Education

AGS700 Action Research Seminar 6 Credits
Prerequisite: Acceptance into the Salem State College/Northeast Consortium CAGS Program

This course, required of all CAGS candidates, will meet regularly over a two year period and include formal presentations, group discussions, and individual advising. Purposes include: (1) developing an understanding of the unique characteristics of action research; (2) assisting candidates in the identification of problems and design of action plans to be implemented within their own work settings; (3) monitoring the systematic acquiring, recording, and interpretation of data and evidence related to individual action plans. Information sources will include current educational research as well as relevant case studies from legal, medical and business-oriented professions.

AGS705 Diversity of Needs in Contemporary Classrooms 3 Credits
Prerequisite: Acceptance into the Salem State College/Northeast Consortium CAGS Program

This course will focus on issues of diversity and individual needs which affect curriculum and instruction, particularly as regulated by federal and state mandates. Scope of content includes multi-culturalism and exceptionality, and their impact on learning and behavior in school, home, business and community environments. Participants will gain knowledge of the characteristics of culturally diverse and special needs populations, and increase their understanding of causes underlying student’s attitudes, thoughts, actions, and values. Addressed will be appropriate modifications of instruction, interaction and environment which enhance students’ personal, social and educational potential.

AGS710 Contemporary Thinking and Learning Theories 3 Credits
Prerequisite: Acceptance into the Salem State College/Northeast Consortium CAGS Program

This course will cover both the theoretical and practical aspects of teaching for thinking and for accommodating different learning styles, so that all students can realize their potential. Current theories of learning, intelligence, information processing, and creativity will be studied, as well as implications and applications of this research in school settings.

AGS715 Historical & Sociological Perspectives on Education 3 Credits
Prerequisite: Acceptance into the Salem State College/Northeast Consortium CAGS Program

This course will examine the social purposes of education and the role of the school in society in both historical and contemporary contexts. Topics will include traditional and current curriculum and policy responses to social needs, the school’s role in community education, the social responsibility of educators, and the function of schools in the economic order.
AGS720 Developmental Perspectives on Students and Curriculum
Prerequisite: Acceptance into the Salem State College/Northeast Consortium CAGS Program
With a focus on creating environments that meet the needs of diverse groups of children, the student will study research and current educational practices including how children plan and work, and how curriculum and classrooms are organized and designed. Topics to be covered are: developmentally appropriate expectations, stages of child development, room design and organization, curriculum content and format, classroom management, and purpose and implementation of assessment techniques.

AGS722 Cooperative Learning and Group Process in the Classroom
Prerequisite: Acceptance into the Salem State College/Northeast Consortium CAGS Program
This course will examine the interactive dynamics and cooperative skills required for small classroom groups to work effectively while fostering mutual acceptance and full participation among students. Topics of study will include: Using Cooperative Learning with Diverse Populations, Communications Skills, Self Esteem, Questioning, Problem-Solving and Conflict Resolution.

AGS728 Teacher Empowerment and Leadership
Prerequisite: Acceptance into the Salem State College/Northeast Consortium CAGS Program
This course is built around three major themes: (1) adult development; (2) the culture of educational organizations; and (3) teachers as leaders. The class will work through current readings, individual and group experiences, and their own reflection and writing to develop a greater sense of empowerment. Participants will develop the knowledge and skills to be articulate influencers of educational practices at local, state and national levels.

AGS730 Meeting the Challenge of School Restructuring
This course is designed to introduce the tasks that a school leader will have to accomplish and skills that he/she must possess in order to lead school to prepare students and staff for life in the 21st Century. Emphasis will be placed on the importance of building collaborative relationships necessary for bringing about deep-rooted school change.

AGS732A Organizational and Fiscal Issues of Comprehensive School Management
This course will focus on those organizational skills which influence the successful administration and management of a comprehensive school system. Particular emphasis will be given to Massachusetts General Law relevant to education, including the Education Reform Act of 1993; management of fiscal responsibilities and collaborative structures. Participants will examine these issues in a manner designed to develop understandings and skills needed to be an effective school administrator during these times of challenge and change.
AGS734 Professional Development in an Age of School Reform

School reform efforts and legislation place increased importance on professional development in schools. This course is designed to address this issue by considering the following major topics: adult development, evaluation of professional personnel and change as a process. Participants will use current research, simulations and class discussions to understand practical strategies and processes which support effective models of professional development.

AGS736 Advanced Curriculum Design and Development

This course examines alternative models of curriculum as expressions of various social and educational goals and provides experience in effective curriculum change. Students look critically at existing curricula and develop projects that respond to contemporary educational needs, new developments in knowledge and information, and new thinking about teaching and learning.

AGS738 Technology and Leadership in School Settings

Through a combination of lectures, discussions, networking, laboratory experiences and site visits, participants will explore the significance of the changing role of leadership in education as it relates to all pervasive advances in technology. Through integration of technological advances into their school organizations, participants will develop a vision for the future which will enhance the teaching/learning process.

AGS740 Review of Reading/Literacy Research

Prerequisites: Acceptance into Salem State College/Northeast Consortium CAGS Program. Previous research course as part of the master’s degree program.

This course, required for the Reading, Literacy and Language strand, will provide an overview and review of research in the field of reading or literacy. Both the content and the methodology of the research will be studied. Reading and analyzing classic studies and contemporary research in the field of reading and related areas is the focus of this course.

AGS742 Criticism of Classic and Contemporary Literature for Children and Youth

Prerequisite: Acceptance into Salem State College/Northeast Consortium CAGS Program

This course, required for the Reading, Literacy, and Language strand, will explore common characteristics or differences among various approaches to criticism and the views of critical theorists in the selection of literature for children and youth. Approaches to teaching literature will be examined as well as an overview of selected educational research studies on literature which inform practice.

AGS744 Seminar in Language, Literacy and Reading

Prerequisites: Acceptance into Salem State College/Northeast Consortium CAGS Program. Two previous reading courses.

This course, required for the Language, Literacy and Reading strand, provides a theoretical basis for understanding the reading and writing processes. Major course emphasis will focus on literacy as a social product, the analysis of discourse, and the role of culture and language in shaping literacy. The course will review systems of language, language development, and first and second language acquisition, as it has impact on learning to read.
EDG705 Responding to Diversity in the Classroom 3 Credits

This course addresses the diversity of learning needs of students in general classrooms. Topics include the relationship between culture and education and culture’s impact on language and learning, the range of learning styles presented in all classrooms, and the characteristics of students with special learning needs. The course emphasizes strategies for supporting and enhancing content and language learning for all students. Restricted to students in “fast track” licensure programs or by permission of student’s program coordinator.

EDG850 Issues in Mathematics Education: Programs and Trends 3 Credits

Students will analyze historical, mathematical and psychological influences in mathematics curricula. Factors that impact mathematics education, such as learning theories, research projects, professional organizations, and international perspectives will be presented and examined.

EDG851 Mathematics for all Learners 3 Credits

Mathematics educators will explore appropriate strategies to use in regular classrooms containing a variety of learners. Strategies for effectively instructing students with learning disabilities, second language learners, and gifted and talented populations will be presented.

EDG852 Action Research in Mathematics Education 3 Credits

This course will examine the quantitative and qualitative techniques needed to design a significant action research project on a current issue in mathematics education. Research design including sampling, design of survey instruments, analyzing data, validity and reliability will be presented. Students will design an action research project to test a hypothesis which will be carried out in their clinical experience.

EDG992 Clinical Experience in MS Mathematics 3 Credits

Prerequisite: EDG852

This course will provide an opportunity for a college supervisor, the school system representative and the student to work in concert to provide a full semester experience, the hub of which is the action research project EDG852 Action Research in Mathematics Education.

EDU700 Research Methods In Education 3 Credits

This course will enable the student to select, and to implement appropriate methodologies for conducting salient educational research and to report results of such research. It will also enable the student to interpret empirical research extracted from appropriate educational journals.

EDU701 Problems in Philosophy of Education 3 Credits

A study in depth of fundamental educational problems is developed. Topics include: the nature of the learner, the agencies responsible for education, religion and education, educational justice, existentialist thought in educational pragmatism, value theories in education.

EDU702 Advanced Educational Psychology 3 Credits

This course is designed to study the application of psychological principles to the development of formal learning situations. Reinforcement, cognition processes, concept formation, language development, emotional growth, motivation, creativity and group interaction will be examined and explored. The course will cover the contemporary work of Bruner, Erikson, Piaget, Rogers, Gilligan, Kohlberg, Skinner and other developmental theorists.
EDU703 Electronic Media and Design 3 Credits
An overview of current theory and methods of designing with digital design tools. Students gain experience with digital imaging, layout and multimedia software, and elements of web design. Principles of design for both traditional print media as well as electronic media will be addressed in the context of a variety of learning styles.

