

## EDUCATION

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### **EA-912 Introduction to Educational Leadership**

This course will introduce students to best practices and standards for school administrators and the theoretical underpinnings of educational leadership/administration.

Other or on demand and other or on demand. 3 Credits

### **EA-913 Action Research for School Administrators**

The course will focus on qualitative/quantitative research whereby the students will learn to carry out action research. Students will conduct research addressing educational best practices and standards. How to write case studies will also be addressed as a way to do research.

Other or on demand and other or on demand. 3 Credits

### **EA-915 Economic and Operational Dimensions of Education**

This course focuses on blending the skills required for effective resource allocation coupled with the need to make practical and strategic decisions that promote student achievement in a safe/orderly learning environment.

3 Credits

### **EA-918 Family and Community Engagement**

Focus will be on ways to build strong working relationships and connections between families, community providers, and schools. How to effectively communicate and learn from families from diverse backgrounds and community members in order to promote student learning is emphasized

3 Credits

### **EA-923 Governance, Ethics, & Law in Education**

This course focuses on the myriad of legal, ethical, and mandated regulations that must be considered in creating and operating a school system.

3 Credits

### **EA-924 Curriculum, Instruction, & Assessment for Aspiring Leaders**

This course seeks to engage aspiring leaders through a constructivist approach to teaching and learning with a focus on curriculum, instruction and assessment (CIA) that can positively impact the achievement of all students. CIA will be examined from a theoretical and practical perspective with a focus on the administrator's role in driving change that is grounded in research, data and equity for all.

3 Credits

### **EA-929 Educational Leadership Capstone Assessment/Evaluation**

**Prerequisites:** Must have successfully completed a minimum of 27 credits in the program.

This capstone assessment will be used to assess the student's overall ability to synthesize and evaluate their work in the program. An academic paper and presentation demonstrating action research undertaken during the program will be part of the capstone assessment process.

Other or on demand and other or on demand. 3 Credits

### **EA-931 Administration of Programs for Children with Special Needs and ELLs**

The administration and implications of legislation for administrators who are responsible for implementing special education programs and programs for English language learners.

Other or on demand and other or on demand. 3 Credits

### **EA-939 Action Research Project I**

A two semester course during which students will enroll for two consecutive semesters. During the two semesters students will meet both in large groups and individually in developing their action research projects. [Continues as EA940.]

3 Credits

### **EA-940 Action Research Project II**

A two semester course during which students will enroll for two consecutive semesters. During the two semesters students will meet both in large groups and individually in developing their action research projects. [Continuation of EA939.]

3 Credits

### **EA-941 Educational Lead Research Forum**

2 Credits

### **EA-950 Practicum in Family & Community Engagement: PreK-8**

The family and community engagement practicum is designed to prepare future administrative leaders to interact more effectively with parents and community organizations in order to promote the growth of ALL students within the school setting. Action research is part of the practicum.

Portfolio assessment submitted for evaluation. Students will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

### **EA-952 Practicum in Family & Community Engagement: Grades 5-12**

The family and community engagement practicum is designed to prepare future administrative leaders to interact more effectively with parents and community organizations in order to promote the growth of ALL students within the school setting. Action research is part of the practicum.

Portfolio assessment submitted for evaluation. Students will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

### **EA-954 Practicum in Professional Culture: PreK-8**

The professional culture practicum is designed to prepare future administrative leaders to create and nurture a school culture that will promote the success of all students, set high expectations, encourage continuous learning, model reflective practice, and nurture tolerance and acceptance of all. The development of an achievable action plan is part of the practicum. Portfolio assessment submitted for evaluation. Student will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

### **EA-956 Practicum in Professional Culture: Grades 5-12**

The professional culture practicum is designed to prepare future administrative leaders to create and nurture a school culture that will promote the success of all students, set high expectations, encourage continuous learning, model reflective practice, and nurture tolerance and acceptance of all. The development of an achievable action plan is part of the practicum. Portfolio assessment submitted for evaluation. Students will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

### **EA-958 Practicum in Instructional Leadership: PreK-8**

The instructional leadership practicum is designed to prepare future administrative leaders capable of promoting the growth of ALL students within the school setting by establishing a shared vision, aligned curriculum, instruction that facilitates higher level thinking and meets students' diverse backgrounds. An action research project is part of the practicum. Portfolio assessment submitted for evaluation. Students will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

**EA-960 Practicum in Instructional Leadership: Grades 5-12**

The instructional leadership practicum is designed to prepare future administrative leaders capable of promoting the growth of ALL students within the school setting by establishing a shared vision, aligned curriculum, instruction that facilitates higher level thinking and meets students' diverse backgrounds. An action research project is part of the practicum. Portfolio assessment submitted for evaluation. Students will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

**EA-962 Practicum in Management & Operations: PreK-8**

This practicum is designed to prepare future administrative leaders who can use efficiently and effectively the resources available to promote a safe, ethical, and healthy environment in which students and staff can learn and meet the expected goals established by the Department of Education and local community. An action research component is part of the practicum. Portfolio assessment submitted for evaluation. Students will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

**EA-964 Practicum in Management & Operations: Grades 5-12**

This practicum is designed to prepare future administrative leaders who can use efficiently and effectively the resources available to promote a safe, ethical, and healthy environment in which students and staff can learn and meet the expected goals established by the Department of Education and local community. An action research component is part of the practicum. Portfolio assessment submitted for evaluation. Students will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

**EA-966 Practicum in Educational Leadership Capstone: PreK-8**

**Prerequisites or Corequisite:** ED-929.

This capstone practicum of 100 hours will focus on strategies for overall school improvement in the student's educational community, and will build off of action research conducted in the course work/practicum completed for the five MA standards. The three seminars attached to the practicum will be used to discuss issues and gain additional insights from peers seeking the same license and their university coach/supervisor. Action research activities that tie earlier research together are required. Course should be taken with EA 929.

