

Master of Education

Initial Licensure: Elementary (Grades 1-6)

Curriculum

Education Core

18 credits

ED502, American Foundations of Education (3 cr)
ED503, Advanced Educational Psychology (3 cr)
ED510, Educational Technology (3 cr)
SN505, Human Exceptionalities (3 cr)
SN540, Educational and Psychological Assessment (3 cr)
ES520, ELL Curriculum and Methods (3 cr)

Elementary Core (in addition to the Education Core, above)

21 credits

EL525, Elementary Curriculum and Methods I (3 cr)
EL530, Elementary Curriculum and Methods II (3 cr)
RE541, Principles of Teaching Reading and Children's Literature (3 cr)
EL549, Practicum: Elementary (11.5 cr)
ED549z, Practicum Seminar (1.5 cr)

Successful completion of applicable MTEL exams before entering the Practicum/Student Teaching semester

Submission of cumulative teaching portfolio

Degree Total: 39 credits

The requirements for this program are subject to revision based on directives received from the Massachusetts Department of Elementary and Secondary Education.

Course Descriptions

ED502, American Foundations of Education

The historical, sociological, and philosophical bases of American education are studied. Implications of the past, present, and future on school program development, organizations and the individual educator are emphasized.

ED503, Advanced Educational Psychology and Measurement

A review of human development in a psychological context is emphasized, followed by a concentration of learning theories and evaluation and assessment strategies. The aim is to help each student arrive at a consistent, systematic position in applying psychology to the educational setting. (pre-practicum 25 hrs.)

ED510, Educational Technology

This course includes an overview of the applications of technology in the classroom. Students will review, evaluate and produce educational software including videos, slides, presentations, transparencies, photo essays for use in small group, class, and individual instruction. Emphasis will be placed on integrating instructional software, including compact disks, word processing and multi-media computer programs into the curriculum. There is also a study of innovative programs using technology, such as distance learning and telecommunications, in the classroom. (pre-practicum 25 hrs)

ED549z, Student Teaching Seminar

This one-half credit seminar for student teachers is the capstone course for the student and required for those who have not had any previous teaching experience. It is designed as a supportive component of the student teaching experience. The following is a list of possible topics to be covered: certification application process, credential files, discipline, classroom management, interviewing, and relations with cooperating teachers. The structure of the course also allows for student generated topics for discussion. This course is taken in conjunction with the practicum.

EL525, Elementary Curriculum and Methods I

This course develops competency in instructing the language arts and the humanities (including social studies, expressive arts), general teaching-learning strategies, basic elements in curriculum design, classroom management, mainstreaming, and their application to elementary school children including those with special needs. (pre-practicum 25 hrs.)

EL530, Elementary Curriculum and Methods II

This course develops competency in instructing in the natural sciences (including mathematics, science, health), general teaching-learning strategies, basic elements in curriculum design, classroom management, mainstreaming and their application to elementary school children including those with special needs. (pre-practicum 25 hrs.)

EL549, Practicum – Elementary

The student will spend twelve weeks (300 clock hours) in an elementary school setting, grades 1 through 6. The student is expected to demonstrate competence as a teacher of elementary aged children including special needs students within a classroom setting. Supervision will be provided by the supervising practitioner, program supervisor, and school administrators.

ES520, ELL Curriculum and Methods

This course will examine a number of topics that address the learning needs of ELL students. Theoretical issues from various disciplines will be considered as they impact the practical needs and concerns of students and teachers in the authentic settings in which ELL instruction takes place (second language acquisition and the world of English Language Learners). A variety of methods, especially Sheltered Instruction (SEI), will be studied and analyzed in order that prospective teachers will be able to develop concrete strategies of instruction. The course targets the teaching of ELL in elementary school, middle school and high school. There is a 25 hour pre-

practicum requirement for this course.

RE541, Principles of Teaching and Children's Literature

Literature based instruction is the primary focus of this course. The developmental stages of reading will be explored with emphasis on phonemic awareness, phonics, and knowledge of word analysis skills. Practical strategies to facilitate student comprehension and the development of fluent readers and writers will be closely examined. Students will evaluate current methodologies and techniques. We will attempt to gain a broad knowledge base, assess existing programs, demonstrate knowledge of assessment principles, and develop meaningful instructional strategies.

SN505, Human Exceptionalities

This is an introductory course designed to explore the wide variety of handicapping conditions and current legislation regarding evaluation and program planning for individuals with handicaps. Attention will be given to discussion of program options and special methodologies enabling handicapped individuals to achieve maximum potential. (pre-practicum 25 hrs.)

SN540, Educational and Psychological Assessment

The focus of this course will be the basic principles of assessment for individuals who have been referred or are being serviced as handicapped individuals. Students will have opportunities to study and apply psychometric and ethnographic procedures. Students will learn to evaluate the effectiveness of assessment procedures, administer and score tests, and to read with understanding educational and psychological reports. Actual involvement with handicapped individuals will be required.