EDU707 The American School: A Study in Depth 3 Credits
An examination of salient contemporary issues concerning the American School viewed alternately from an historical, philosophical, and social science perspective. Each semester a new issue will be analyzed such as: the education of minorities, school desegregation, the problems of the urban school, the social class structure and the school, educational alternatives, curriculum and instructional innovations, and access to higher education.

EDU708 Research in Policy, Planning and School Performance 3 Credits
This is a course in the collection and analysis of qualitative and quantitative data on school and community to inform decisions related to policy and strategic planning. Participants will design programs to assess the effectiveness of a school's curriculum, instructional practices, student services and policies. A pre-practicum, field-based experience is required.

EDU709 Instruction and Assessment in The Secondary Classroom 3 Credits
Current and prospective middle and high school teachers will develop an understanding of standards-based instruction, develop unit and lesson plans that address standards and adolescents' learning processes, styles and levels, and create tools for evaluating curriculum and assessing learning. Participants will reflect on the impact of their own learning on their classroom teaching.

EDU710 Seminar in Action Research Methodology 3 Credits
Each student will learn the rationale, concepts and strategies used in action research in education. Students will review exemplary models and projects with the goal of defining an action research question that can be pursued in the future.

EDU710X Seminar in Action Research Project 3 Credits
Prerequisite: EDU710
Students will review the uses and techniques of action research methods in education. Students will define an action research question that they can execute. Students will design and implement an action research project, analyze the data and present the results.

EDU711 Fundamentals of Computer Technology 3 Credits
Provides an overview of the uses and limitations of computer systems as applied to education. Topics include hardware, operating systems, networks, communications and authoring systems, and their impact on materials design, selection of hardware and software, information management and personal productivity. Credit may not be applied to the major or minor in Computer and Information Studies.
EDU712 Models Of Early Education: Past And Present 3 Credits
Traces the theoretical and social roots of past and present models of early childhood education (e.g. Froebel, Freud, Montessori, Reggio Emilia, Waldorf, Vygotsky, and the Child Study Movement). The social and political impetus for the development of kindergarten, nursery schools, Head Start, day care and other initiatives will be discussed.

EDU713 Operating and Authoring Systems in Education 3 Credits
Prerequisite: EDU711
This course presents the basic concept and functions of computer operating systems as well as current design and implementation case studies. Topics consider the interaction between operating and authoring systems, computer hardware and users. The basic capabilities and extended options available through authoring systems are presented in the context of the design of educational materials. Credit may not be applied to the major or minor in Computer and Information Studies.

EDU714 Introduction to Data Communications and Connectivity 3 Credits
This course presents the basic principles of communication technology and architecture. Topics include communications and research tools, including web browsers, networking concepts, standards, hand-on comparisons of several major network platforms, on-site appraisal of remote information access and distance learning. (25 hours prepracticum required)

EDU715 Issues and Foundations in Education I 3 Credits
This course provides a developmental history of educational leadership drawing a comparative analysis of philosophical approaches to school administration. Emphasis is placed on the application of these principles in developing one’s personal philosophical approach to school administration. In addition, the course identifies current sociological/issues impacting on the school by surveying the current literature and prototypes of public school programs which meet major problems affecting education in today’s society. (Pre-practicum field experience)

EDU716 Issues and Foundations in Education II 3 Credits
This course evaluates the role and involvement of the school administrator in human relations and community and treats those topics current in educational psychology that are relevant to school administration. In addition, the course explores the potential for community leadership nurturing the involvement of parents, business and community leaders. Emphasis is placed on the use of human relations strategies available in meeting challenges identified within the community at large.

EDU717 Advanced Foundations of Education 3 Credits
Addresses the purpose and effects of education and the role of school in historical and contemporary contexts. Includes critical analysis of curriculum, instruction and the school’s response to contemporary social issues and social change.
EDU 718 Issues and Foundations in Educational Leadership 3 Credits
This course is designed to provide a comprehensive understanding of the evolving nature of educational leadership in a period of significant change. Leadership theory and implications to the improvement of teaching and learning are examined in the context of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.

EDU 719 Student Affairs: Theory, Research and Practice 3 Credits
This course is designed to provide an overview of student development programs in higher education within the United States. The course is intended to provide a broad description of student affairs organizational structure, historical foundations, possible career choices, and the skills and competencies needed to be effective in the field.

EDU 720 Child Growth and Development 3 Credits
Course focuses on the impact of childhood experiences on lifelong behaviors and attitudes, and on understanding the physical, psychosocial and cognitive aspects of development. Participants will explore both traditional and current theories; draw upon their own personal histories and auto/biographical writings; and apply theories to classroom observation, management and instruction. (Pre-practicum field experience)

EDU 721 Workshop in Language Development 3 Credits
Research on language development in the cognitive-social learning of young children will be examined. Factors of acculturation, stages of intellectual development, and personality building within the family will be viewed in relation to the role of the school in promoting optimal learning.

EDU 722 Methods of Teaching Adult ESL 3 Credits
This course examines methods and strategies used in teaching adult English as a Second Language. Topics will include working with diverse populations, adult literacy, motivation, and acculturation. This course is designed to give students the background necessary to begin work in the field. (25 hours field experience)

EDU 723 The History of Higher Education 3 Credits
The study of higher education requires a historical context. Higher education in the United States has been characterized as a struggle for mission, purpose and identity. This course will proceed both chronologically and topically in examining key historical issues that led to our unique American system of Higher Education.

EDU 724 Infancy and Toddlerhood 3 Credits
This course will acquaint students with the current body of knowledge regarding development in the first three years of life. Students will have opportunities to directly observe infants and toddlers, review and critique research on infant and toddler development, as well as examine and compare developmental tests for children under three years of age.
EDU725 Introduction to Literacy Practices in Early Childhood and Elementary Education

This course introduces students to theories, practices, and programs for teaching reading and writing in early childhood and elementary classrooms. The course will also focus on lesson planning for reading, writing, literature, and assessment. It is required for students who have no reading course background and who seek initial certification in early childhood or elementary certification. Requires a 25-hour pre-practicum field experience. This course may not be used toward the M.Ed. in Reading.

EDU727 Foundations of Reading: Language, Literacy, and Child Development

This course focuses on major contributions to our understanding of reading processes from the fields of psychology, linguistics, and sociology. Child and adolescent development will be emphasized as contexts for literacy development and age-appropriate instruction.

EDU728 The School Principalship in Contemporary Society

This is a course in understanding the roles, responsibilities and related competencies required to be an effective principal in contemporary society. The course begins with the principal as the keeper of the vision and the trustee of the students and the parents and addresses the design and management of the key elements of a quality school. A pre-practicum, field-based experience is required.

EDU729 Reading and Writing in the Classroom

Prerequisite: EDU725 or permission of Program Coordinator

This course examines research-based theories, practices, and programs for teaching reading and writing in the classroom, with an emphasis on skill areas and comprehension. Designed for experienced teachers, the course will also focus on how reading and writing are used in academic disciplines and the relationship between reading and writing. Requires a 25-hour field experience.

EDU734 Measurement of Intelligence (Wechsler)

Prerequisites: EDU738 and PSY733 or permission of the student’s program coordinator

This course gives special emphasis to the administration, scoring, and interpretation of the Wechsler Intelligence Scales, including the WAIS, WISC, and WPPSI. A survey of other individual and group tests of intelligence will be included.

EDU735N Career Education and Development: Information, Planning and Placement

Students will study theories and methods of career counseling to help individuals understand, analyze and select their career goals. Experiential activities related to career development from early childhood through adulthood will be explored in depth.