Other or on demand and other or on demand. 1 Credit

**EA-968 Practicum in Educational Leadership Capstone: Grades 5-12**

**Prerequisites or Corequisite:** EA-929 concurrently with this course.

This capstone practicum of 100 hours will focus on strategies for overall school improvement in the student's educational community, and will build off of action research conducted in the course work/practicum completed for the five MA standards. The three seminars attached to the practicum will be used to discuss issues and gain additional insights from peers seeking the same license and their university coach/supervisor. Action research activities that tie earlier research together are required. Course should be taken with EA 929.

Other or on demand and other or on demand. 1 Credit

**EA-970 Professional Culture**

This course focuses on ways to promote success of all students by examining, nurturing, and sustaining a school culture of reflective practice, high expectations, and ethical behavior. The importance of developing a shared vision, strong interpersonal skills, and effective written and oral communication in diverse environments are highlighted.

3 Credits

**EA-972 Enhancing Teacher and Student Performance**

The major focus will be on supervision and evaluation practices that promote high standards, reflection, and increasing student achievement. The course will provide the participants with the necessary skills to hire and evaluate staff, promote improvement, and dismiss educators when needed.

3 Credits

**EA-973 Building Capacity for Shared Vision and Educational Change**

Participants will examine the many variables that contribute towards realizing a school's vision and influencing student learning. The student will identify and analyze these variables using school, family, and community data. Planning for implementing change is part of the focus.

Other or on demand and other or on demand. 3 Credits

**EA-990 Directed Study: Education**

Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. variable credits.

Fall and Spring and every year. 1-6 Credits

**ED-901 Technology in Education**

Today's students are adept at using the technologies as integral living tools. This course will examine the variety of techniques - including, the computer, web and software, film, TV, and other mass communications - and their applications in the classroom as learning tools. Discussions will center on the genres of technology appropriate for participants' grade levels, subject areas, and student population. Students will study computer capabilities, web research, electronic presentations, and explore software options and lesson planning. Visual literacy topics from moving and still images will be investigated as key teaching tools. Adaptive technologies will be profiled.

Every year. 3 Credits

**ED-905 Introduction to Special Education**

This course is designed to address the physical, cognitive, behavioral and psychological aspects of atypical development of children and adolescents with varying disabilities. The course will examine special education laws, educational policies and regulations, legal and ethical responsibilities of special educators in inclusive classroom settings and as an active member of a multidisciplinary learning team. Emphasis is also given to the conceptual frameworks for understanding cultural, racial, ethnic, gender and linguistics differences and how they influence learning of individuals with exceptionalities. Participation of parents and the community in the educational process is addressed.

Fall and Spring and every year. 3 Credits

**ED-906 Analysis and Implementation of Interventions to Support Learning Of Students With Moderate Disabilities**

This course focuses on the knowledge and skills of behavior analysis to enable special educators to design curriculum that support the social and cognitive demands of the environment for students with moderate special needs in a general education setting. It emphasizes on "positive behavior intervention support" (PBIS), modification and accommodations to promote students' positive and appropriate behaviors and classroom management. Special emphasis is placed on developing a functional behavioral plan to efficiently and effectively identify the interventions to address students' needs.

Fall and Spring and every year. 3 Credits

**ED-907 Universal Design for Learning (UDL) and Inclusion**

This course focuses on the principles of Universal Design for Learning and the practice of Inclusion for Special Education students. Topics related to the implementation of UDL principles and instructional design and inclusion in K-12 setting are discussed. The course will also focus on teaching content to students with disabilities through the UDL framework.

Fall and Spring and every year. 3 Credits

**ED-908 Special Education and Related Services: Consultation, Collaboration and Interprofessional Skills**

The course focuses on the frameworks and principles involved in collaboration, consultation and interprofessional collaborative practice. The Individualized Education Program (IEP), interprofessional collaborative practice processes and competencies will be explored. Discussions will include dynamics of team process, roadblocks to communication and analysis of a school system, and special education services.

Fall and Spring and every year. 3 Credits

**ED-909 RETELL: Best Practices for English Language Learners**

The course addresses research based institutional and assessment strategies for English language learners. Working with culturally diverse learners 25 hours of pre-practicum experience required.

3 Credits

**ED-910 The Child, Family, Community, and Diversity in Education**

The course addresses advanced study of how differences in home experience, background knowledge and language proficiency impact school experience. Considers services provided by state and local agencies.

Fall and Spring and other or on demand. 3 Credits

**ED-911 Advanced Foundations of Literacy**

The course presents current approaches to teaching reading and comprehension with an emphasis on classroom evaluation and instructional decisions, research, and application strategies.

