EDUCATION

DISCLAIMER: REGULATIONS FOR TEACHER LICENSURE ARE CURRENTLY UNDER REVIEW BY THE MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION. AS A RESULT, THE PROGRAMS DESCRIBED BELOW MAY BE SUBJECT TO CHANGE AT ANY TIME.

Department of Education

The Education Department offers a wide range of undergraduate and graduate programs in teacher education. Students can become licensed to teach in Early Childhood (PK-2), Elementary (1-6), Middle (5-8), Middle and Secondary (5-12), or Secondary (8-12) schools or credentialed to teach in preschool and day care programs through the undergraduate programs offered in the Education Department. The department programs offer a blending of classroom and fieldwork approaches. Kappa Delta Pi, the International Honor Society in Education, is available to outstanding upper-division students.

To teach in the Commonwealth of Massachusetts, a teaching license is required. The Worcester State University Teacher Education program is recognized by the Massachusetts Department of Elementary and Secondary Education as having an approved program in the fields of Early Childhood Education, Elementary Education, Middle School Education, and Secondary School Education. Those students who major in early childhood or elementary education, must also complete a minor or an additional major. The Middle and Secondary school programs require a major in a content area and a minor in education. The Massachusetts Test for Educator Licensure (MTEL) is embedded in the program at various stages and must be passed to obtain the initial license.

Graduate programs provide opportunities for students to prepare for careers in Reading, Educational Administration, Moderate Disabilities, English as a Second Language, and School Psychology as well as in Early Childhood, Elementary, Middle, Middle and Secondary, or Secondary Education. Please refer to the Graduate Catalog for further information.

• 4+ Initial License and M.Ed in Middle School Education
• 4+ Initial License and M.Ed in Secondary School Education
• 4+ Initial License in Middle School Education
• 4+ Initial License in Secondary School Education
• Early Childhood Education Major
• Early Education and Care Program
• Education Studies Minor
• Elementary Education Major
• Middle School Education
• Secondary School Education

Associate Dean of Education

Raynold M. Lewis, Professor (1998), Associate Dean for Education
BTh., West Indies College; M.Ed., Worcester State College; Ph.D., Illinois State University

Diane Cooke, Professor (2002), B.S. Louisiana State University; M.A.,Ph.D. University of Colorado Boulder

Carol B. Donnelly, Professor (1997), B.A. Wellesley College; M.A. University of Miami; M.Ed. Harvard University; Ed.D. Boston University

Susan R. Monaghan, Assistant Professor (2016), B.S. University of New York Binghamton; M.Ed. Rutgers University; Ed.D University of Massachusetts Amherst

Pamela Hollander, Associate Professor (2012), B.A. State University of New York Binghamton; M.Ed. Rutgers University; Ed.D University of Massachusetts Amherst

Christina L. Kaniu, Department Chair, Associate Professor (2010), B.A. Stonehill College; M.Ed. Worcester State College; Ed.D. Northeastern University

Raynold M. Lewis, Associate Dean of Education, Professor (1998), BTh. West Indies College; M.Ed. Worcester State College; Ph.D. Illinois State University

Sara L. Young, Professor (2010), B.A. School for International Training, M.S.T. New School for Social Research; Ed.D. University of Massachusetts Amherst

Margarita Perez, Professor (1999), B.A. Mount Holyoke College; M.A.,Ed.D. Teachers College Columbia University

Heidi L. Wojcik, Assistant Professor (2020), B.A., M.Ed.,Framingham State University; Ed.D. Leslie University

Faculty

Kristine A. Camacho, Assistant Professor (2020), B.S. Westfield State University; M.A., C.A.G.S., Worcester State University; Ph.D., University of Massachusetts

Megan M. Connerly, Visiting Assistant Professor (2021), B.A., Coe College; M.S.E., Ph.D., University of Kansas

Diane Cooke, Professor (2002), B.S. Louisiana State University; M.A.,Ph.D. University of Colorado Boulder

Douglas R. Dawson, Professor (2009), B.A. Princeton University; Ph.D. University of California Irvine

Heidi L. Wojcik, Assistant Professor (2020), B.A., M.Ed.,Framingham State University; Ed.D. Leslie University

Sara L. Young, Professor (2010), B.A. School for International Training, M.S.T. New School for Social Research; Ed.D. University of Massachusetts Amherst