EDU736 Psychology of Learning

The nature of the learner, characteristics of learned behavior, reinforcement, retention of learning, transfer of training, concept learning, motivation, emotion are the basic areas dealt with in this course.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU737</td>
<td>Theories of Thinking and Learning</td>
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<td></td>
<td>This course will explore the cognitive development of children at various ages</td>
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<td>and stages and the cognitive processes involved in learning. Included are</td>
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<td>discussions on learning styles, critical and creative thinking, and</td>
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<td>strategies to enhance thinking across the curriculum.</td>
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<td>EDU738</td>
<td>Educational Research Across the Curriculum</td>
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<td>This research course is designed to enhance teachers’ knowledge and ability</td>
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<td>to understand and undertake research in the classroom. Students will survey</td>
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<td>and practice quantitative and qualitative educational research techniques</td>
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<td>and critically examine the research literature appropriate to their teaching</td>
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<td>levels and curriculum area of interest. Students will develop and implement</td>
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<td>a research project focusing on one or more curriculum areas guided by</td>
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<td>faculty members with expertise in the research area.</td>
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<tr>
<td>EDU739</td>
<td>Reading and Language Arts in Early Childhood</td>
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<td>Education and Elementary Programs (Pre-practicum)</td>
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<td>This course combines a theoretical introduction to the reading and writing</td>
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<td>processes along with emphasis on strategies for teaching reading and the</td>
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<td>related language arts to all children in a multicultural setting. Focus will</td>
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<td>be placed on emergent literacy, language cueing systems, comprehension,</td>
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<td>vocabulary, reading-writing connections, thematic unit planning which</td>
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<td>incorporates children’s literature, and the related language arts. Weekly</td>
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<td>lecture hours plus 25 hour pre-practicum. Required for students who have no</td>
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<td>reading course background and seek provisional level of early childhood or</td>
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<td>elementary certification. Course may not be used toward M.Ed. in Reading.</td>
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<td>EDU740</td>
<td>Improvement of Reading Instruction</td>
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<td>This is a course for educators interested in strengthening their knowledge</td>
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<td>of reading instruction in today’s school. Attention is directed toward</td>
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<td>theory that informs classroom practice in reading. The focus of the course</td>
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<td>is on the strategies, methods, and procedures to work with all students to</td>
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<td>enhance the teaching of reading or literacy in the classroom. Also included</td>
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<td>are ways to incorporate children’s literature into the classroom reading</td>
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<td>program. Provisions for meeting part of the pre-practicum requirement for</td>
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<td>reading certification are included.</td>
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<td>EDU741A</td>
<td>Assessment of Reading and Language Difficulties</td>
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<td>This course covers reading and writing disabilities, informal assessment,</td>
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<td>commercial reading and writing tests, and the design of remedial instruction</td>
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<td>for all levels (K-12). Emphasis is on acceleration and the prevention of</td>
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<td>disability. Case studies and testing opportunities are included. Not open to</td>
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<td>students who have taken EDU741N and EDU817N. Requires 25-hour pre-practicum</td>
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<td>field experience.</td>
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<td>EDU742A</td>
<td>Reading, Writing and Child Development in Early Childhood</td>
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<td>Examines scientific theories, research, practices, and programs for</td>
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<td>teaching reading and writing in early childhood classrooms including</td>
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<td>pre-school. Addresses developmental context of early literacy. Includes an</td>
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<td>analysis of skill areas and comprehension, and the incorporation of</td>
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<td>children’s literature in literacy programs. Designed for experienced early</td>
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<td>childhood teachers.</td>
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EDU743 Reading and Study in the Middle School  
This course is designed to provide an in-depth study of the reading needs of students of grades 5-9 stressing quality reading instruction, inquiry learning, research and study skills in content reading or reading across the curriculum, literature, and the development of independent or life long readers. Included are a variety of strategies and procedures for teaching the use of texts, trade books, library references, literature, periodicals, magazines, and newspapers.

EDU745A Reading and Language: Theory and Research  
This course focuses on language structure and theories of first and second language acquisition as they relate to the literacy development of native speakers of English and English language learners. Students study phonetics, phonology, morphology, orthography, semantics, and syntax. Implications for teaching word identification, structural analysis, and vocabulary are stressed. Requires a 25-hour pre-practicum field experience.

EDU748 Literature for Young Adults  
This course is designed to acquaint teachers and librarians with the latest in literature for the junior and senior high schooler. It explores the literary tastes of today’s young adults and suggests relevant material for inclusion in the literature program. Emphasis is placed on teaching techniques which will encourage young people of varying abilities to read widely and voluntarily.

EDU749 Problems in Teaching Reading  
The purpose of this course is to consider problem areas or issue oriented areas in the teaching of reading and to explore one in depth. Each year a designated problem will be investigated in lecture and workshop sessions. The major purpose of this course is to develop a full understanding of the problem areas as supported by current theory and practice.

EDU750N Theory and Practice in Elementary Curriculum (Pre-practicum)  
Curriculum improvement is viewed as a continuing process of translating theory, objectives, and principles into operational teaching and learning. Content includes factors affecting elementary school curriculum decisions, the subject matter of elementary education, learning standards, models of effective instructional practice and lesson/unit planning. 25 hours of field experiences required for students seeking pre-practicum for teacher certification.

EDU754 Legal Aspects of School Administration  
The legal considerations in public school administration and the effect of statutes and judicial decisions in such areas as the curriculum, pupil control, election and dismissal of teachers, school board operation, and tort liability as well as current school case law is presented in this course. This course includes a pre-practicum, field-based experience.

EDU756 Using Literature in Mathematics for Grades 1-8  
This course examines reasons for integrating the study of mathematics and literature, and instructional methods that help children and adults better understand literature, mathematics and themselves. Standards useful in assessing children’s mathematical trade books will be presented. Participants will explore ways of enhancing children’s books to enrich the reader’s mathematical and literary experiences.
EDU758 Using Literature Across the Curriculum 3 Credits
This course is designed to improve comprehension in the content areas through the use of children’s literature. Recent research in the areas of vocabulary, comprehension, and study skills will be applied to the development of literature-based learning activities. A variety of literary genre appropriate for both older and younger readers will be considered. Techniques for integrating the reading and writing processes will also be explored.

EDU759N Mathematics for Elementary and Middle School Teachers 3 Credits
For teachers in elementary and middle schools, this course is designed to give a thorough knowledge of the mathematics content in the elementary and middle school curriculum, as designated by the Massachusetts Curriculum Frameworks. Emphasis will be placed upon understanding the interrelation of mathematical ideas, and the attainment of the related mathematical skills examined on standardized tests that define mathematical literacy.

EDU760 Current Reading Trends 3 Credits
This course will review the current trends in the field of reading or literacy. The topics for the course will be determined in advance by analyzing topics written about in current reading journals, and the conference programs from the International Reading Association and National Reading Conference over the past two years to determine the current trends in reading. The trends in reading will be presented through lectures and readings.

EDU762 Science in the Elementary School 3 Credits
The goals of this course are to increase the scientific background of teachers, to improve the teacher's performance as a scientist in the classroom, to increase application of recent research in cognitive growth to science teaching, particularly that of Piaget and Bruner, to increase and improve inquiry procedures in the classroom and to establish a framework for innovative science programs. Each session will be divided, first, to present new topics and, second, to develop materials, teaching strategies, and background information for classes to be taught.

EDU763 Mathematics for Young Children 3 Credits
Emphasis on the intuitive development of arithmetic and geometric concepts appropriate to teaching young children from a logical point of view. Psychological influences in contemporary curricula, materials and techniques including Piaget, Dienes, Nuffield, Cuisenaire and current American programs are presented for discussion and study.

EDU764 Modern Math for the Middle School 3 Credits
(Grades 4-8)
The real number system for a semi-rigorous point of view will be presented. Intuitive geometry including metric and non-metric topics from a modern point of view will be covered, as well as modular arithmetic and the algebra of inequalities will be treated.

EDU766N Strategies for Building Math Concepts for Elementary Teachers 3 Credits
This course provides current approaches to teaching mathematics in grades 1-6. Emphasis will be on why and how to get children actively involved with hands-on approaches to learning mathematics through experiences that encourage and facilitate the students’ discovery. Connections to stages of child development and the influence of mathematics in today’s society will be examined. This course cannot be taken for credit by students who have taken MAT123A and/or MAT223A.
EDU767 Literature for Young Children 3 Credits
This course is a survey of quality books of prose and poetry for developing an effective program in literature for the young child. Various models of literature programs will be shared from supplementary to totally literature-based. Criteria for book selection, authors, illustrators, and teaching procedures are examined for nursery through grade 3.

EDU770 Education Law, Public Policy and Political Systems 3 Credits
Prerequisite: EDU728 or permission of instructor
This course will focus on issues of law, public policy and community political systems which confront educational leaders in contemporary schools. Included are the following: state and federal roles, civil and criminal cases, constitutional issues, student discipline, staff discipline and dismissal, curriculum, education reform, tort liability and community power structures. A pre-practicum, field-based experience is required.

EDU771 The School as a Learning Organization 3 Credits
Prerequisite: EDU718
This course connects teaching and learning to the organization of schools and the understanding of human behavior in schools. Participants will address the enduring structure of schools in light of organizations theory and then engage in the restructuring of schools as learning organizations. A pre-practicum, field-based experience is required.