3 Credits

**ED-913 Differentiated Reading Instruction**

The course provides an understanding of the psychological bases of the reading process; applies the theories of the psychologist to classroom situations.

3 Credits

**ED-914 Teaching and Learning Literacy Across Multiple Disciplines**

The course presents meaningful theory and related teaching strategies to aid pupils in reading and learning from their content area textbooks.

3 Credits

**ED-915 Leadership in Literacy: Consultation, Administration and Supervision**

**Prerequisites:** ED-914 and ED-918 and either ED-911 or EE-911

The course addresses the implementation, evaluation and design of reading programs, legislation affecting reading programs, and staff development for the Teacher of Reading.

3 Credits

**ED-916 Literature in the Classroom**

The course introduces a balanced selection of literature and broadens the student's acquaintance with the exciting world of books from kindergarten through high school.

3 Credits

**ED-917 Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades**

**Prerequisites:** ED-911, ED-914 and EL-907

The course focuses on causes and symptoms of reading difficulties and intervention strategies for 4-12 students in remedial situations; case study required.

3 Credits

**ED-918 Reading As Language: Teaching Literacy to English Language Learners**

The course explores knowledge, perspectives, and procedures for teaching literacy to English language learners, and focuses on the interrelationship acquisition of reading.

3 Credits

**ED-919 Reading Practicum/Internship**

**Prerequisite:** approval of Program Coordinator, passing score on Reading Specialist MTEL Candidate plans and implements the responsibilities of a Teacher of Reading in a field-based supervised setting.

3 Credits

**ED-920 Cogn/Afftv Lrng-Typ&Atyp Chldr**

**Prerequisites:** ED-981

Investigates cognitive/affective learning in typically developing children and children with special needs. Explores alternative instructional strategies for inclusion and IEP (Individual Educational Plan) and IFSP (Individual Family Service Plan) implementation.

Fall and Spring and every year. 3 Credits

**ED-921 Developmental Patterns of Children With Special Needs**

The course focuses on the study of the child/adolescent with special needs including characteristics, psychological, educational, and sociological impact of developmental differences. Includes educational terminology for students with mild/moderate disabilities.

3 Credits

**ED-922 Analysis and Interpretation of the Behavior and Learning Environment of Children**

**Prerequisites:** ED-921

The course addresses evaluation procedures used to assess academic, cognitive, affective, and behavioral functioning of the child and adolescent. Formal and informal techniques for evaluating the effectiveness of instruction are examined. Behavior management plans and assistive technologies are included. Pre-practicum. Pre-practicum hours required.

3 Credits

**ED-923 Development and Implementation of an Individualized Education Plan**

**Prerequisites:** ED-921

The course considers federal and state laws regulating the development and implementation of individualized educational programs: Prereferral, assessment, eligibility, developing goals and objectives, program delivery and measuring progress. Pre-practicum required.

3 Credits

**ED-924 Strategies for Teaching and Assessing Students With Moderate Special Needs**

**Prerequisites:** ED-921

The course focuses on the Massachusetts curriculum frameworks, reading, writing, and mathematics, strategies for students with disabilities to access the general curriculum and alternate assessment procedures. Pre-practicum required.

3 Credits

**ED-925 Communication and Interpersonal Skills**

Focuses on the theories and techniques of consultation.

3 Credits

**ED-926 Seminars Curriculum Development and Instructional Techniques**

**Prerequisites:** ED-921 ED-922 ED-923 ED-924

**Corequisites:** ED-928

The course addresses principles of curriculum development and the use of instructional techniques for special needs students.

3 Credits

**ED-927 Inclusive Settings: Learning Strategies and Management Techniques (1-6)**

This course addresses the learning and behavior needs of special learners and helps teachers to develop strategies and techniques that can be used to improve knowledge and skills of all students in inclusion settings. Managing classroom behavior to enhance teaching and learning will be a focus in this course.

3 Credits

**ED-928 Practicum for the Moderate Special Needs Teacher**

**Prerequisites:** ED-921 ED-922 ED-923 ED-924

**Prerequisites or Corequisite:** ED-926

A practicum in which the student demonstrates competencies in the delivery of direct services: assessment procedures, educational planning, classroom management, curriculum development, and in-service education.

3 Credits

**ED-929 Mathematics Assessment and Instruction For Diverse Learners**

This course presents mathematical concepts, methods and materials to facilitate learning. Emphasis is also placed on supporting students with mild to moderate disabilities learn and understand mathematic contents. Fall and Spring and every year. 3 Credits

**ED-933 Practicum and Seminar in a Bilingual Teaching Setting in Grades PreK-12**

**Prerequisites:** ED-978 and ES-924 and ES-928 and ED-955 and ED-935

A 75-hour practicum and Seminar in a supervised field-based experience in a pre-K-12 dual language education, transitional bilingual education program, two-way immersion program, or another bilingual education setting teaching experience with a bi-weekly seminar on topics related to effective teaching for bilingual students at the grade level of the certificate sought. Seminar topics include reading and writing in the first (primary) language, teaching language through content instruction, teaching to diverse learning styles, culturally learned ways of learning and methods for on-going assessment of language and content learning. Fall and Spring and every year. 3 Credits

**ED-935 First Language Literacy and Biliteracy Development for Emergent Bilinguals In Dual Language, Bilingual and Sife Programs**

Developing and implementing effective literacy instructional strategies in the first language and English that promote biliteracy in the bilingual classroom. Pre-requisite: Demonstrated proficiency in reading and writing in the students first language, the language focus of the course.

