

PROGRAMS AVAILABLE

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

The Education Department offers programs leading to licensure of teachers wishing to (1) teach at the Early Childhood, Elementary, Middle School, and Secondary Levels or (2) teach Biology, English, General Science, History, Mathematics, Physics, Political Science/Political Philosophy at the middle school and/or secondary level. Each program provides a balanced blend of theory and practice so that students will graduate with the knowledge and skills needed to become effective teachers. All license programs require that students complete a major in the Liberal Arts and Sciences with a major appropriate to the level of licensure. It is recommended that students meet with an Education Department advisor during their freshman year to discuss their major.

Students who have completed requirements for licensure will be able to:

- plan curriculum and instruction
- deliver effective instruction
- manage classroom climate and operation
- promote equity
- meet professional responsibilities

TEACHER LICENSURE PROGRAMS

The objective of the education program is to provide a balanced blend of theory and practice so that a student will graduate with a solid foundation from which to begin a teaching career. The Education Department prepares students in the knowledge and skills needed to become effective teachers. A network of mentor teachers associated with the College affords the preprofessional student the opportunity to apply educational theories in a variety of settings. Students seeking licensure must complete a major program in liberal arts or sciences and a state-approved license program in education.

Students will have the option of choosing one of the following majors in the liberal arts and sciences:

- | | |
|--|---------------------------|
| Biology | Interdisciplinary Studies |
| English | - general science |
| Fine and Performing Arts | Mathematics |
| History | Philosophy |
| - political science/
political philosophy | Physics |
| | Psychology |
| | Sociology |

Candidates for teacher licensure must decide which of the levels they wish to pursue. In the case of secondary education (8-12) and middle school (5-8), students must also decide the subject matter areas they wish to pursue. Students should consult with the Education Department chairperson for more specific information and advice. Mark Hopkins Hall, Telephone: 662-5381.

LICENSE	LEVEL
Early Childhood Teacher	Pre K-2
Elementary Teacher	1-6
Middle School Teacher	5-8
Teacher of Biology	5-8, 8-12
Teacher of Business	8-12
Teacher of English	5-8, 8-12
Teacher of General Science	5-8
Teacher of History	5-8, 8-12
Teacher of Humanities	5-8
Teacher of Mathematics	5-8, 8-12
Teacher of Mathematics/Science	5-8
Teacher of Physics	5-8, 8-12
Teacher of Political Science/ Political Philosophy	5-8, 8-12

*Licensure in additional subject areas may be obtained through completion of certain interdisciplinary programs. See your education advisor for details.

LICENSURE PROGRAM IN EARLY CHILDHOOD EDUCATION (PreK-2)

Massachusetts College of Liberal Arts requires a major in education for students seeking Early Childhood license. For more information contact the Education Department. The early childhood education program prepares teachers of young children pre-kindergarten through second grade. The curriculum stresses the synthesis of theory and practice. Significant theories of child development and their practical implementation in group settings are studied. Also studied are different techniques of working effectively with individual and group behavior while stressing the teaching of mainstreamed children with special needs. The use of teaching materials for infants, toddlers, Pre-K, K, and grades 1-2 in all curriculum areas are presented. The curriculum stresses diverse values and various teaching and learning styles that are an important part of our multicultural society.

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

Formal application for admission into the upper-division program (Professional Semester) requires an overall 2.8 GPA, with no grade below a C in required Education licensure courses, an assessment of oral and written communication skills, passing grades on Parts I, II and III of the Massachusetts Tests for Educator Licensure, Foundations of Reading Test, two recommendations, and a successful interview. Students must have departmental approval to enroll in more than 12 credits during the Professional Semester (student teaching). Upon completion of the ECHE program, the student is eligible for initial licensure (Pre K-2).

To fulfill the requirements for the early childhood education program, students must complete a major in the liberal arts or sciences. Students should meet with an Education Department advisor during their freshman year.