EDU772 Literature in the Middle Grades 3 Credits
This course provides an examination of literature for children in the middle grades with particular attention to criteria for evaluation. Individual interests and abilities, new trends in children’s books for the middle grades, conducting book discussions, and ways of sharing books will be discussed. Attention will also be focused on the place of poetry, literature workshop, literature to enrich the content areas, and the role of independent reading in an effective literature program in the middle grades.

EDU775 Bilingual Education: Methods and Materials 3 Credits
This course provides a survey of theories and the history of bilingual education in the United States, with special emphasis on the development of bilingual education in Massachusetts. Practical application of current methods and materials in the field.

EDU776 Current Issues in Student Affairs 3 Credits
This course will examine a broad array of contemporary issues that student affairs practitioners will face. The overriding themes of retention and diversity will be woven into the course content. It will explore both institutional programs/services issues and student characteristic issues that impact the work of student affairs professionals.

EDU779 Seminar in Teaching English as a Second Language 3 Credits
Graduate seminar on topics related to effective teaching of English as a second Language and content area curriculum to limited English proficient (LEP) students. An action research project will be completed, and a professional portfolio will be developed.
EDU780 Practicum in Bilingual Education 3 Credits
A full time five week (150 hours) teaching experience with accompanying weekly seminar on topics related to effective teaching for English language learners receiving bilingual instruction at the grade level of the certificate sought (PreK-12). One week, or thirty clock hours will be spent in a regular education classroom at the same level. Seminar topics will include parents as partners, reading and writing in the native language, language and literacy development through the content areas, teaching to diverse learning styles, the role of culture in learning, and assessment and evaluation.

EDU781 Practicum in Teaching ESL (5-12) 3 Credits
A supervised on-site experience in the teaching of bilingual/ESL at a level appropriate to the desired certification level. A minimum of 150 clock hours of which 135 hours must be in direct instructional responsibility.

EDU782 School Financial and Personnel Management 3 Credits
Prerequisite: EDU728 or permission of instructor
This is a course in school finance and personnel management, including the following: budget development and control, administration of student support services and facilities, employee contract management and collective bargaining, and technology to facilitate financial and personnel management. A pre-practicum, field-based experience is required.

EDU783 Clinical Experience in Teaching ESL (5-12) 6 Credits
A supervised on-site experience in the teaching of bilingual/ESL on a level appropriate to the desired level of certification which serves limited English proficient students. One full semester of 400 clock hours.

EDU784 School Administration I 3 Credits
This course identifies the role and function of principals as school administrators in the areas of: Organizational goals leadership, program development, institutional change process, resource allocation/budgeting, plant management, collective bargaining, and community education (Nursery school through Secondary School). This course includes a pre-practicum, field-based experience.

EDU785 School Administration II 3 Credits
This course deals with the role and the function of principals as school administrators: approaches to curriculum and staff development/human relations staff recruitment and evaluation in-service, school law, student relations, and personnel issues within historical and national/international perspectives. (Nursery School through Secondary School)

EDU786 Theories and Techniques of Supervision and Evaluation of School Personnel 3 Credits
This course deals with the development of various theoretical models related to supervision of personnel and instruction, specific techniques and strategies related to supervision and evaluation, and the development and utilization of various evaluation instruments. (Nursery School through Secondary School) This course includes a pre-practicum, field-based experience.
EDU787 Theories of Curriculum Design and Evaluation 3 Credits
This course examines and appraises the curriculum in the elementary, middle, and senior high school of the United States. It includes the study of the evolution of the present curriculum with the presentation of basic curriculum models with reference to formative and summative evaluation. (Nursery School through Secondary School) This course includes a pre-practicum, field-based experience.

EDU788N Technology in 21st Century Classrooms 3 Credits
Through discussion, use of latest hardware and software, laboratory experience and site visits, students explore computer-based, multimedia and communications technologies that enhance curriculum and instructional practice. Course emphasizes changes in teaching-learning processes; issues of equity, ethics and legality; assessment practices related to the use of computers and other technologies; and incorporates new theoretical methodological and technological models. (25 hour prepracticum required)

EDU789 Workshop in Programs for Multicultural Children 3 Credits
This workshop considers the need of children under pressure in learning situations because of ethnic group frustrations in the community, problems of social adjustments, socioeconomic imbalances, and attendant academic learning problems. The main thrust of the work will examine the role of the school in easing the way for children of various cultures to become valued members of the community through the use of both school and community resources. Methods of teaching and desirable organizational practices will be studied using a means of evaluating current trends.

EDU791N Theories and Principles in Teaching ESL 3 Credits
This course examines the theoretical foundations of teaching English as a Second Language. The course surveys current approaches to second language development and acquisition and relates them to major methodological approaches to ESL teaching. The course will relate theory and practice as it prepares students to work in the field.

EDU792 Teaching English as a 2nd Language: Methods and Classroom Practice (PreK-9) 3 Credits
This course deals with the ways in which teachers can set up classroom contexts that best enhance language learning. Topics include teacher reflection and research, holistic approaches to literacy development, the role of grammar teaching in ESL. (25 hour pre-practicum)

EDU793 Second Language Acquisition 3 Credits
The purpose of this course is to give the student an overview of current research on the acquisition of second languages, including the various perspectives and disciplines from which researchers have viewed and investigated the language acquisition process. The implications of the corpus of research for teaching will be emphasized. (25 hour pre-practicum)

EDU794N Assessment of Second Language Learners 3 Credits
Students will learn the principles of second language assessment, examining the validity and reliability of various assessment tools. Students will also design a performance assessment for second language learners and discuss the social-cultural factors that educators must consider when choosing or designing assessment measures for students in ESL and bilingual classrooms.
EDU795 Discourse, Culture, and Literacy 3 Credits
Introduces students to the study of discourse and the ways in which this approach has influenced the study of language acquisition and language teaching. Discourse includes conversation and narrative in both oral and literate forms. Exploration of culture, and the role of culture in the acquisition and use of literacy(ies) in society. Diverse theories of literacy and literacy development and use will be considered. Emphasis on the application to the teaching of students from diverse cultures, particularly students of English as a Second Language.

EDU796N The Graduate Practicum in Teaching English as a Second Language 3 Credits
Prerequisite: Permission of Program Coordinator
A full time six week (180 hour) teaching experience with accompanying weekly seminar on topics related to effective teaching of English as a Second Language at the grade level of the license taught.

EDU797 The Clinical Experience for Teaching English as a Second Language 3 Credits
Prerequisite: Permission of Program Coordinator
A full-time 400 hour classroom teaching experience with accompanying weekly seminar on topics related to effective teaching of English as a Second Language and content area subjects to Limited English Proficient (LEP) students.

EDU798 Seeing the Landscape: An Interdisciplinary Theme 3 Credits
“Seeing the Landscape” is a graduate level course designed to demonstrate how together with their students, teachers can make use of their local environments as rich laboratories with information about both the past and present. By observing and actively learning the multiple forces that have influenced and shaped both form and function in the built environment, students are more likely to become conscious and committed as responsible members of diverse society and an increasingly interdependent world.

EDU799 Literacy Development for Bilingual Students: Foundations for Biliteracy 3 Credits
Approaches to literacy instruction will be explored, using theories, research and teaching methods of bilingual language development. The course examines the role of cultural practices in biliteracy development related to the acquisition of reading and writing. Participants will evaluate their current practices in light of the course content, begin to generate new approaches, and draft appropriate outcomes for literacy instruction for speakers of languages other than English.

EDU800 The Clinical Experience in Bilingual Education 6 Credits
A full time 400 hour classroom teaching experience in a bilingual education setting with accompanying weekly seminar on topics related to effective instruction in both the native language and English as a second language. Topics may include the interdisciplinary curriculum, appropriate assessment and evaluation techniques, biliteracy, research methods, and other topics related to the individual goals of course participants. An action research project and a professional portfolio are developed. Candidates may be placed in their school of employment, or elsewhere as approved by the Program Coordinator.
EDU801 Classroom Management and Behavior 3 Credits
Modification
This course deals with the study of teaching, learning, curriculum, and environment as factors in classroom management, with special emphasis on behavior modification. All course experiences will proceed from theory to practical application in participants’ working environments. Children from all cultures and for whom English is not the first language will be addressed as well as children from the native culture. An overview of learning and developmental theories will establish a basis for understanding the goals of behavior modification, exploration of curriculum theory and analysis of teaching styles will assess the value of these variables in the creation of effective learning environments. Presentations will be reinforced throughout with exercises, case studies, and problem simulated experiences.