Other or on demand and other or on demand. 3 Credits

**ED-949 American Education: Contexts and Influences**

The course examines the social and historical contexts of American schools, noting appropriate psychological principles, learning theories, philosophies, political and demographic trends, and their influences on educational policies and classroom practices.

Other or on demand. 3-4 Credits

**ED-950 Integrating Science and Social Studies in the Elementary/Middle Schools**

The course emphasizes curriculum development with a focus on creation of thematic units integrating science and social studies using cooperative learning models.

Other or on demand. 3 Credits

**ED-951 Integrating Language Arts and Social Studies in the Elementary/ Middle Schools**

The course addresses curriculum development with a focus on integrating Language Arts and Social Studies utilizing children's literature, reading, and writing skills.

Other or on demand. 3 Credits

**ED-952 Language Science**

The course is an introduction to linguistic knowledge and structure including theoretical aspects of pragmatics, semantics, syntax, morphology, and phonology, in a multicultural perspective.

3 Credits

**ED-953 Integrating Science and Mathematics in the Elementary/Middle Schools**

The course addresses curriculum development with a focus on the creation of thematic units integrating science and mathematics using cooperative learning models.

Fall and Spring. 3 Credits

**ED-955 Assessing English Language Learners**

The course focuses on second language acquisition and linguistic principles guide the review of standardized instruments, dynamic assessment strategies, standards-referenced assessment and teacher design approaches.

3 Credits

**ED-957 Instructional Design and Evaluation for Middle School Grades**

**Prerequisites:** ED-949

The course reviews relevant models of instruction and their application in middle school grades. Examines appropriate evaluation strategies and approaches designed to give students the ability to plan and implement overall assessment strategies, including alternative assessment and the use of technology in instruction and evaluation. Includes 25 pre-practicum hours.

Fall and Spring. 3 Credits

**ED-958 Middle School Curriculum and Instruction : Strategies and Modification**

The course is designed to give students the ability to design and present instruction in ways that are commensurate with the developmental needs and readiness of early adolescent learners. The issues of inclusion, cooperative learning, block scheduling, thematic, and integrated curriculum and interdisciplinary curriculum are examined.

3 Credits

**ED-959 Assessment, Differentiation and Data Analysis in Middle School**

Designed to give students the ability to plan and implement overall assessment strategies appropriate for middle school grades including formative, summative, differentiated, performance based, and self assessment strategies. Analysis of assessment data will inform adjustments to practice.

Every year. 3 Credits

**ED-960 Educational Law**

The course focuses on an in-depth investigation of specific school laws and how they relate to the role of the teacher and administrator.

3 Credits

**ED-961 Educational Supervision and Evaluation**

The course is designed to develop competency in the supervision and evaluation of teachers.

3 Credits

**ED-963 The Understanding and Teaching of Culture**

The course focuses on approaches to cultural analysis and survey of techniques used to teach culture in the classroom.

3 Credits

**ED-964 Current Issues in Education**

The course emphasizes problem solving and case study approaches.

3 Credits

**ED-965 Principles of Curriculum Development**

The course focuses on aspects of curriculum development, society, culture, learning theories, taxonomies of educational objectives, structure, hierarchy, balance, politics, strategy for change.

3 Credits

**ED-966 Analysis of Curr Programs**

The course focuses on current curriculum programs in grades nursery through 12; an analysis of objectives, descriptive characteristics, and theoretical foundations. Student-devised criteria used to assess curriculum programs.

3 Credits

**ED-967 Seminar: Foundations in Research on Teaching**

This advanced graduate seminar focuses on qualitative and quantitative research on teaching PK-University, including ethnographic research, practitioner research and action research studies.

Other or on demand and every 2-3 years. 3 Credits

**ED-968 Seminar in Curriculum and Instruction**

The course emphasizes discussion and evaluation of curriculum and instruction as applied to a real or theoretical construct.

3 Credits

**ED-969 Teaching to Diversity: Methods and Materials (middle School)**

The course explores appropriate instructional strategies and school practices which promote equity pedagogy in middle school classes. Identifies basic manifestations of diversity in our society and classroom, and explores ways of building bridges between the learner and the curriculum through instructional adaptations. Pre-requisite: Completion of all core courses.

Fall and Spring and other or on demand. 3-4 Credits

**ED-970 Workshop for Educators**

The course offers specialized workshop experiences structured to enhance teacher abilities to implement new educational practices.

3 Credits

**ED-971 Spec Topics in Education**

This special topic course focuses on in-depth exploration of contemporary educational topics or issues.

3 Credits

**ED-972 The Adolescent Learner: Needs and Characteristics**

The course examines the needs and characteristics of the adolescent learner and the corresponding implications for curriculum, instruction, classroom management and school organization.

3 Credits

**ED-973 Instructional Design and Evaluation for Middle-Secondary School**

The course reviews relevant models of instruction and their application in middle and secondary school grades, examines appropriate evaluation strategies and approaches designed to give students the ability to plan and implement overall assessment strategies, including alternative assessment, and the use of technology in instruction and evaluation. Includes 15 pre-practicum hours

Fall and Spring and other or on demand. 3 Credits

**ED-974 Curriculum Development and Innovations (Secondary School)**

The course draws upon extensive review of the literature on curriculum theory and models of instruction to examine relevant innovations in curriculum development and instructional delivery; noting their practical applications in Secondary Schools.