Early Childhood Education License Requirements

* CCSS 269 Education and Society
or EDUC 200 Foundations of Education
(is a prerequisite or corequisite for Phase I Courses) 3 cr

Phase I Courses

EDUC 338	Reading and Language Arts	3 cr
EDUC 339	Reading and Language Arts Preprac	1 cr
PSYC 208	Applied Developmental Psychology	3 cr
or PSYC 210	Developmental Psychology	
PHED 215	Lifetime Wellness	2-3 cr
or PHED 108	Standard First Aid/CPR (1 cr) and One PHED elective (1 cr)	
Optional:		
EDUC 150	Internship: Infants & Toddlers	
EDUC 230	Program Dev. Infants & Toddlers	

Phase II Courses

Part I

EDUC 409	Curriculum Theory and Design for Early Childhood	3 cr
EDUC 411	Curriculum and Instruction Prepract	1 cr
EDUC 420	Teaching Strategies for ECHE/ELEM	3 cr
EDUC 421	Teaching Strat. for ECHE/ELEM PreP	1 cr

Part II

EDUC 305	Program Dev. 3, 4, 5 Year Olds	3 cr
EDUC 478	Young Child with Special Needs	3 cr
EDUC 500	Young Child with Special Needs PreP	1 cr
CCCA 207	Children's Literature: A Lively Art	3 cr

Phase III Courses - Professional Semester

EDUC 550	Practicum - Student Teaching (Pre-K)	3 cr
EDUC 560	Practicum - Student Teaching (1-2)	6 cr
EDUC 561	Student Teaching Seminar	3 cr

TOTAL EARLY CHILDHOOD EDUCATION LICENSE REQUIREMENTS 42-49

EDUCATION

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LICENSE PROGRAM IN ELEMENTARY EDUCATION (1-6)

Massachusetts College of Liberal Arts requires a major in education for students seeking Elementary Education license. For more information contact the Education Department. The elementary education curriculum prepares students to become educated and competent elementary school teachers. The curriculum emphasizes a well rounded education, early and continuous field experiences, and the study of research and knowledge related to effective teaching and learning of children.

To fulfill the requirements for the elementary education program, students must complete a major in the liberal arts or sciences. Students should meet with an Education Department advisor during their freshman year. Formal application for admission into the upper division program (Professional Semester) requires an overall 2.8 GPA, with no grade below a C in required Education licensure courses, successful completion of Phases I and II, an assessment of oral and written communication skills, passing grades on Parts I, II, and III of the Massachusetts Tests for Educator Licensure, Foundations of Reading Test, two recommendations, and a successful interview. Students must have departmental approval to enroll in more than 12 credits during the Professional Semester (student teaching). Upon completion of the ELEM program, the student is eligible for initial licensure (1-6).

Elementary Education License Requirements

* CCSS 269 Education and Society
or EDUC 200 Foundations of Education
(is a prerequisite or corequisite for Phase I courses) 3 cr

CCCA 207 Children's Literature: A Lively Art 3 cr

Phase I Courses

EDUC 338 Reading and Language Arts 3 cr

EDUC 339 Reading and Language Arts Preprac 1 cr

EDUC 390 Teaching Children with Special Needs 3 cr

EDUC 391 Tchng Children w/ Special Needs Prep 1 cr

PSYC 208 Applied Developmental Psychology 3 cr

or PSYC 210 Developmental Psychology

PHED 215 Lifetime Wellness 2-3 cr

or PHED 108 Standard First Aid/CPR (1 cr) and

One PHED elective (1 cr)

Phase II Courses

EDUC 412 Curriculum and Instruction 3 cr

EDUC 413 Curriculum and Instruction Preprac 1 cr

EDUC 420 Teaching Strategies for ECHE/ELEM 3 cr

EDUC 421 Teaching Strat. for ECHE/ELEM PreP 1 cr

Phase III Courses - Professional Semester

EDUC 570 Practicum - Student Teaching 9 cr

EDUC 571 Student Teaching Seminar 3 cr

Two Electives 6 cr

**TOTAL ELEMENTARY EDUCATION
LICENSE REQUIREMENTS 43**

LICENSE PROGRAM IN MIDDLE SCHOOL EDUCATION (5-8)

Massachusetts College of Liberal Arts requires a major in education for students seeking Middle School Education license. For more information contact the Education Department. 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.