EDU805 The Management of Organizational Change in School Systems 3 Credits
The course combines didactic and experiential learning in an attempt to understand and practice the arts and sciences of planned organizational change. School organizations will be examined from the standpoint of the agent who is to facilitate change and improvement.

EDU808 The American High School 3 Credits
This course studies the organization, structure, philosophy and curriculum of the American High School. Recent literature concerning high schools will be incorporated. The course will involve comparison of the purposes and results of American and foreign schools as well as public and private schools. Students will be expected to defend positions taken in regard to these topics through review of the literature and/or field research projects.

EDU809 Seminar in Teaching Methods for Communication and the Fine and Performing Arts 3 Credits
This course is a cross disciplinary seminar in Speech and Theatre, Art, Music and Dance. Students from various disciplines will research, develop and share materials for use in teaching the Arts. The topics to be addressed will include the arts across the curriculum, the arts for special needs and gifted students, building a global and local community through the arts, and methods for facilitating production, performance and exhibition work in the schools.

EDU810 Education for Social and Political Change 3 Credits
This course defines the links among economic, social and political organizations and systems of education. The course provides an understanding of key issues and areas of tension essential to becoming an effective agent of change in education with particular attention to communities and individuals who are outside spheres of power.

EDU811 Administration and Organization in Higher Education 3 Credits
This course will examine the uniqueness and the complexities of higher education institutions within the United States. It will examine the roles of key leaders, the concept of shared governance, the differences of mission based on institutional type, and the impact of external forces on the academy.
EDU812 Counseling Elders

The objectives of this course will focus on preparation of counselors of older adults. Students will learn procedures for delivering services to older adults, broaden their knowledge about this group and issues which confront them, and explore their own values, attitudes, and biases about the aging and the aged.

EDU813 Adult Literacy

This course will explore the topic of adult literacy. This historic issue will be examined in terms of its severity, persistence, and pervasiveness. Students will become familiar with specific procedures for teaching reading to adults by observing professionals and if possible, working with their own adult learner. Tutorial cases and reading will be shared through a discussion format.

EDU814 Reading in the Content Areas

This course is designed to assist middle school and secondary teachers of English or Language Arts, Mathematics, Science, Social Studies and other areas to help students become more knowledgeable in the content areas. By integrating the principles and practices of reading with their discipline, the teachers will be able to make the subject more meaningful and enhance the students’ understanding.

EDU816 Workshop in Environmental Education

This course offering is in a “hands on” workshop format. The series of workshops shall be team taught with an emphasis on outdoor experiences to be had with children in assisting them to understand and care for their environment. Techniques for field trip lessons, follow up experiences in the classroom, and content-concept building will be the focus points of the workshops.

EDU817A Assessment and Instruction: Age 11 to Adult

This course covers the nature of reading and writing disabilities, informal assessment, commercial tests, and the design of remedial instruction for individuals age 11 through adulthood. Emphasis will be on adapting and modifying instruction to accelerate literacy. Case studies and testing opportunities are included. Not open to students who have taken EDU817N.

EDU819 Principles and Practices of Day Care

This course will examine different models of day care, the laws regulating centers, staffing concerns, management procedures, and effective programming. Students will identify goals and objectives of day care practices, become familiar with the necessary arrangements for establishing a center, and develop criteria for quality day care. Guest lecturers and media presentations will supplement class lectures and discussions.

EDU820 Workshop in Early Childhood Curriculum

This workshop provides an opportunity for students to participate in a team experience in planning, organizing, and implementing individualized, inquiry-based teaching-learning activities in programs for ages 3 to 8 years. Requires 25-hour field-based pre-practicum experience.
EDU822 Language Arts and Social Studies for Young Children 3 Credits

Learning possibilities in the language arts-social studies curriculum for the young child are studied in this course for the purpose of promoting children's literacy skills while fostering their knowledge and understanding of themselves, others, and the world.

EDU823 Science and Math in Nursery, Kindergarten and Primary Grades 3 Credits

This course uses the laboratory approach to developing selected topics in science and mathematics for children three to eight years of age. Current programs, research in children's thinking, inquiry, guided discovery, instructional materials for presentation of representative topics in science and mathematics to young children.

EDU824 Workshop in The Arts in Early Childhood Education 3 Credits

The creative potential of the child as a source of developing individuality, power in learning, appreciation of the creativity of others, and expression as communication is explored in working with children and with resources in various fields: music, art, creative drama, creative dance, creative writing and non-verbal means of communication are the basic areas covered in this course.

EDU829 Teaching the Exceptional Young Child 3 Credits

This course addresses the need for screening and assessment of the exceptional young child with particular attention to the bilingual, the gifted, and the slow-learning child. Various non-discriminatory screening tests are explained and demonstrated, together with the methods of applying assessment information in order to make correct placements, to develop appropriate programs, to provide outreach assistance, and to explain implementing and evaluation programs for students. (20 hour pre-practicum field experience required for Special Education Program students)

EDU832 Administration of Guidance and Pupil Personnel Services 3 Credits

This course presents plans for organizing and administering guidance services in the elementary, middle, and senior high schools and procedures to follow in adapting the guidance program to the particular community and to the needs of the students.

EDU833 Reading for Administrators 3 Credits

This course is designed for administrators, both principals and curriculum specialists. This course will provide a dialogue for and be a catalyst for change within the school or system reading program. The content of the course centers around effective programs in reading from PreK-12 with an emphasis on current research in reading and its influence on instruction and the organization of a school.

EDU835 Assessment of Young Children 3 Credits

This course, intended for advanced students in the Early Childhood Education program will acquaint the students with a variety of assessment devices commonly used in educational and clinical practice with preschool children. Students will have the opportunity to examine a variety of published tests which measure intellectual potential, physical abilities, motoric behavior, perceptual development, and language abilities as well as review recent experimental assessment strategies which measure various aspects of social competence (i.e., effectance strategies, motivation, outer-directedness, expectancy of success, learned helplessness, etc.).
EDU836 Seminar in Comparative Education  
This seminar examines and compares school systems and models of education around the world. Through readings, discussion and research, common issues and concerns, questions of standards and national attainment targets will be explored, along with the role of development education in the post-colonial age. Participants will exchange information with counterparts in other regions of the world.

EDU837 Education in a Changing World  
This course explores the nature of global education through defining its scope and strategies for infusing and implementing a global perspective in the education profession and process. The course addresses three areas that guide any global education program: world culture, global issues and interdependent global systems related to education.

EDU839 Research in Teaching English as a Second Language  
This course examines research methods in the field of ESL teaching. Quantitative methods and qualitative methods, such as ethnographic, focus group, case study, and action research will be considered. Teacher research in the ESL classroom will be emphasized. Students will develop detailed research proposals designed to investigate language acquisition and language teaching.

EDU840A Instructional Reading Clinic with Children  
Prerequisites: EDU729, EDU741A, EDU745A plus two reading electives, one in children’s or adolescent literature (Restricted Admission)  
A supervised laboratory experience in diagnosis and correction of children’s reading difficulties in a summer program. Experience includes: administration of diagnostic measures, evaluation of needs, teaching to meet the specific needs, and preparation of reports of progress. Required individual conferences and group meetings. This course meets part of the practicum requirement in reading.

EDU841 Reading Institute  
The Reading Institute is a one-week program offered annually in the summer. Each year a theme related to some aspect of children’s literature is selected, and the course is developed around the selected theme. Lectures, discussions, and workshop segments are planned for classroom teachers, librarians, reading specialists, supervisors, and administrators.

EDU842 Reading Workshop on Children’s Books  
This course, based on the current nominees of the Massachusetts Children’s Book Award Program, has been designed for teachers, librarians, and reading specialists of youngsters in Grades 4-6 and all others interested in good literature. The workshop will help participants conduct good discussions, develop youngsters’ comprehension skills and heighten their literary experiences. Projects to be used in classrooms and libraries will be developed. Films based on the nominees will be presented, and guest speakers will include authors and book reviewers.
EDU844N  Reading, Writing and Processes and Assessment  3 Credits
This course is designed to provide an in-depth study of the reading and writing processes and their development from emergent literacy to competence. Current diagnostic and developmental strategies and materials, organizations of the classroom for teaching reading and writing, and practical and theoretical bases for assessment will be explored. (Not open to students who have taken EDU844.)