Courses

ED-101 MTEL Preparation for the Communication And Literacy Skills Subtest
Credits do not count towards graduation. MTEL preparation for the Communication and Literacy Skills Subtest. Fall only and every year. 1 Credit

ED-102 MTEL Preparation for the General Curriculum Multi-Subject Or Early Childhood Subtests
Credits do not count towards graduation. MTEL preparation for the General Curriculum Multi-subject or Early Childhood Subtests. 1 Credit

ED-103 Mtel Preparation for the Foundations Of Reading Sub-Test
Credits do not count towards graduation. MTEL Preparation for the Foundations of Reading Sub-test. 1 Credit
**ED-104 MTEL Preparation for the Mathematics Portion of the General Curriculum Subtest**
Credits do not count towards graduation. MTEL Preparation for the Mathematics Portion of the General Curriculum Subtest.
1 Credit

**ED-120 The Educational Experience Through Memoirs**
LASC Categories: TLC, DAC
Explores educational issues through reading memoirs on teaching and being a student focused on diversity. Provides advanced reading strategies.
3 Credits

**ED-149 Introduction to the Teaching Profession Middle/Secondary School**
LASC Categories: HBS
This course will provide a basic understanding to the teaching aspects in middle and secondary classrooms. It will explore the Massachusetts Department of Educational Professional Standards for Teachers and give students a general orientation to the profession. Principles of the teaching/learning process and related skills will be addressed, in addition to observable behaviors in the classroom setting(s). Students will be required to do 5 fieldwork observation hours in an accredited middle/secondary school.
Fall and Spring and every year. 3 Credits

**ED-150 Introduction to the Teaching Profession**
LASC Categories: HBS, ICW
Overview of the teaching profession, including an examination of a variety of grade levels (Birth-Grade 12), learning environments, equity issues and school management and organization. Developmental domains of learning will be introduced. Students will engage in lesson planning, observational techniques and collaboration. 5 hours of fieldwork or Experiential Learning. Fall and Spring and every year.
Fall and Spring and every year. 3 Credits

**ED-155 Teaching and Learning in Elementary School**
LASC Categories: ICW
Overview of the teaching profession, examination of a variety of learning environments, organizing and managing schools, integrating curricula, observational techniques. 5 hours of fieldwork.
Fall and Spring and every year. 3 Credits

**ED-160 Early Childhood Education Today**
LASC Categories: HBS
Exploration of early childhood education emphasizing developmentally appropriate creativities, motor skills. Discussion: families, community resources, play, integration of special needs. 5 hours of fieldwork.
Fall and Spring and every year. 3 Credits

**ED-191 Explorations in Education**
An introductory education course on a current or specialized topic.
Every 2-3 years. 3 Credits

**ED-193 First Year Seminar Education**
LASC Categories: FYS
Introductory level course covering topics of special interest to first year students. Offered only as a First Year Seminar. Every year. 3 Credits

**ED-206 Development and Learning of Typical and Atypical Children Birth to Age 8**
LASC Categories: DAC, ICW
Prerequisites: ED-150 or ED-160.
Analysis of children's learning, focusing on special education, typical and atypical conditions for learning: birth through age eight. Fall and Spring and every year. 3 Credits

**ED-207 The Adolescent in Schools & Society**
LASC Categories: ICW
This course will investigate the educational, psychological, social and environmental factors related to adolescents in school settings. Fall and Spring and every year. 3 Credits

**ED-211 Integrating Science, Social Studies and the Fine Arts in Early Childhood Curriculum**
Prerequisites: either ED-150 or ED-160, and both ED-206 and PS-210.
Designing and evaluating multi-disciplinary curricula for all children; materials, organizing environments, regulations, learning theories, evaluation of children's learning and development. 10 hours of fieldwork. Fall and Spring and every year. 3 Credits

**ED-214 Emergent Literacy**
LASC Categories: WAC
Prerequisites: either ED-150 or ED-160. Take EN-102, ED-206, and ED-211.
Early literacy skills, content and approaches include construction of meaning with written and spoken language, written language forms and functions, letter-sound relationship, phonemic awareness, vocabulary development and assessment. Methods of teaching second language are included. 10 hours of fieldwork. Every year. 3 Credits