Fall and Spring and other or on demand. 3 Credits

**ED-975 Assessment, Differentiation and Data Analysis in Secondary Schools**

This course is designed to give high school teachers the ability to plan and implement overall assessment strategies appropriate for secondary school grades including formative, summative, performance based, differentiated and self assessment strategies. Analysis of assessment data will inform adjustments to practice.

Other or on demand and every year. 3 Credits

**ED-976 Teaching to Diversity: Methods and Materials Secondary School**

The course explores appropriate instructional strategies and school practices which promote equity pedagogy in Secondary School classes, identifies basic manifestations of diversity in our society and classrooms and explores ways of building bridges between the learner and the curriculum through instructional adaptation.

3 Credits

**ED-977 Seminar in Contemporary Trends and Issues in Middle and Secondary Schools**

The course examines contemporary issues and trends in middle and secondary school curriculum, instructional delivery, assessment, classroom management, and the use of technology.

3 Credits

**ED-978 Contemporary Issues in the Teaching of Bilingual and English Language Learners**

The course focuses on language policies for educating ELLs, including bilingual, national language models, heritage languages and multicultural education as managed in multilingual nations.

3 Credits

**ED-979 Technology and Literacy in the Classroom**

The course examines the key components of balanced literacy in the K-8 school classrooms with a focus on the integration of educational technology as a tool for instruction, student centered learning, assessment, as well as family-school engagement.

3 Credits

**ED-980 Ind Study in Education**

An opportunity for further study in a special field of interest under faculty supervision.

3 Credits

**ED-981 Advanced Foundations of Education**

The course explores historical, philosophical, psychological, legal, and cultural foundations for education and school practices.

Fall and Spring and every year. 3 Credits

**ED-982 Research in Education**

**Prerequisites:** Online Master of Education students must complete ED-996.

The course examines different research methods and designs, including writing hypothesis, reviewing literature, gathering data and preparing research proposals.

Fall and Spring. 3 Credits

**ED-983 Theory and Research in Reading**

The course investigates theories and research regarding current trends in reading instruction and provides for completing a research project.

3 Credits

**ED-984 Reading Portfolio**

**Prerequisites:** Completion of all reading core courses. Approval of Program Coordinator.

This course is a capstone experience for Teacher of Reading Candidates to document accomplishment of state certification competencies and program requirements.

1 Credit

**ED-985 Clinical in Reading**

Clinical experience of students completing standard stage certification as a Teacher of Reading:400 hrs.

5 Credits

**ED-986 Literacy Instruction for the English Language Learner (ELL)**

The course focuses on current approaches and theories of second language literacy and integrates reading and writing in classroom environments

3 Credits

**ED-987 Social, Political, and Cultural Issues In Education**

Examines the social, cultural, and political forces that shape schools, and provide the context for teaching and learning. Additionally, the types of existing and desired relationships among schools, families and communities will be discussed.

3 Credits

**ED-988 Brain Based Learning**

This course has been designed to strengthen teachers' own knowledge of the latest findings in neuroscience as they relate to the field of education. Topics span a wide range of neuroscience research including biological basis of learning and memory, brain mechanisms underlying language acquisition, gender differences, and disorders of thought. Special emphasis is given to the limitations and misuse of research by some, and the need for skepticism and replication when evaluating "brain-based" claims of service providers. Participants in this course will be active learners, analyzing current research articles, and reflecting on their own experiences as both learners and educators in the context of neuro-education.

3 Credits

**ED-989 Technology and Educational Leadership**

The course explores the role of the educational leader in the choice, acquisition, and use of technology for management and learning.

3 Credits

**ED-990 Independent Research in Education**

For students wishing to pursue an independent research study in a specialized area of education

1-3 Credits

**ED-992 Portfolio Evaluation**

**Prerequisites:** ED-981 ED-982

The course documents the student's learning and provides a basis for evaluation of student's performance and mastery of the certification standards. (All required certification courses must be completed.)

Fall and Spring. 1 Credit

**ED-993 Seminar: Research in Content Concentration**

**Prerequisite:** Completion of 24 graduate credits in Master's Program and completion of a minimum of 18 credits in the content area of concentration. The course focuses on educational issues. Students will conduct a formal study that seeks to investigate teaching and learning in the student's content strand of concentration.

3 Credits

**ED-994 Thesis Seminar**

**Prerequisite:** Completion of all core and required courses. Students work with faculty advisor(s) to design, implement, and evaluate a formal study that seeks to investigate a significant issue, professional and content related in secondary school education. The focus is on the application of research skills and the presentation of research reports.

3 Credits

**ED-995 Elementary Education Clinical Experience :Grades 1-6**

Teaching experience, grades 1 through 6. Involves planning, implementing, and evaluating learning in a setting with typical and atypical students.

Fall and Spring. 5 Credits

**ED-996 Research and Evaluation**

The course focuses on research and evaluation methods and designs; includes gathering and analyzing data, writing research, and making evaluation reports.