EDU845 Teacher Leadership Roles in Reading at the School Level  3 Credits
Prerequisite: EDU840A (Restricted Admission.)
A course designed to focus on the integration of reading theory and current trends into practice, while developing consulting skills and group process skills to assist the reading teacher to work with the wider school community. Principles of team teaching, staff development, in-service education, and action research within the school reading program will be developed along with an awareness of the federal and state literacy laws which influence the delivery of reading instruction in the schools. During part of the course students will work with a certified teacher of reading in a school to implement school based teacher leadership projects in reading. This course is part of the reading practicum.

EDU848 International Practices in Education and Parenting  3 Credits
This course offers the Early Childhood specialist a comparative frame of reference for developing innovative programs that meet the changing needs of society. By concentrated study of other political system’s views on education and parenting the graduate student will be better equipped to identify common international concerns, unite international effort to resolve common problems and know the leading international authorities in the field of education and parenting. Content of the course explores practices in many European countries, China, Russia, Israel, Chile, Ghana, and Algeria. Invited guest speakers supplement class lectures and media presentations.

EDU849 Programs for Parent Education  3 Credits
This course seeks to examine current programs developed for parent education and parent involvement in the rearing and education of children. Students will participate in workshops, small group discussions as well as lecture presentations so to identify program goals and develop techniques for establishing effective parent programs.

EDU850 Community Service-Learning and Social Action  3 Credits
Participants will explore the implications of teaching and learning beyond the classroom. We will address the theory and practice of experiential learning, constructivist approaches in educational pedagogy, authentic instruction and assessment and thematic/integrated curriculum. The history of community service-learning and current research will be included in the content of this course. Participating teachers will have an opportunity to develop and implement service-learning curricula with their own students.

EDU852 Urban Education  3 Credits
This course is designed to examine the problems confronting the inner-city teacher; attitudes and expectations toward teaching in deprived areas; problems of instruction and learning; the effects of economics and cultural deprivation on the personality development of youth in these areas; and the implications of learning theory, curriculum and instruction in the urban classroom.
EDU855 Community Resources Workshop 3 Credits
Through trips to unique educational and cultural resource centers and events within the Salem and Boston areas, participants are assisted in developing strategies and approaches for incorporating community-study experiences as an integral part of instruction. This summer course emphasizes the relationships that exist among educational problems related to assisting students in developing goals of citizenship and civic responsibility, understanding social life, and achieving both vocational understanding and economic efficiency.

EDU856 Technology as a Catalyst for Change in Education 3 Credits
This course orients the teacher leader or administrator to state and national goals, programs and initiatives. It addresses issues relating to technology use in schools, effective curriculum integration and assessment, good models for planning and assessment and effective strategies for professional development and change. The focus of this course is on technology as applicable to education.

EDU861 Assessment and Evaluation in Student Affairs 3 Credits
Assessment can provide credible evidence of the need, value and effectiveness of projected and established programs. The purpose of this course is to examine the critical need for good assessment practice in Student Affairs and to assist the student to develop the skills necessary to conduct effective assessment programs.

EDU863 Media and Telecommunications in Education 3 Credits
This project-based course provides experiences in the production and use of multimedia technology for teaching and learning. The class will utilize theories of communication and learning objectives in the areas of design and telecommunications. The role of distance learning, data networks, multimedia software and authoring systems will be explored.

EDU865 Finance in Higher Education 3 Credits
This course will explore and examine the issues, concepts and complexities of financing higher education institutions in the United States. The course is intended to provide college administrators a theoretical perspective of how higher education is funded and a hands on perspective to financial concepts, processes and associated tools.

EDU869A Design and Production of Media Materials for All Learners 3 Credits
Prerequisite: EDU703
This project-based course provides experiences in the production and use of multimedia technology for teaching and learning. The class will utilize theories of communication and learning objectives in the areas of design and adaptive technology. The role of distance learning, differentiation of instruction, multimedia software and authoring systems will be explored.

EDU870 Development of Strategies for Change in Elementary Education 3 Credits
Prerequisite: EDU750N or permission of instructor
This course introduces strategies for developing innovative elementary school curricula. Students work individually or in small groups planning for focused instructional change.
EDU875A Directed Study 1-6 Credits
An independent research project supervised by a member of the Education faculty. Credits will be determined according to the depth and breadth of the project. This course is repeatable up to a total of 6 credits.

EDU876 Global Perspectives in Cultural Diversity 3 Credits
Provides an appreciation of the increasing diversity of school children and the importance of a global perspective on culture and education. Includes an analysis of the effect of culture and language on learning and behavior, strategies to teach social and communication skills, and curriculum links to global concerns.

EDU877N Integrating Technology in the Reading Classroom 3 Credits
The focus of this course is integrating technology throughout the PreK-12 reading program. Strategies and resources for using multimedia equipment, software, and the Internet in reading and content area classrooms are explored. Some basic knowledge of computers and reading instruction is expected.

EDU880 Instructional Materials and Methods of Teaching Geography 3 Credits
The course will include a review of concepts in the field of geography, examining its historic development and methodology. The major emphasis will be placed on new curriculum materials and teaching strategies for secondary school geography.

EDU882 Multicultural Issues in Counseling 3 Credits
Prerequisites: PSY731 and PSY732 or permission of instructor
This course explores issues related to ethnicity, race, class, gender, and physical difference as they affect counselors, clients and the counseling relationship. Students are expected to engage in the learning process from an intellectual as well as a personal perspective.

EDU884 Curriculum Issues in the Middle School 6 Credits
This course is organized to develop main ideas about middle level curriculum by looking at the historical background of curriculum and nature of the students to be served, describing curriculum elements and their interrelationships, implementing instruction and assessment, and synthesizing planning of thematic instruction. Students will fully understand the elements that must be considered as schools attempt to develop programs appropriate for young adolescents.

EDU885 Learning and Communication Theory 3 Credits
Designed to comply with state certification for media specialization, this course emphasizes the relationships that exist among communication theory, media utilization, and the teaching/learning cycle. Class sessions are devoted to problems of communication patterns, learning theories, and educational environmental management. Students will be given opportunities for establishing criteria necessary for effectively evaluating communication strategies and measuring learner progress in areas of operational objectives.
EDU888 The School as an Organization: Analysis and Strategies for Leaders

New organizational structures are changing leadership roles in schools. This course is designed to help the student develop an organizational view of schools and school systems and understand the role of official and unofficial leaders in those systems. Special attention is given to the leader’s role in school improvement. Among the included topics are organizational analysis, theories of leadership, human resources, and behaviors of effective leaders in schools. Case studies and guest speakers will be included to provide illustrations and practical applications of the material presented.

EDU889 Partnerships for Families: An Interprofessional Approach

Prerequisites: Intended for working professionals and for graduate students with permission of instructor.

“Helping professionals” – educators, social workers and nurses – will share perspectives and learn new ways of working effectively with children and their families in school settings. Drawing on the knowledge bases and resources of each field and using a family-centered approach, participants will increase their understanding of family processes, cultural contexts and strategies for promoting professional-family partnerships.

EDU890 Approaches to Mainstreaming

Special needs students are being incorporated into the regular classroom, but many teachers have no special preparation to work with them. To help the classroom teacher feel more confident and work more successfully with special needs students, we are offering a professional workshop.

EDU892 Interdisciplinary AIDS Awareness Institute

This course will provide a framework for the analysis of the current and future impact of the AIDS epidemic on education and education curricula to prevent the spread of AIDS. The epidemiology of AIDS, modes of transmission of disease and the shifting demographic trends will be examined in light of current and proposed direct practice and policy initiatives.

EDU897 Critical Reading and Thinking Across the Curriculum

Today’s society is constantly bombarded with information which is printed, spoken, or pictured, not all of which is accurate or truthful. This course will help the teacher assist the student in evaluating information. Among the topics considered will be fact-opinion, false authority, valid and invalid argument, statistics, connotation inference and point of view of information services. Teachers will have the opportunity to construct materials for their own class in a workshop situation.

EDU911 Current Trends In Middle School Education

This course will examine middle school education in light of current trends in education. A review of the history of the middle school movement in relation to its present state will be discussed. Topics include middle level curriculum for the 21st century, issues of practice, and the role of the community in educating the early adolescent.
EDU911SPE Practicum in Teaching Spanish (P-6) 3 Credits
A full semester of field experience in an elementary classroom working with a tenured practitioner. Appropriate supervision is supplied by the college in conjunction with weekly seminar experiences at the college. Designed exclusively for those students seeking initial licensure and the graduate degree, MAT in Spanish for grades Pre-K through six. Students must have passed the Spanish Teacher test as well as having completed EDU789, EDU725, EDU990E, EDU737 and SPN751.

