

Master of Education

Initial Licensure: Middle School (Grades 5-8)

Subject Areas*: English, History, Math, General Science, or Business (gr. 5-12)

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)

Middle School Core (in addition to the Education Core, above)

21 credits

ED562, Developing Reading Skills in the Content Areas (3 cr)
MS520, Middle School Curriculum and Methods (3 cr)
ED520, Classroom Management (3 cr)
MS549, Practicum: Middle School, subject area (11.5 cr)
ED549z, Practicum Seminar (1.5 cr)

Successful completion of applicable MTEL exams before being placed in Practicum/Student Teaching

Submission of cumulative teaching portfolio

Degree Total: 39 credits

A liberal arts major or additional coursework in the subject area of certification is required. This program fulfills the education competencies necessary for subject area licensure at the middle school level.

Additional content courses may be required based on a transcript analysis and comparison with the Subject Matter Knowledge in the Massachusetts Department of Elementary and Secondary Education regulations. In addition to the requirements listed, applicants for middle school licensure must demonstrate competency in child and adolescent psychology.

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)

ED520, Classroom Management

The student will be able to identify various theories of classroom management and to develop skills in management of exceptional individuals in various types of learning settings, ranging from the regular class, resource rooms, and institutional settings. The relationship of regular and special needs students will be considered to enhance individual self-esteem.

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.

ED562, Developing Reading Skills in the Content Areas

This course is designed to develop skills that will enable classroom content teachers and/or reading specialists to facilitate the student's reading of content material. Significant research will be reviewed and projects developed to provide the teacher/reading specialist with practical applications of the findings. Attention will be given to all areas of the curriculum to be correlated with reading instruction. Content literacy (the ability to use reading, writing, talking, and listening processes to learn subject matter across the curriculum) is the goal.

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.

MS520, Middle School Curriculum & Methods

Various plans and methods for the motivation and direction of learning in the middle school are emphasized. Opportunity is given to study and apply the particular major content to the classroom.

MS549s, Practicum, Subject Area - Middle School

The student will spend at least twelve weeks (300 clock hours) in a middle school setting. Local school districts cooperate in providing experiences in classroom settings in the student's major teaching area. The student is expected to demonstrate competence as a teacher of middle school students. Supervision will be provided by the supervising practitioner within the school and a program supervisor.

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.