3 Credits

**ED-997 Advanced Philosophical Foundations of Education**

The course examines the basic principles of some major philosophers and demonstrates their effect on contemporary educational theories in the western tradition.

3 Credits

**ED-998 Advanced Psychological Foundations of Education**

The course analyzes major schools of psychology with attention to contemporary issues, role of the educator in the learning process and application of psychological principles to specific classroom situations.

3 Credits

**ED-999 Internship in Education**

A 400-hour internship in an area of professional education.

3-12 Credits

**EE-900 Literature for Young Children**

The course surveys quality literature appropriate for early childhood, development of programs in literature and effective storytelling procedures.

3 Credits

**EE-901 ECE: Curriculum & Evaluation**

The course addresses design, implementation and evaluation of integrated, developmentally appropriate programs; evaluation of children's development and learning; curriculum content; play and learning.

3 Credits

**EE-902 Methods and Materials in Early Childhood Education**

The course focuses on activities designed to enable young children to use their abilities to the fullest.

3 Credits

**EE-903 The Language Arts in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials**

The course explores topics from MA English Language Arts Curriculum Frameworks. Addresses design, implementation, assessment of integrated, developmentally appropriate Language Arts programs. Every year. 3 Credits

**EE-904 Exploring Science in Early Childhood Education**

The course uses MA Frameworks to develop and assess activities that foster learning and discovery, connect science with literacy, mathematics, and social studies. 3 Credits

**EE-905 Evaluation and Remediation Techniques of Young Children with Special Needs**

The course focuses on a multi-disciplinary approach to the evaluation of children with special needs. 3 Credits

**EE-907 Intellectual Development in Early Childhood Education**

The course examines the intellectual levels of children based on current research including Piaget and others. 3 Credits

**EE-908 Evaluation of the Young Child**

The course focuses on understanding and interpreting the results of psychological and educational tests of preschool age children. 3 Credits

**EE-909 Supervision and Administration in Early Childhood Education**

The course outlines steps for the organization and administration of day care centers, nursery schools, and other programs for young children. 3 Credits

**EE-910 The Preschool Child With Special Needs**

The course focuses on detection, evaluation, and remediation of learning disabilities in young children from three years. 3 Credits

**EE-911 Early Literacy for Young Children**

This course focuses on the skills and techniques for presenting readiness skills and teaching beginning reading to children. 3 Credits

**EE-912 Young Children and Integrated Early Childhood Education Practices**

The course adapts programs, material, practices, environments for individuals. Implements theories integrating special needs children into regular classroom and early intervention strategies. Fall and Spring. 3 Credits

**EE-913 Social Studies in Early Childhood: Content Curriculum, Evaluation, Methods And Materials**

The course explores topics from MA History and Social Studies Curriculum Frameworks. Addresses design, implementation, assessment of integrated, developmentally appropriate Social studies programs. 3 Credits

**EE-915 Detection and Remediation of Early Reading Difficulties**

The course addresses beginning reading difficulties, identification techniques, including observational surveys and running records, causes and prevention strategies, remedial material/techniques, national reading programs. 3 Credits

**EE-916 Mathematics in Early Childhood Education: Content, Curriculum, Evaluation, Methods and Materials**

The course addresses design, implementation and evaluation of successful, integrated, developmentally appropriate mathematics programs, and explores topics from MA Curriculum Frameworks. 3 Credits

**EE-917 The Fine Arts in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials**

The course uses MA Frameworks to develop and assess activities fostering learning and creativity. Connects the arts with literacy and social studies. 3 Credits

**EE-919 Seminar in Early Childhood Education**

Current issues and problems in the field of early childhood education. 3 Credits

**EE-920 Independent Research in Early Childhood Education**

For students wishing to pursue independent study in a specialized area of early childhood education. 3 Credits

**EE-930 Environments and Programs for Infants and Toddlers**

The course focuses on designing developmentally appropriate programs for infants and toddlers, includes environment, play, curriculum, materials, identification, intervention strategies for at risk infants/toddlers. 3 Credits

**EE-931 Infant and Toddler Development and Care**

The course emphasizes theory and research regarding typically developing and at risk infants/toddlers. Caregiving procedures are addressed. 3 Credits

**EE-950 Clinical Experience in Early Childhood Education: N (infant, Toddler, Preschool) Level**

Prerequisite: Permission of the Department Supervised teaching experience at infant, toddler, preschool level. The course involves planning, implementing, evaluating learning. Minimum 200 hours over a minimum 8 week period - 3 credits; 400 hours (entire semester) - 6 credits.