To fulfill the requirements for the program, students must complete a major in the liberal arts or sciences. Students should meet with an Education Department advisor during their freshman year. Formal application for admission into the upper-division program (Professional Semester) requires an overall 2.8 GPA, an assessment of oral and written communication skills, passing grades on Parts I, II and III of the Massachusetts Tests for Educator Licensure, two recommendations, and a successful interview. Students must have departmental approval to enroll in more than 12 credits during the Professional Semester (student teaching). Upon completion of the MDSE program the student is eligible for initial licensure (5-8).

Middle School Education License Requirements

* CCSS 269 Education and Society 3 cr
or EDUC 200 Foundations of Education
(is a prerequisite or corequisite for Phase I courses)

Phase I Courses

EDUC 336 Reading in the Content Area 3 cr

EDUC 337 Reading in the Content Area Preprac 1 cr

EDUC 397 Teaching Adolescents/Special Needs 3 cr

EDUC 398 Tchng Adolescents/Special Needs Prep 1 cr

PSYC 386 Adolescent Development 3 cr

or PSYC 208 Applied Developmental Psychology

or PSYC 210 Developmental Psychology

Phase II Courses

EDUC 414 Curriculum and Instruction 3 cr

EDUC 415 Curriculum and Instruction Preprac 1 cr

EDUC 422 Teaching Strategies for MDSE/SECE 3 cr

EDUC 423 Teaching Strat. for MDSE/SECE PreP 1 cr

Phase III - Professional Semester

EDUC 580 Practicum - Student Teaching 9 cr

EDUC 581 Student Teaching Seminar 3 cr

Three Electives 9 cr

**TOTAL MIDDLE SCHOOL EDUCATION
LICENSE REQUIREMENTS 43**

LICENSE PROGRAM IN SECONDARY EDUCATION (8-12)

Massachusetts College of Liberal Arts requires a major in education for students seeking Secondary Education license. For more information contact the Education Department. 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.

To fulfill the requirements for the program, students must complete a major in the liberal arts or sciences. Formal application for admission into the upper division program (Professional Semester) requires an overall 2.8 GPA, passing grades on Parts I, II & III of the Massachusetts Tests for Educator Licensure, an assessment of oral and written communication skills, two recommendations, and a successful interview. Students must have departmental approval to enroll in more than 12 credits during the Professional Semester (student teaching). Upon completion of the SECE program the student is eligible for initial licensure (8-12).

Secondary Education License Requirements

* CCSS 269 Education and Society 3 cr
 or EDUC 200 Foundations of Education
 (is a prerequisite or corequisite for Phase I courses)

Phase I Courses

EDUC 336 Reading in the Content Area 3 cr
 EDUC 337 Reading in the Content Area Prepract 1 cr
 EDUC 397 Teaching Adolescents/Special Needs 3 cr
 EDUC 398 Tchng Adolescents/Special Needs Prep 1 cr
 PSYC 386 Adolescent Development 3 cr
 or PSYC 208 Applied Developmental Psychology
 or PSYC 210 Developmental Psychology

Phase II Courses

EDUC 416 Curriculum and Instruction 3 cr
 EDUC 417 Curriculum and Instruction Prepract 1 cr
 EDUC 422 Teaching Strategies for MDSE/SECE 3 cr
 EDUC 423 Teaching Strag. for MDSE/SECE PreP 1 cr

Phase III - Professional Semester

EDUC 590 Practicum - Student Teaching 9 cr
 EDUC 591 Student Teaching Seminar 3 cr
 Three Electives 9 cr

TOTAL SECONDARY EDUCATION LICENSE REQUIREMENTS 43

TEACHER LICENSURE BY THE COMMONWEALTH OF MASSACHUSETTS

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

Regulations governing elementary teacher preparation adopted by the Massachusetts Department of Education were effective October 1, 2001. The new regulations will affect students graduating after October 1, 2003. The new regulations require preparation program curricula to include upper and lower level arts and sciences coursework, including: composition, American and world literature, U.S. and world history, economics, geography, child development, science laboratory work, and mathematics and science coursework appropriate for the elementary school teacher. These subjects are included on the Massachusetts Test for Educator Licensure and follow the Massachusetts Curriculum Frameworks. Specializations within the Interdisciplinary Studies major fulfill the above mentioned requirements. Students may also choose from among the traditional liberal arts and sciences majors to fulfill the requirements.

