Education Courses

ED 502 Initial Practicum/Seminar
Student teaching and seminar is the synthesis course for the initial license component. It offers students the opportunity to reflect, analyze, and integrate coursework and personal experience that are merged in daily student teaching. Emphasis is placed on student teachers as they evaluate their development in light of the standards for licensure. Critical issues are addressed in the seminar format that will serve as vehicles for movement from self-orientation to identification with a culture of teaching. Placement setting is in light of license (300-hour minimum).

ED 507 The Elementary School: Mathematics 1–6
This course is designed to provide the prospective elementary school teacher with a foundation in the concepts of mathematics as they relate to the curriculum of grades one through six. Emphasis will be placed on computation, problem-solving concepts and techniques, cooperative learning, and the use of manipulatives. The application of the content material to a classroom-teaching situation will be integrated into class meetings throughout the course. Recognition of special needs and of strategies for addressing these needs will be included. A field-based experience is required.

ED 412 The Elementary School: Mathematics Curriculum
This course is designed to enable the prospective elementary school teacher to gain a depth of understanding of the content of the mathematics curriculum for elementary grades. It provides opportunities to explore the Curriculum Focal Points of the National Council of Teachers of Mathematics and the Massachusetts Curriculum Frameworks.

ED 512 Children's Language and Learning
This course focuses on the acquisition and development of children's language, the role of language in learning at the elementary and secondary levels, and issues of linguistic and communicative competence. Students will gain an understanding of theoretical perspectives and current research findings and of how these apply to the classroom. Specifically, the course will focus on the tasks involved in first and second language learning (acquisition and development), what the learner brings to the task, and how the environment contributes to that process. Language disorders and the language behaviors of socioculturally different children will be discussed, including the integration of children into the mainstream classroom.

ED 514 Educating Children with Special Needs in the Regular Classroom
This course will focus on learning problems in children resulting from such factors as borderline or below average intelligence (slow learner), developmental language difficulties, learning disabilities, cultural deprivation, emotional problems, or physical/sensory handicaps. Emphasis will be on the recognition or identification of these students by the regular classroom teacher and on remediation strategies. In addition to the handicapping conditions described above, a section of the course will deal with the gifted population and ways of challenging and providing for them in the educational setting.

ED 515 Contemporary Issues in Special Education
This course addresses the historical, philosophical, and ethical perspectives of education services for students with special needs. Federal and state laws and regulations pertaining to special education also will be studied. Legal and educational terminology and definitions for students with mild to moderate disabilities will be discussed. Exemplary programs, services provided by other agencies, development of an individualized educational plan (I.E.P.), and relevant current literature are reviewed.

ED 516 Developmental Issues and Learning in Students with Special Needs
This course addresses psychological and developmental issues of children and adolescents with mild to moderate disabilities. Teachers will gain an understanding of theoretical perspectives and current research findings, and they will be expected to discuss applications to the classroom. The course will emphasize children's and adolescents' developmental stages and their ecological context, with particular emphasis on the family. Finally, issues in the inclusion of learners with special needs into the classroom will be discussed. The major foci of the course will be theory and research, case studies, and applications in the classroom.

ED 517 Assessment of Students with Special Needs
This course addresses the significant theories, approaches, instructional practices, and programs for developing reading skills and reading comprehension in children and adolescents with disabilities. It includes a study of the reading/writing processes, the development of reading/writing skills, and the transition to content area texts.
Diagnosis and assessment of reading skills, including formal and informal reading assessment instruments, will be examined. Emphasis will be on differentiated instruction to meet the needs of diverse learners. A field-based experience is required.

**ED 519A/B Curriculum Adaptations/Differentiated Instruction for Students with Special Needs**

This course will address the design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities. Emphasis will be placed on differentiated instruction that focuses on developing appropriate strategies for meeting the needs of diverse learners. It will align the principles of inclusion with their educational implementation by exploring and applying instructional strategies and curricular adaptations that are most effective in the general education setting. ED 519A places emphasis on the elementary school child. ED 519B emphasizes the student in grades 5–12. A field-based experience is required for those earning their initial license in moderate special needs.