Fall and Spring. 5 Credits

**EE-952 Special Topics in Early Childhood Education**

The course emphasizes in-depth exploration of contemporary issues and topics in early childhood education. Fall and Spring. 3 Credits

**EL-908 Social Studies Content, Curriculum Assessment, & Instruction**

This course gives current teachers the opportunity to reflect on the rewards and challenges of teaching social studies in elementary/early childhood classrooms. 3 Credits

**EL-909 Science Content, Curriculum, Assessment And Instruction**

This course gives current teachers the opportunity to reflect on the rewards and challenges of teaching science in elementary and early childhood classrooms. 3 Credits

**ER-903 Teaching Writing to Striving Readers**

The course provide the theoretical and evidence-based foundations of writing processes and instruction and its connection to reading. Students will use a variety of assessment tools and practices to plan and evaluate effective writing instruction, especially for striving readers/writers. 3 Credits

**ER-925 Reading and Research Forum (Capstone Experience)**

Prerequisite: Approval of Program Coordinator and completion of all required courses

2 Credits

**ER-951 Reading Practicum I**

This course will focus on the intervention and teaching responsibilities of the literacy professional. Students will investigate effective instructional practices and work one-on-one with a student in an intervention setting. Assessment, analysis of results, and planning for instruction in alignment with assessments will be emphasized. Students will complete at least 100 hours of field-based experience. Approval of Graduate Program Coordinator; passing score on Reading Specialist MTEL. Candidate plans and implements the responsibilities of a Teacher of Reading in a field-based Supervised Setting.

Other or on demand and other or on demand. 3 Credits

**ER-952 Reading Practicum II**

This course will focus on the additional roles of the reading specialist, including literacy coaching. Students will observe a literacy professional in a variety of settings and at various grade levels. Further, students will engage in the role of a literacy coach with individuals and/or teams of teachers. Students will complete at least 50 hours of field-based experience. Prerequisite: approval of Program Coordinator, passing score on Reading Specialist MTEL. Candidate plans and implements the responsibilities of a Teacher of Reading in a field-based supervised setting

Other or on demand and other or on demand. 3 Credits

**ES-900 Instructional Leadership in the Middle and Secondary School**

The course focuses on the role of the principal and assistant principal in the administration of the secondary school.

3 Credits

**ES-901 Language and Language Teaching**

The course surveys linguistic theories and derived methodologies relevant to teaching a foreign language. 20 hour field experience included.

3 Credits

**ES-902 Learning Skills for Adolescents**

The course focuses on reading, study and communication skill instruction, appropriate for content instruction in middle and high schools. 15 hour field experience.

3 Credits

**ES-903 The Art of Teaching Adolescents**

The course emphasizes underlying reasons and means for pursuing excellence in teaching middle and high school students: implications for discipline and leadership.

3 Credits

**ES-904 Curriculum and Instruction for Adolescents**

The course focuses on developing and matching curriculum to high school students' personal and social needs. 15 hour field experience.

3 Credits

**ES-905 Methods and Materials for Teaching Humanities**

Prerequisites: ED-973 and ED-949

The course focuses on teaching methods and advanced curriculum course for humanities fields including English, World Language, and History/Political Science. Taken concurrently with pre-practicum.

3 Credits

**ES-906 Methods and Materials for Teaching Science and Math**

Prerequisites: ED-973 and ED-949

The course focuses on teaching methods and advanced curriculum course for science and mathematics fields, including Biology, Chemistry, Environmental Science and health. Candidates will develop skills in assessment, data collection, and adjustment to practice based on evidence and will apply these skills in the pre-practicum classroom. Taken concurrently with pre-practicum.

3 Credits

**ES-907 Individualizing Instruction in the Middle and Secondary School**

The course examines ways in which teachers may individualize instruction in middle and secondary schools.

3 Credits

**ES-908 Teaching Practicum Seminar (Middle and Secondary Grades)**

Prerequisite: Completion of all pre-practicum courses and enrollment in the teaching practicum course. The course involves guided analysis of principles of teaching and classroom procedures in terms of how theories relate to actual practices.

3 Credits

**ES-909 Clinical Thesis Seminar**

Prerequisite: Completion of all core, required, and elective courses. Students work with faculty advisor(s) to design, implement, and evaluate a formal study that seeks to investigate a significant issue, professional and content-related middle school education. The focus is on the application of research skills and the presentation of research products. Provide opportunities to exchange reflective clinical experience.

3 Credits

**ES-910 Evaluation of Classroom Learning in Middle and Secondary Schools**

The course focuses on rationale and means for formative and summative evaluation, mastery learning, assessing higher order thinking, and improving learning attitudes and performance.

3 Credits

**ES-911 Teaching Practicum**

Student teaching for Massachusetts certification in Middle or High School. Seminar or other approved means for reflection on experience.

5 Credits

**ES-912 Curriculum and Instruction in the Middle School**

The course addresses the unique nature of the middle school curriculum; with a focus on learning centers, mastery learning, and learning activity packets.

Fall and Spring. 3 Credits

**ES-913 Methods and Materials for Teaching in the Middle School**

The course focuses on the interdisciplinary nature of instruction in the middle school with particular emphasis placed on the role of team teaching.

Fall and Spring. 3 Credits

**ES-914 Methods and Materials for Teaching English Language Skills to the ELL**

The course analyzes language learning processes for English language Learners and appropriate methods for teaching English language skills.

3 Credits

**ES-915 Secondary School Curriculum Development: Theory and Practice**

The course examines relevant theoretical framework for instructional design and implementation, noting individual differences and societal factors in curriculum adaptations and evaluation.

Fall and Spring. 4 Credits

**ES-916 Approaches to Teaching in the Middle School: Theory and Practice**

The course examines teaching strategies appropriate to the middle school with an emphasis on team teaching and an integrated curriculum. Fall and Spring. 3 Credits

**ES-917 Approaches to Teaching in the Secondary Schools: Theory and Practice**

The course examines advanced pedagogy and develops and implements teaching strategies which promote meaningful learning for all students at the high school level.