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

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

Massachusetts College of Liberal Arts Pass Rates on the Massachusetts Tests for Educator Licensure during the 2003-2004 year

Basic Skills - 98%
 Academic Content Area - 99%
 Total Pass Rate - 98%.

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

EDUCATION

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SPECIAL EDUCATION MINOR (Nonlicensure Track)

The Education Department has created a Special Education Minor program that meets the needs of students who are majoring in other fields. Group homes housing special needs adults need trained staff. The inclusion movement has changed the look of day care centers and regular education classrooms. More special needs students are in these classes than ever before. Social workers, probation officers, rehabilitation counselors, personnel, and other business employees may come in contact with people with special needs. Consequently, they would all benefit from a background in the theory and practical application of ideas of special education. The program involves the tracking of students through a set of foundation courses with a few carefully selected optional courses. All students interested in the minor will meet with their academic advisor and the Special Education faculty member in the Education Department to assist in the planning of their program.

Special Education Minor Requirements

Foundation Courses

PSYC 210	Developmental Psychology	3 cr
or PSYCH 386	Adolescent Development	
PSYC 340	Psych of Children/ Special Needs	3 cr
EDUC 240	Development of IEPs, IFSPs, ISPs	3 cr
EDUC 390*	Teaching Children with Special Needs	3 cr
or EDUC 397*	Teaching Adolescents/Special Needs	
or EDUC478	The Young Child with Special Needs	

* Please note that Prepracticums, EDUC 391 and EDUC 398, are not required to obtain a Special Education Minor

Related Courses

Select one of the following:		3 cr
EDUC 380	Law, Education, and Society	
EDUC 497	Assessment & Instruction of Children with Special Needs	
BIOL 225	Adapted Physical Education	
PSYC 440	Counseling Methods in Psychology	
SOWK 348	Social Work Skills	

Internship

The student is expected to do a meaningful internship working with a special needs population, the specific nature of this experience is to be defined by the student's major.

The student will register for one of the following:		<u>3 cr</u>
EDUC 540	Internship in Education	
PSYC 540	Internship in Psychology	
SOCI 540	Internship in Sociology	
SOWK 540	Internship in Social Work	

TOTAL SPECIAL EDUCATION MINOR REQUIREMENTS

18

COURSE LISTINGS

EDUC 118 Introduction to Infant, Toddler and Preschool Education

3 cr

Provides an introduction to theories and principles of day care for preschool children aged infant through age 6. Presents a variety of activity/educational strategies. Curriculum needs, program planning, and special issues in day care will be discussed. Techniques for effectively working with parents will be addressed, as will appreciation of cultural differences among children and families.

Prerequisite: PSYC 210

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 151 Preschool Internship

3 cr

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

Prerequisite: Department approval

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EDUCATION

EDUC 200 Foundations of Education

3 cr

Explores important historical and current issues in education. Involves students in critically thinking about the economic, social, political, philosophical, and cultural factors that have shaped America's educational system and the individuals and groups within that system.

Prerequisite: Department approval

EDUC 230 Program Development for Infants and 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 231 Program Development for Infants & Toddlers PrePracticum

1 cr

Gives students an opportunity to apply competencies mastered in EDUC 230 to actual teaching-learning experiences with infants and toddlers. The students are required to work in a daycare setting for 45 hours per semester.

Prerequisite: To be taken concurrently with EDUC 230, required of all ECHE candidates

EDUC 240 Development of IEP's, IFSP's and ISP's

3 cr

Students entering the human services field may encounter employment positions that require the ability to design and implement individualized plans. Students will learn the basic process in the development and implementation of three types of individual plans. The student will gain an understanding of their purpose, learn how to write goals and objectives, and learn how to implement these plans effectively.

