practicum 5-8**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. The course will be graded on a pass/fail basis.

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

Corequisite: EDUC 581

EDUC 581 Student Teaching Seminar 5-12**3 cr**

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

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

Corequisite: EDUC 530 or 580 or 590

EDUC 585 Student Teaching Half Practicum 5-8**1-9 cr**

Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, they work with individual children, teach small and large group lessons, plan and implement several units of instruction. This half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a two-semester period of time. Students will register for 4 credits one semester and for 5 credits the second semester. This course will be graded on a pass/fail basis. GPA

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

Corequisite: EDUC 581

Repeatable: Maximum of 9 credits

EDUC 590 Student Teaching Practicum 8-12**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. This course will be graded on a pass/fail basis.

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

Corequisite: EDUC 581

EDUC 595 Student Teaching Half Practicum 8-12 1-9 cr

Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, they work with individual children, teach small and large group lessons, plan and implement several units of instruction. This half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a two-semester period of time. Students will register for 4 credits one semester and for 5 credits the second semester. This course will be graded on a pass/fail basis.

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

Corequisite: EDUC 581

Repeatable: Maximum of 9 credits