**ED-250 Educational Psychology**
Prerequisites: either ED-150 or ED-155. Take PS-210.
Learning and developmental processes of typical and atypical learners. Motivation, relationships of intelligence, affect, and achievement. Application to teaching and learning. 10 hours of fieldwork. Prerequisite Elementary: PS 210, and ED 155 or ED 150.
Every year. 3 Credits

**ED-251 Principles of Curriculum, Instruction, And Assessment in Middle and High School**
LASC Categories: WAC
Prerequisites: ED-149 or ED-150, and take ED-207.
Introduces lesson planning, literacy demands, curriculum development and assessment strategies at the middle and high school level. 10 hours of fieldwork. Every year. 3 Credits

**ED-253 History and Philosophy of Ed**
LASC Categories: USW
Contemporary problems of education in relation to selected ancient, medieval, and modern philosophers of education. Other or on demand and every year. 3 Credits

**ED-261 Introduction to the Foundations of Reading**
This course provides an opportunity for prospective elementary and early childhood level teachers to acquire a strong foundation in current knowledge, perpective and procedures for teaching literacy in grades PK through 6.
Every year. 3 Credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>LASC Categories</th>
<th>Credits</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-270</td>
<td>Diversity &amp; Multicultural Ed</td>
<td>DAC</td>
<td>3</td>
<td>Fall and Spring and every year. Prerequisites: ED 149 OR ED 150 Take ED-207 ED 251 must be taken concurrently or before ED 270</td>
</tr>
<tr>
<td>ED-271</td>
<td>International and Comparative Education</td>
<td>ICW, GP</td>
<td>3</td>
<td>This course compares the educational policies, practices and outcomes in two or more countries.</td>
</tr>
<tr>
<td>ED-275</td>
<td>Curr/Instr in Elementary Ed</td>
<td>WAC</td>
<td>3</td>
<td>Prerequisites: either ED-150 or ED-155, and take PS-210. Analysis of interactions in effective elementary schools through participation in and exploration of curriculum, teaching and learning roles. 10 hours of fieldwork.</td>
</tr>
<tr>
<td>ED-285</td>
<td>Understanding and Supporting Children And Youth With Disabilities</td>
<td>ICW</td>
<td>3</td>
<td>Introduction to the characteristics of diverse children and youth with disabilities and multidisciplinary supports designed to meet their special needs for success in school.</td>
</tr>
<tr>
<td>ED-304</td>
<td>Best Practices for English Language Learners</td>
<td>TLC, DAC</td>
<td>3</td>
<td>Prerequisites: ED-270 or ED-275, or ED-214 Research-based grade level subject matter, instructional strategies, and performance assessments of English Language Learners are the focus of discussions and class projects.</td>
</tr>
<tr>
<td>ED-306</td>
<td>Elementary Reading, Language Arts and Literature</td>
<td>QAC</td>
<td>6</td>
<td>Stresses interrelationships of oral/written communication; investigates concepts, skills and procedures for teaching literacy and using children's literature in grades 1-6. 20 hours of fieldwork.</td>
</tr>
<tr>
<td>ED-307</td>
<td>ECE - Science</td>
<td>DAC</td>
<td>3</td>
<td>Thematical taught developmentally-appropriate activities linked to State Science Frameworks (Life, Physical, Earth/Space). Emphasizing hands-on inquiry and relevance to learners’ experiences, and addressing diversity, authentic assessment, and use of technology. 10 hours of fieldwork.</td>
</tr>
<tr>
<td>ED-308</td>
<td>ECE - Mathematics</td>
<td>QAC</td>
<td>3</td>
<td>Application of Piaget’s ideas to early mathematical education. Other well-known psychologists’ views concerning early mathematics instruction, with application. Field experience. 10 hours of fieldwork.</td>
</tr>
<tr>
<td>ED-315</td>
<td>Pre-Practicum Experience in Early Childhood Education</td>
<td>DAC</td>
<td>3</td>
<td>Prerequisites: At least 3 stage II Classes. Transfer students who have completed a preschool practicum (ED 313) are eligible to take this course. Pre-practicum experience in an Early Childhood classroom to strengthen skills required to become an effective teacher Topics will include well structured lessons, high expectations, teaching all students, providing a safe learning environment, and professionalism. The Department of Elementary and Secondary Education required Gateway Assessment will be the culminating experience in this course.</td>
</tr>
<tr>
<td>ED-319</td>
<td>Advanced Field Experience in Early Childhood Education</td>
<td>CAP</td>
<td>3</td>
<td>Students who have already completed a preschool practicum complete an additional 100-150 hour field experience in Early Childhood Education. Portfolio required.</td>
</tr>
<tr>
<td>ED-320</td>
<td>Elementary Science</td>
<td>DAC</td>
<td>3</td>
<td>Thematical taught grade-appropriate activities linked to State Science Frameworks (Life, Physical, Earth/Space). Emphasizing hands-on inquiry and relevance to learners’ experiences, and addressing diversity, authentic assessment, and use of technology. 10 hours of fieldwork.</td>
</tr>
<tr>
<td>ED-321</td>
<td>Gateway Experience in Early Childhood Ed</td>
<td>DAC</td>
<td>1</td>
<td>Candidates must have completed at least three Stage II Courses. Co-requisite with ED 313 or ED 315 Pre-practicum Experience in Early Childhood Education.</td>
</tr>
<tr>
<td>ED-325</td>
<td>Elementary Mathematics</td>
<td>QAC</td>
<td>3</td>
<td>Mathematics in elementary school. Emphasizes curriculum theory, material development, and evaluation of materials/techniques. 10 hours of fieldwork.</td>
</tr>
<tr>
<td>ED-330</td>
<td>Elementary Social Studies and Multiculturalism</td>
<td>TLC, DAC</td>
<td>3</td>
<td>Goals, curriculum, skills, issues, teaching strategies in educating diverse populations in a global context. 10 hours of fieldwork.</td>
</tr>
<tr>
<td>ED-339</td>
<td>Children's Literature: Multicultural Literature for PK-9</td>
<td>HBS, TLC, DAC</td>
<td>3</td>
<td>Facets of literature for children and criteria for the selection of each, techniques and preparation and use.</td>
</tr>
</tbody>
</table>