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 Program Development for 3, 4, 5 Year Olds

3 cr

Examines theory and practice of preschool programs. Emphasis placed on building a developmentally appropriate environment. Students will create a portfolio of curriculum materials. Issues such as professional development, parent-teacher relationships, assessment and evaluation, and children's transition into kindergarten will also be discussed. Preschool internships to be taken simultaneously.

Prerequisite: Department approval

EDUC 306 Management of Early Childhood Education Centers

3 cr

Focuses on personnel management, staff development and evaluation, budget administration, and program coordination. The roles of lead teacher and director will be considered. Policies for relationships with parents and child assessment will be examined.

Prerequisite: Fulfillment of Office for Children lead teacher certificate or equivalent experience

EDUC 324 Teaching Math/Science K-8

3 cr

Supports the preservice and inservice 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 325 Teaching Science: Elementary and Middle School

3 cr

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

Prerequisite: Department approval

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EDUC 326 Teaching Integrated Language Arts and Social Studies

3 cr

Explores the relationships that exist between the Language Arts and Social Studies. Investigates essential knowledge, attitudes, and skills for advanced learning. Students will also learn to create interdisciplinary curriculum and methodologies for teaching these subject areas, including curriculum that reflects the cultural diversity within classrooms today.

Prerequisite: Department approval

EDUC 336 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. Reflection and professional growth are concurrent goals. To be taken concurrently with EDUC 337.

Prerequisite: Departmental approval

EDUC 337 Reading in the Content Area Prepracticum

1 cr

Creates an experiential portfolio including classroom observations, written reflections and lesson plans based on a minimum of 35 hours of classroom field experience. To be taken concurrently with EDUC 336.

Prerequisite: Department approval

EDUC 338 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. To be taken concurrently with EDUC 339.

Prerequisite: Department approval

EDUC 339 Reading and Language Arts Prepracticum

1 cr

Observe, assist, plan and implement instruction in small and large groups, assess pupil progress, and employ curricular, instructional and environmental adaptations to meet needs of individual pupils in this 35 hour field experience. To be taken concurrently with EDUC 338.

Prerequisite: Department approval

EDUC 360 Literature for Children and Young Adults

3 cr

Surveys literature published for children and young adults, covering both art and text. Explores picture books, folklore, fantasy, contemporary realism, historical fiction, poetry, and informational books. Develops the critical skills necessary for evaluating materials and using them in the classroom.

Prerequisite: Department approval

EDUC 371 Ideas and Innovations: An Historical Analysis of Education

3 cr

Enhances understanding of contemporary education by examining its historical context. Studies the educational ideas and innovations of selected scholars (e.g., Broudy, Dewey, Illich, Pestalozzi, Socrates) who have had a major influence on contemporary educational thought and practice.

Prerequisite: Junior/senior status, department approval

EDUC 373 Role of Arts in Education

3 cr

An interdisciplinary approach to the study of arts in education. Music, theatre, dance, sculpture, and painting are some of the arts to be explored. Students will find this course helpful in adapting the arts to their particular liberal arts and science major.

Prerequisite: Junior/senior status, department approval

EDUC 380 Law, Education, and Society

3 cr

Examines the roles played by the courts in establishing educational policy. Considers sources of legal authority in terms of their influence on education practices and the rights and responsibilities of school personnel and students.

Prerequisite: Junior/senior status

EDUC 390 Teaching Children with Special Needs

3 cr

Emphasizes the role of the elementary school teacher in identifying, assessing and instructing pupils with special needs in inclusive settings. Attention is given to effective practices that involve instructional adaptations in classroom organization, grouping, materials, and instruction. Special focus is given to the role of the regular classroom teacher as a member of a multi-disciplinary team that assures the success of special needs students through collaborative planning and problem solving. To be taken concurrently with EDUC 391.