**ED 520 Children’s Literature**

This course will provide students with an interactive introduction to the wide variety of literature for children. A key component of the course will be choosing, assessing, and reading children’s literature. Students will apply guidelines for assessing the quality of children’s literature, as well as strategies for using literature in inclusive classrooms from preschool to high school. Students will also explore the major issues in the field including gender portrayal, cultural stereotypes, and censorship.

**ED 521 Classroom Management for Students with Special Needs in Inclusive Classrooms**

This course will address classroom management strategies, facilitating appropriate behavior, and meeting the social/emotional needs of students with moderate disabilities. Emphasis will be placed on preventive discipline and on classroom environments and techniques that have been found effective for students with special needs. Theoretical models of behavior management will be discussed and compared, including their application for preparing and maintaining students with disabilities in general education classrooms.

**ED 523 Sheltered English Immersion Teaching**

This course is designed to prepare teachers to shelter content in the SEI classroom by considering the individuality of English Language Learners including social and cultural considerations, second language acquisition processes, English Language Arts and Literacy Development in the PreK-12 classroom. This course is aligned with the Massachusetts Curriculum Frameworks, the WIDA English Language Development Standards and envelops best practice in the field of ELL instruction.

**ED 602 Practicum/Seminar**

This practicum/seminar is for those candidates earning an additional initial license. Emphasis is placed on student teachers as they demonstrate competency in the standards for licensure. Seminar includes analysis/ reflection on key issues/areas in education today. Placement in practicum is in the role of the license sought (150-hour minimum).

**ED 610 Research Seminar**

This seminar places emphasis on the teacher as researcher. Course coverage includes the nature and basics of education research and methodologies. Using a wide variety of print, non-print, and technology-based resources, students will select, design, and present a research project.

**ED 611 Clinical Practicum**

This course is the culminating experience in the MAT Program—a one-semester supervised experience in a school classroom or other appropriate setting. Emphasis is placed on the advanced student's demonstration of the standards for licensure and on the student's ability to integrate content area knowledge, pedagogical theory, and practice. Course includes monthly seminars that address issues in teaching today as directed by participants.

**ID 510 Natural Sciences in the Classroom**

This course is designed to enhance students' understanding of mathematics and science concepts and develop an awareness of their interdisciplinary nature. Through lectures, labs, and other hands-on approaches, students learn the major principles and concepts and how to integrate them in their inclusive classrooms. The Massachusetts Science and Technology Curriculum Framework and the Massachusetts Mathematics Curriculum Framework are used as basic references.

**ID 511 Natural Sciences in the Classroom**

This course is designed to assist teachers in their continued understanding and application of principles and concepts in mathematics and science. Emphasis is placed on the interdisciplinary nature of these disciplines. Topics addressed will come from the Massachusetts Frameworks in Mathematics and in Science and Technology.
**ID 512 Humanities in the Classroom**
In this interdisciplinary course, the focus is on expanding students’ knowledge of the humanities. We will explore artistic expression in art, literature, poetry, and music and look for ways to integrate the humanities into the curriculum, including curriculum adapted for inclusion students. We will study perspectives of education and society through the expressions of art. Discovery in the humanities can be a basis upon which teachers may develop curriculum and enhance classroom teaching.

**ID 513 Humanities in the Classroom**
The focus of this course is the cultural context of the artist and its relationship to the form and meaning of the art. Emphasis will be placed on diversity and culture in art, literature, poetry, and music expression. We will explore societal experiences in education through literary and artistic perspectives. Students will share insights in analytical papers and discussions and translate their insights into education classroom projects and approaches applicable to inclusive classrooms.

**ID 514 Social Sciences in the Classroom**
Using the interdisciplinary area of American Studies as a focus to study the social sciences, this course is organized around the five themes of geography to introduce concepts in history and civics, supported by infusions from anthropology, economics, and sociology. Applications to reading, mathematics, art, and music will enlarge the scope of the course to include connections to the sciences and humanities, providing a systematic interrelated study of people in societies, past and present. Course methodology will be interactive and includes project work. The Massachusetts History and Social Science Curriculum Framework is used as the main course reference point for specific application of these ideas to the classroom, with particular attention to special needs students.