EDU911SPS Practicum in Teaching Spanish (5-12) 3 Credits
A full semester of field experience in a middle or secondary school classroom working with a tenured practitioner. Appropriate supervision is supplied by the college in conjunction with weekly seminar experiences at the college. Designed exclusively for those students seeking initial licensure and the graduate degree, MAT in Spanish for grades 5-12. Students must have passed the Spanish Teacher Test as well as having completed EDU789, EDU725, EDU990E, EDU737 and SPN751.

EDU920 Practicum in Early Childhood Education 3 Credits
The practicum in Early Childhood Education addresses the needs for specialists in this field to work, designing and administering a program for young children. The program is concerned with developmental needs of children, the integration of the Early Childhood curriculum innovations in all areas and involvement in parent education. An Action Research project will be completed in this practicum.

EDU920X Practicum in Early Childhood Education 6 Credits
The Practicum in Early Childhood Education addresses the needs for specialists in preschool and primary settings. The practicum is concerned with teaching young children, Pre-K to Grade Three, in a developmentally appropriate setting that is sensitive to the needs of all children with diverse backgrounds and learning styles. Students will be expected to integrate all aspects of the Early Childhood curriculum in their teaching practices.

EDU921 Seminar in Early Childhood Education and Child Development 3 Credits
This culminating seminar will help advanced degree candidates come to a deeper understanding of the field by synthesizing central issues in early childhood education and child development.

EDU925A Practicum in Secondary Education 3 Credits
A half practicum of field experience in a secondary school classroom working with a tenured practitioner for those students with documented prior teaching experience. Appropriate supervision is supplied by the college in conjunction with weekly seminars. Designed exclusively for those students seeking initial licensure.

EDU925MA Practicum/Internship Seminar in Teaching Mathematics 1.5 Credits
Prerequisite: Completion of initial licensure program coursework, approval of program coordinator, and current position in the role of the license sought.
This course is designed to help initial teacher candidates develop confidence in their skills and abilities to meet the challenges of being new mathematics teachers, and develop positive mental habits and professional attitudes. Weekly seminar supports an internship or practicum of at least 150 hours in middle or secondary school mathematics classroom. Seminar format will facilitate communication between practicum students/interns, their college supervisors and teaching professionals from their home schools.
EDU925MB Practicum/Internship Seminar in Teaching Mathematics  1.5 Credits
Prerequisite: EDU925MA, completion of initial licensure program coursework, approval of program coordinator, and current position in the role of the license sought.
A continuation of EDU925MA, this course is designed to help students develop into teaching professionals by exploring advanced classroom strategies, resources for practice, and opportunities for professional growth. Seminar supports an internship or practicum of at least 150 hours in middle or secondary school mathematics classroom. Seminar format will facilitate communication between practicum students/interns, their college supervisors and teaching professionals from their home schools.

EDU925MB Practicum/Internship Seminar in Teaching Science  1.5 Credits
Prerequisite: EDU925SCA, completion of initial licensure program coursework, approval of program coordinator, and current position in the role of the license sought.
A continuation of EDU925SCA, this course is designed to help students develop into teaching professionals by exploring advanced classroom strategies, resources for practice, and opportunities for professional growth. Seminar supports an internship or practicum of at least 150 hours in middle or secondary school science classroom. Seminar format will facilitate communication between practicum students/interns, their college supervisors and teaching professionals from their home schools.

EDU925SCA Practicum/Internship Seminar in Teaching Science  1.5 Credits
Prerequisite: Completion of initial licensure program coursework, approval of program coordinator, and current position in the role of the license sought.
This course is designed to help initial teacher candidates develop confidence in their skills and abilities to meet the challenges of being new science teachers, and develop positive mental habits and professional attitudes. Weekly seminar supports an internship or practicum of at least 150 hours in middle or secondary school science classroom. Seminar format will facilitate communication between practicum students/interns, their college supervisors and teaching professionals from their home schools.

EDU925X Practicum in Secondary Education  6 Credits
A full semester of field experience in a secondary school classroom working with a tenured practitioner. Appropriate supervision is supplied by the college in conjunction with weekly seminars experiences at the college. Designed exclusively for those students seeking initial licensure.

EDU939 Fantasy and Science Fiction across the Curriculum  3 Credits
This course provides for an in depth examination of fantasy and science fiction genre in literature for children and youth. Various models of literature programs will be shared and students will read widely within the various types of fantasy and science fiction that span children’s literature and design units for classroom use.

EDU940N Seminar in Reading  3 Credits
Prerequisites: EDU840A, EDU845, and EDU727 (Restricted Admission)
The seminar in reading must be included in the last nine hours of graduate study, and prior to taking the comprehensive examination in reading. It includes research in reading, current practices in teaching reading, administration, and evaluation of reading programs.
EDU949A Clinical Experience in Educational Leadership at the Elementary School Level
6 Credits
The clinical is required of students concentrating their M.Ed. studies in Educational Leadership. The clinical must be in the role and at the level of the certificate sought. A clinical must be full time for one semester or half time for two semesters, include at least 400 clock hours at the practicum site. Each student will document the hours of observing, assisting, and carrying out the full responsibilities of the role. Students must complete 24 semester hours of course work including all of the pre-practicum courses and practicum, EDU949X before seeking approval of the program coordinator to enroll in the Clinical Experience.

EDU949B Clinical Experience in Educational Leadership at the Middle School Level (See EDU949A)
6 Credits

EDU949C Clinical Experience in Educational Leadership at the High School Level (See EDU949A)
6 Credits

EDU949X Educational Leadership Practicum
3 Credits
The Educational Leadership Practicum is required of students concentrating their M.Ed. studies in Educational Leadership. The practicum must be in the role and at the level of the certificate sought. A practicum is at least 150 clock hours at the practicum site(s). Each student will document the hours of observing, assisting, and carrying out the full responsibilities of the role. Students must complete 24 semester hours of course work including all of the pre-practicum courses before seeking approval of the program coordinator to enroll in the Educational Leadership Practicum.

EDU950N Educational Leadership Half Practicum/Internship
3 Credits
The Educational Leadership Practicum is required of students concentrating their M.Ed. studies in Educational Leadership. This experience is gained at each candidate’s level of teaching. It requires a minimum of six hours weekly in the practicum assignment, as approved by the instructor, in addition to scheduled practicum discussions, with the development of a major paper dealing with a related administrative problem. Areas of experience include: curriculum, staff utilization, pupil personnel administration, organization and management, and administrative responsibilities to superintendent and school committee.

EDU958 Clinical Experience in Special Education
6 Credits
Prerequisite: Approval of program coordinator
In this course the college coordinator, the school system special educator and the initially licensed teacher work cooperatively to prepare a satisfactory schedule of work to meet the full semester standard required for the Clinical Experience. The student will come to campus for four seminar meetings with the coordinator to receive direction, instruction, and support and to meet with peers to discuss experiences. Four additional meetings will be held at the site of the Practicum with the college supervisor, the school system special educator and the student to discuss the student’s program. 400 hours of supervised fieldwork are required. EDU959X Practicum/Internship Moderate Special Needs
3 Credits
This course is designed to validate competencies for provisional certification in special education (moderate special needs) and is required for all professional educators seeking such certification in special education who do not hold any state certification. Prerequisites include completion of all courses and pre-practicums, approval by the Program Coordinator and state approval of the placement site. Applications for this approval and the practicum/internship are made in the semester preceding this experience.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU960A</td>
<td>Seminar in Elementary Education</td>
<td>3</td>
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<td>Prerequisite: Written approval of Program Coordinator</td>
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<td></td>
<td>This course for advanced degree candidates will review the research, literature and content area knowledge in the field of elementary education. This course serves as a preparation for the Comprehensive examination.</td>
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<td>EDU961P</td>
<td>The Practicum in Elementary Education</td>
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<td>A full semester of field experience in an elementary school classroom working with a tenured practitioner. Appropriate supervision is supplied by the College in conjunction with weekly seminar experiences at the College. Designed exclusively for those students seeking provisional certification as a pre-requisite for standard certification and the graduate degree: M.Ed. Elementary Education.</td>
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<tr>
<td>EDU962AR</td>
<td>Clinical Experience and Action Research</td>
<td>3</td>
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<td></td>
<td>in Early Childhood Education</td>
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<td></td>
<td>Prerequisite: Written permission of the program coordinator</td>
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<td></td>
<td>A 400 hour supervised field experience in an early childhood setting in which students will conduct two action research projects.</td>
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<tr>
<td>EDU963AR</td>
<td>Clinical Action Research in Elementary Education</td>
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<td></td>
<td>Prerequisites: Two years of classroom teaching, and written permission of Program Coordinator. Pre- or Co-requisite EDU960</td>
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<td>A 400 hour supervised field experience in an elementary education setting in which students will conduct an action research project related to a current issue of curriculum, and/or assessment. Periodic group and individual meetings will be used to aid in the research, design and evaluation phases.</td>
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<tr>
<td>EDU964</td>
<td>Clinical Experience and Seminar: Middle School</td>
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<td>A full semester (400 hours) classroom teaching experience with accompanying weekly seminars on topics related to effective middle school teaching. Seminar topics include school restructuring and curricular reform, collegial and parent relations, legal rights and responsibilities of teachers, working with support staff and community agencies, and adapting instruction to special needs.</td>
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<tr>
<td>EDU965</td>
<td>Clinical Experience Secondary</td>
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<td>Prerequisites: Provisional Certification and completion of professional course sequence</td>
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<td>A full semester (400 hours) of classroom teaching experiences with accompanying weekly seminar on topics related to effective secondary teaching. Seminar topics include school restructuring and current developments in curriculum and instruction, interdisciplinary planning and teaching, community resources, and models of inclusion.</td>
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<tr>
<td>EDU966</td>
<td>Clinical Experience for Instructional Technology Specialist</td>
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<td>Prerequisite: Completion of all course requirements in the M.Ed.: Professional Studies - Technology in Education program</td>
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<td>A full-time 400 hour field experience with accompanying seminar, one-half (200 hours) to be spent in a school setting in the role of instructional technology specialist, and one-half (200 hours) to be spent in an educational technology organization in the role of curriculum/materials developer and professional consultant.</td>
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EDU968A  School Counseling Practicum I  3 Credits
This small group weekly seminar is based on the first half (220 hours) of a 525 hour, year long, supervised placement in an approved (PreK-12 grade) school setting. Includes a 75 hour pre-practicum. In the seminar, students will participate in peer supervision and develop their counseling skills through readings, practice, reflection and feedback. Restricted admission. Permission of School Counseling Program Coordinator required.