Prerequisite: Department approval

EDUC 391 Teaching Children with Special Needs Prepracticum

1 cr

Observe and participate in an educational setting that include children with special needs within the general education classroom. Learn from mentor teachers in a 35 hour field based experience. Assist in planning and implementing specific lessons and activities for heterogeneous groups of students, including those on Individualized Educational Plans. To be taken concurrently with EDUC 390.

Prerequisite: Department approval

EDUC 397 Teaching Adolescents with Special Needs

3 cr

Reviews special education legislation, characteristics of specific disabilities, development of individual educational plans, learning styles and multiple intelligences, adapting and modifying curriculum, and best practices of inclusive education. Provides theory and practice for middle and high school pre-service teachers to explore ways to build community in their classrooms and discover the importance of working collaboratively with other professionals. To be taken concurrently with EDUC 398.

Prerequisite: Department approval

EDUC 398 Teaching Adolescents with Special Needs Prepracticum

1 cr

Observe and participate in an educational setting that includes adolescents with special needs within the general education classroom. Learn from mentor teachers in a 35 hour field based experience. Assist in planning and implementing specific lessons and activities for heterogeneous groups of students, including those on Individualized Educational Plans. To be taken concurrently with EDUC 397.

Prerequisite: Department approval

EDUC 409 Curriculum Theory and Design for Early Childhood

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. To be taken concurrently with EDUC 411.

Prerequisite: Department approval

EDUC 410 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. To be taken concurrently with EDUC 411.

Prerequisite: Department approval

EDUC 411 Curriculum and Instruction (ECHE) Prepracticum

1 cr

Design lessons utilizing a variety of instructional strategies that enhance student understanding; implement individual lesson plans in classroom settings and evaluate their effectiveness and create a portfolio of representative lessons and assessment methods that are matched to the needs of the learner. To be taken concurrently with EDUC 409 or EDUC 410.

Prerequisite: Department approval

EDUC 412 Curriculum and Instruction (ELEM)

3 cr

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments. To be taken concurrently with EDUC 413.

Prerequisite: Department approval

EDUC 413 Curriculum and Instruction (ELEM) Prepracticum

1 cr

Design lessons utilizing a variety of instructional strategies that enhance student understanding; implement individual lesson plans in classroom settings and evaluate their effectiveness and create a portfolio of representative lessons and assessment methods that are matched to the needs of the learner. To be taken concurrently with EDUC 412.

Prerequisite: Department approval

EDUCATION

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EDUC 414 Curriculum and Instruction (MDSC)

3 cr

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments. To be taken concurrently with EDUC 415.

Prerequisite: Department approval

EDUC 415 Curriculum and Instruction (MDSC) Prepracticum

1 cr

Design lessons utilizing a variety of instructional strategies that enhance student understanding; implement individual lesson plans in classroom settings and evaluate their effectiveness and create a portfolio of representative lessons and assessment methods that are matched to the needs of the learner. To be taken concurrently with EDUC 414.

Prerequisite: Department approval

EDUC 416 Curriculum and Instruction (SECE)

3 cr

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments. To be taken concurrently with EDUC 417.

Prerequisite: Department approval

EDUC 417 Curriculum and Instruction (SECE) Prepracticum

1 cr

Design lessons utilizing a variety of instructional strategies that enhance student understanding; implement individual lesson plans in classroom settings and evaluate their effectiveness and create a portfolio of representative lessons and assessment methods that are matched to the needs of the learner. To be taken concurrently with EDUC 416.

Prerequisite: Department approval

EDUC 420 Teaching Strategies (ECHE & ELEM)

3 cr

Examines the dynamics of the physical, psychological, social, cultural, and personal elements of the early childhood and elementary classroom. Using the paradigm of multicultural education, multiple techniques for establishing classroom atmosphere and relationships will be explored. To be taken concurrently with EDUC 421.

Prerequisite: Department approval

EDUC 421 Teaching Strategies (ECHE & ELEM) Prepracticum

1 cr

Uses age appropriate models of classroom management based on theory and research gleaned from the Teaching Strategies course in this 30 hour field experience. Identify situations where models can be used to resolve problems and complete case studies in respective classrooms. To be taken concurrently with EDUC 420.