Fall and Spring. 3 Credits

**ES-918 Assessing Teaching and Learning At the Middle School: Theory and Practice**

The course emphasizes concepts to be taught will include writing instructional objectives, constructing various types of instruments to assess student learning in middle grades including alternative assessment, grading, standardized testing.

Fall and Spring. 3 Credits

**ES-919 Assessing Teaching and Learning in Secondary Schools: Theory and Practice**

The course focuses on writing instructional objectives, constructing various types of instruments to assess student learning in the high school, to include alternative assessments, grading, and standardized testing.

Fall and Spring. 3 Credits

**ES-920 Clinical Experience in the Middle Grades (5-8)**

**Corequisites:** Corequisite: ES-905 or ES-906

Pre-practicum experience in the subject area and at the level of the license which the candidate is pursuing. Involves planning, implementing, and evaluating learning for every student.

Fall and Spring. 1 Credit

**ES-921 Clinical Experience for Middle-Secondary Grades (5-12)**

**Corequisites:** Corequisite: ES-905 or ES-906

Pre-practicum experience in the subject area and at the level necessary to meet requirements of license which the candidate is pursuing. Involves planning, implementing, and evaluating learning for every student.

Fall and Spring and other or on demand. 1 Credit

**ES-922 Middle School Curriculum Development: Theory and Practice**

The course examines relevant theoretical frameworks for instructional design and implementation at the middle school in keeping with national reports.

Fall and Spring. 3 Credits

**ES-923 Mathematics Assessment and Instruction For the Diverse Learner**

The course focuses on formal and informal means of assessing students mathematical performance. strategies to increase mathematics performance for students with disabilities.

3 Credits

**ES-924 Linguistics for Teachers of English Language Learners**

The course focuses on scientific study of English using current theory, research and practice for the understanding and teaching of English Language Learners.

3 Credits

**ES-925 Inclusive Settings: Learning Strategies and management Techniques (5-12)**

The course focuses on learning and behavior needs of children with disabilities. Developing strategies to improve teaching and learning for all students in inclusive grade 5-12 classrooms. The course does not meet competencies for license in Moderate Disabilities.

3 Credits

**ES-926 Portfolio Evaluation (Middle/Secondary)**

1 Credit

**ES-928 Second Language Acquisition**

Examines recent research and theories of second-language acquisition and bilingualism in order to prepare teachers for the challenges of educating a linguistically and culturally diverse population. Focuses on intrinsic and extrinsic factors which impact second language learning and the bilingual student. Explores academic learning behaviors of second language learners and bilingual students as well as struggles presented in the classroom. Attention is paid to teaching strategies proven to be successful for second language learners and bilingual students.

Spring only and every year. 3 Credits

**ES-929 Assessing and Teaching English Language Learners With Disabilities**

The course considers differences between typical & atypical second language acquisition

3 Credits

**ES-930 Sheltered Instruction and Assessment in the Immersion Classroom**

The course examines theories, principles and practices that assist English language learners in achieving academic proficiency while developing English skills

3 Credits

**ES-931 Leading an Effective English Learner Education Program**

The course considers the expectations for program implementation, evaluation, instruction, and best practice for English learners in sheltered and bilingual educational programs. \*\*Approved course as part of ELL program (This may be substituted for another course with approval of coordinator if material covered in district requirement.)

3 Credits

**ES-932 Teaching Adult Esl and Sife**

The course is designed to enhance teacher effectiveness in the adult ESL classroom taking into consideration their unique circumstances

3 Credits

**ES-933 Global Perspectives in Cultural Diversity**

This course provides appreciation of increasing diversity in schools and examines how language is used to regulate power relations among social groups.

3 Credits

**ES-934 Esl Sem:Research in Language & Education**

The course emphasizes using research of ESL pedagogies, studies of linguistically and culturally diverse learners, students evaluate, design and carry out action research.

3 Credits

**ES-935 ESL Portfolio Evaluation**

Completion of courses in ESL licensure and those required for the Master of Education.

1 Credit

**ES-940 Practicum and Seminar in the Teaching of English as a Second Language (ESL) in Grades Pre-K-6**

150 hour teaching experience with weekly seminar on effective teaching for limited English speaking students at the grades pre-K-6

5 Credits

**ES-943 Foundations in International and Comparative Education**

This foundations course explores international education through a variety of lenses and theoretical perspectives in both formal and non-formal education, at a variety of levels, and in selected regional contexts throughout the world. Students will become familiar with a number of the current issues in the field such as globalization, educational equity, and diversity as well as their impact on international education. The course will include global education and internationalizing the US curriculum.

3 Credits

**ES-945 Practicum & Seminar in Teaching English as a Second Language (ESL) in Grades 5-12**

150 hour teaching experience with weekly seminar on effective teaching for limited English speaking students at the grades 5-12.

5 Credits

**ES-950 Disciplinary, Multimodal and Critical Literacies Across the Content Area**

This course examines the language, literacy, and technology demands in history, math, the sciences, English language arts, Spanish and other academic disciplines and guides teachers to develop effective strategies to meet those demands. It focuses on the literacy and technology skills that students in all subjects need to be college, career, and world ready and strategies for effective differentiation and adaptation for English Language Learners and students with learning disabilities.

3 Credits