Fall and Spring and every year.
ED-340 Language Arts & Literacy for the Primary Grades  
Early literacy/language arts content, curriculum materials, and approaches including phonological awareness, phonics, vocabulary, fluency, comprehension, writing and assessment. 10 hours of fieldwork. Admitted into Stage 2.  
Fall and Spring and every year. 3 Credits

ED-348 Teaching Children's Literature  
LASC Categories: CA  
Prerequisites: EN-102  
Inquiry into children's literature with a focus on teaching strategies, awards, history, aesthetics, and genres including emphasis on image and text in picture books and graphic novels.  
Other or on demand. 3 Credits

ED-351 Exceptionalities and Accommodating Diverse Learners in Secondary Schools  
Exploration of learning disabilities and other exceptionalities. Addresses strategies to differentiate secondary school curriculum to meet student needs. 10 hours fieldwork.  
Fall and Spring and every year. 3 Credits

ED-352 Exceptionalities and Accommodating Diverse Learners in Middle Schools  
Exploration of learning disabilities and other exceptionalities. Addresses strategies to differentiate middle school curriculum to meet student needs. 10 hours fieldwork.  
Fall and Spring and every year. 3 Credits

ED-353 Assessment, Adjustment to Practice, and Classroom Management in the Secondary School  
LASC Categories: WAC  
Explores classroom management and development and analysis of assessment strategies and data to inform secondary school teaching. 15 hours fieldwork.  
Fall and Spring and every year. 3 Credits

ED-354 Assessment, Adjustment to Practice, and Classroom Management in the Middle School  
LASC Categories: WAC  
Explores classroom management and development and analysis of assessment strategies and data to inform secondary school teaching. 15 hours fieldwork.  
Fall and Spring and every year. 3 Credits

ED-370 Methods and Materials in Science, Technology, Engineering, and Mathematics (STEM) At the Middle and Secondary Level  
Corequisites: ED-382 or ED-383  
Teaching methods and advanced curriculum course for STEM fields including math, health, and the sciences. Taken concurrently with prepracticum.  
Fall and Spring and every year. 3 Credits

ED-371 Methods and Materials in Humanities and Social Sciences At the Middle and Secondary Level.  
Corequisites: ED-382 or ED-383  
Teaching methods and advanced curriculum course for humanities fields, including English, World Language, and History/Political Science. Taken concurrently with prepracticum.  
Fall and Spring and every year. 3 Credits