Prerequisite: Department approval

EDUC 422 Teaching Strategies (MDSC & SECE)

3 cr

Using the paradigm of multicultural education, multiple techniques for establishing classroom atmosphere and relationships will be explored. Examines the dynamics of physical, psychological, social, cultural, and personal elements of the classroom. Emphasis is placed on developing personal responsibility. To be taken concurrently with EDUC 423.

Prerequisite: Department approval

EDUC 423 Teaching Strategies (MDSC & SECE) Prepracticum

1 cr

Uses age appropriate models of classroom management based on theory and research gleaned from the Teaching Strategies course in this 30 hour field experience. Identify situations where models can be used to resolve problems and complete case studies in respective classrooms. To be taken concurrently with EDUC 422.

Prerequisite: Department approval

EDUC 460 Special Topics in Education

3 cr

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

Prerequisite: Department approval

EDUC 471 The Influence of Culture on Teaching and Learning

3 cr

Examines the impact of culture on teaching and learning. Specifically, this course explores how dialect differences, cultural learning styles, preconceived notions of cultures, and cultural biases in evaluative measurements affect teaching, learning, teachers, students, and self-esteem.

Prerequisite: Junior/senior status, 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 478 The Young Child with Special Needs

3 cr

Studies basic and special needs of preschool and young school age children. Examines mainstreaming, inclusion group composition, group tolerance of deviant behavior, physical and mental handicaps, emotional disturbances, and learning disabilities. Examines various teaching strategies for children with differences and also examines procedures for screening, core evaluations and development of IEPs.

Prerequisite: To be taken concurrently with EDUC 550, 305, 360, required of ECHE licensure candidates, department approval

EDUC 495 Literacy: Research, Assessment, and Instruction

3 cr

Children's levels of performance in listening, speaking, reading, and writing will be assessed through the employment of observations, instruments, portfolios, informal inventories, and standardized test instruments. Curricular and instructional adaptations will be made for individual pupils based on the assessment results. Group action research projects will focus on questions and problems that arise in the regular classroom. A weekly three-hour, field-based component is required in an elementary school.

Prerequisite: Satisfactory completion of Phase I and Phase II of the teacher licensure program, department approval

EDUC 497 Assessment and Instruction of Children with Special Needs

3 cr

Employing a curriculum-based assessment model, students will engage in survey-level and specific-level testing of listening, word recognition, reading, writing, mathematics, and social skills. Educational prescriptions will be designed and implemented for children with special needs. Each course participant is required to complete assessment and instructional assignments with pupils in an elementary setting for 2 1/2 hours a week.

Prerequisite: Department approval or acceptance into the special education minor

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; departmental approval

EDUC 540 Internship in Education

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

EDUC 550 Practicum - Student Teaching (Preschool)

3 cr

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

Prerequisite: Department approval, required of all ECHE licensure candidates.

EDUCATION

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EDUC 560 Practicum-Student Teaching (ECHE)	6 cr
EDUC 570 Practicum-Student Teaching (ELEM)	9 cr
EDUC 580 Practicum-Student Teaching (MDSE)	9 cr
EDUC 590 Practicum-Student Teaching (SECE)	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 561 Student Teaching Seminar (ECHE)	3 cr
EDUC 571 Student Teaching Seminar (ELEM)	3 cr
EDUC 581 Student Teaching Seminar (MDSE)	3 cr
EDUC 591 Student Teaching Seminar (SECE)	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. To be taken concurrently with Practicum-Student Teaching.

Prerequisite: Department approval, to be taken concurrently with EDUC 560, 570, 580, or 590

EDUC 565 Student Teaching Half-Practicum (ECHE)	1-6 cr
EDUC 575 Student Teaching Half-Practicum (ELEM)	1-9 cr
EDUC 585 Student Teaching Half-Practicum (MDSE)	1-9 cr
EDUC 595 Student Teaching Half-Practicum (SECE)	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 both small and large group lessons, plan and implement several units of instruction and carry out a variety of other responsibilities. 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 3-4 credits one semester and for 3-5 credits the second semester.

Prerequisite: Department approval