ED-375 Prepracticum: Instruction, Classroom Management, and Family and Community Engagement in the Elementary School  
Prepracticum experience in the elementary classroom, addressing accommodations of ELL’s and children with disabilities, classroom management, and family/community engagement.  
Every year. 3 Credits

ED-382 Prepracticum Experience in Middle School  
Prepracticum experience in the subject areas and at the level of the license which the candidate is pursuing. Taken concurrently with ED-370 or ED-371. 45 hours fieldwork.  
1 Credit

ED-383 Prepracticum Experience in Secondary School  
Prepracticum experience in the subject areas and at the level of the license which the candidate is pursuing. Taken concurrently with ED-370 or ED-371. 45 hours fieldwork.  
1 Credit

ED-386 Assessment and Adjustment in Practice In Early Childhood Education  
Development of skills to assess young children and identify special needs. Analyzing assessment data and adjusting practice to improve learning. 10 hours of fieldwork. Pre-requisite: Admitted to Stage 2.  
Fall and Spring and every year. 3 Credits

ED-395 Educator & Cultural Diversity  
To enable the educator to better understand the roots and contributions of diverse cultures in America.  
Other or on demand. 3 Credits

ED-400 Inclusive Early Childhood Education: Preschool Through Grade 2  
Special education law and procedures, modification of programs for English language learners, working with parents, and developing and implementing an anti-bias curriculum. Pre-requisite: Admitted to Stage II.  
Fall and Spring and every year. 3 Credits

ED-405 Classroom Management and Child Guidance Techniques  
LASC Categories: CAP  
Prerequisites or Corequisite: ED-430  
Guided analysis/application of principles for students completing a practicum in primary classrooms. Classroom management and guidance techniques.  
Fall and Spring and every year. 3 Credits

ED-408 Directed Study: Education  
Directed study offers 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.  
3 Credits

ED-410 Spec Topics: Education  
Prerequisites: ED-155  
A seminar on current issues or topics in education.  
Fall and Spring and every year. 3 Credits

ED-424 Sem: Teaching Practicum  
LASC Categories: CAP  
Prerequisites or Corequisite: ED-480 or ED-485  
Implications of the attempts to juxtapose theory and practice are analyzed from the viewpoint of becoming professional teachers. Taken concurrently with ED-480 and ED-485. Prerequisite: Admitted into Stage 3.  
Fall and Spring and every year. 3 Credits
ED-425 Sem: Applying Ed Principles  
LASC Categories: CAP  
Prerequisites or Corequisite: ED-435  
Guided analyses and application of principles and procedures for students completing their practicum. Prerequisite: Admitted into Stage 3.  
Fall and Spring and every year. 3 Credits

ED-430 Practicum in Early Childhood Education: Grade 1 or Grade 2  
Prerequisites or Corequisite: ED-405.  
Semester-long 200-hour practicum in first or second grade. Planning, implementing, evaluating learning. Setting includes children with special needs.  
Fall and Spring and every year. 9 Credits

ED-435 Practicum in Teaching: Elementary School  
Prerequisites or Corequisite: ED-425  
Principles, techniques, and responsibility of planning, executing, and evaluating teaching and learning for a full semester.  
Fall and Spring and every year. 9 Credits

ED-450 Independent Study in Education  
For the student who wishes to pursue independent study in education; faculty members from other disciplines may be called upon to counsel the student.  
Fall and Spring and other or on demand. 1-9 Credits

ED-475 Practicum in Teaching  
For the secondary education student; practice in teaching in the secondary school. Prerequisite: Completion of required education courses including the appropriate course in methods and media  
Fall and Spring and every year. 6-12 Credits

ED-480 Practicum Tchg Secondary Sch  
Prerequisites or Corequisite: ED-424  
Planning, teaching, and evaluating learning experiences. Prerequisite: Admitted into Stage 3  
Fall and Spring and every year. 9 Credits

ED-485 Practicum in Teaching Middle School  
Prerequisites or Corequisite: ED-424  
Full semester teaching experience in a middle school. Includes planning, teaching, and evaluating learning experiences. Prerequisite: Admitted into Stage 3  
Fall and Spring and every year. 9 Credits