EDU968B  School Counseling Practicum II  3 Credits
This small group weekly seminar is based on the second half of a 525 hour, year long supervised placement in an approved (PreK-12 grade) school setting. In the seminar, students will participate in peer supervision, and develop their counseling skills through readings, practice, reflection and feedback. Restricted admission. Permission of School Counseling Program Coordinator required.

EDU985A Practicum in Student Affairs I  3 Credits
Prerequisites: 24 credits in the program of the required core courses including EDU719, EDU723 and EDU773
The purpose of the practicum is to place the student in a setting where he/she can become familiar with the role, mission, operation and activities associated with an area within Student Affairs. Includes eight three-hour seminar meetings and a 150 hour supervised practice field experience.

EDU985B Practicum in Student Affairs II  3 Credits
Prerequisite: EDU985A
The purpose of the practicum is to place the student in a setting where he/she can become familiar with the role, mission, operation and activities associated with an area within Student Affairs. Includes eight three-hour seminar meetings and a 150 hour supervised practice field experience.

EDU990 Integration of the Computer in Early Childhood Education  3 Credits
This workshop will include various models for integrating computers into the Early childhood curriculum, software selection, and programming languages. Discussions will focus on current issues and problems presented by students. Both MAC and PC platforms will be utilized.

EDU990C Building Bridges to Success for Handicapped Youth in Transition  3 Credits
(20 hours field experience)
This course is designed for varied personnel working with handicapped students in transition. Students from all cultures, both monolingual and bilingual will be included. It will provide participants with successful strategies to deliver services to adolescent/adult handicapped individuals in varied settings. Focus will be placed on non-discriminatory assessment systems, vocational strategies related to employment and training, support services for successful transition to the community, curricular designs and adaptations, follow-up services and models of inter-agency agreements for cooperating service providers. Exemplary models of school-to-life programs will be presented and discussed.
EDU990E Developing Effective Programs for Special Needs Students in the Mainstream (Pre-practicum Option) 3 Credits
Regular and special education teachers and supervisors will explore appropriate strategies to educate special needs learners in regular classroom settings. Individualized Education Plans, principles and practices of inclusion, instructional strategies and curricular adaptations will be highlighted. 25 hours of field experiences required for students seeking pre-practicum for teaching certification.

EDU990G Issues and Trends in the Education of Language 3 Credits
This course will present the major issues and trends in the education of language minority students in schools throughout the United States. Specifically, the course will present and explore the viewpoint of educational equity in today’s education.

EDU990I Curricular Strategies for the Bilingual/ESL Classroom 3 Credits
This course will provide an understanding of how to design appropriate and relevant instruction for language minority students by accommodating essential cultural and linguistic dimensions in the classroom.

EDU990J Issues and Trends in Cultural Diversity 3 Credits
This course is designed to help students use a knowledge of the concepts and meanings of culture in developing their perceptions of cultural similarities and differences. Special emphasis is given to cultural discontinuities and diversity, acculturation process, minority issues, and interethnic communication. Discussions and research are directed toward developing sensitivities toward implementing multicultural education programs and activities.

EDU990M Enhancing Teacher Responses to Students’ Needs 3 Credits
This course is designed to provide educators with a structured approach to assess students’ needs and respond to their questions and disclosures. Strategies for referring appropriately for students’ needs will be examined. Sources of legal, community and support services will be explored. Special focus on communicating with parents will be included.

EDU990MS Practicum in Middle School Education 3 Credits
The Practicum in Middle School Education addresses the needs of specialists in early adolescents in the middle school setting, in designing and implementing middle school curriculum and programs. The course is concerned with early adolescent developmental issues and curriculum innovations in Middle School Education.

EDU990Q The Elementary Principalship—Factors and Forces Which Impact on Educational Leadership 3 Credits
The workshop will address many of the situational factors involved in the day-to-day management of the elementary school. It is designed for teachers, graduate students, and recently appointed principals whose career objectives include positions of leadership in elementary education. Topics will include the role of interpersonal relationships in effective leadership, succeeding in the selection process, leadership curriculum, blending supervision with evaluation, staff development, and public relations development for your school. Assignments will include preliminary readings prior to the initiation of this institute, classroom interactions and the successful completion of an individual/group project.
EDU990V Nature and Needs of Students with Learning Problems (20 hours field experience) 3 Credits
This course is designed to focus on issues surrounding characteristics, identification, assessment, placement and provision of service to handicapped individuals with cognitive problems from all cultures, and for students both monolingual and bilingual. Includes most recent information on definition, service models and impact of legislation. It is designed for all educational personnel working with specific learning problems.

EDU990X Introduction to Bilingual Education 3 Credits
An introduction to important issues in the education of children whose first language is not English. Topics will include current research and duel language instruction as well as state and national policies and regulations.

EDU990Y Psycho Educational Assessment of Exceptional Students (20 hours field experience) 3 Credits
Prerequisites: EDU990V, EDU991E
This course is designed to give each student the opportunity to develop a foundation in diagnostic/prescriptive techniques for use in designing individual instruction procedures for handicapped children. Contents will include an introduction to formal/informal assessment techniques, standardized tests, and related program planning activities as related to students served under Chapter 766 and PL 94-142. Non-discriminatory assessment for the bilingual child with special needs will be explored.

EDU991B Science Procedures in Elementary Schools 3 Credits
Science in the elementary school should be and can be not only exciting but also enjoyable and meaningful for both the teacher and the student. The reason most elementary school teachers shun science is due to the manner in which they were taught the subject. This exposure to science will show how to understand the few major concepts that are common to all the sciences. And then allow you to learn how to teach the subject as a satisfaction of curiosity rather than as a staid collection of confusing facts that must be memorized.

EDU991E Methods and Materials in the Education of Students with Moderate Special Needs (20 hours field placement) 3 Credits
Prerequisite: EDU990V
This course will deal with the process of designing and implementing instruction for children with mild to moderate learning handicaps. Children from all cultures, both monolingual and bilingual will be addressed. It will involve development of IEP’s (Individual Education Plans), basic instructional sequences utilizing behavioral objectives, implementation of instructional strategies with evaluation of instructional effectiveness.

EDU991K Leadership for Excellence in Early Education 3 Credits
This course emphasizes the role of shared leadership in centers and schools for young children. It considers the role of formal leaders such as principals and directors, as well as the contribution of informal leaders including teachers, union officials and community members. Through the review of theory and research on leadership, the study of organizational culture and the principles necessary to support change, the course will help participants to understand how they may influence the direction and quality of the institutions where they work. Attention will be paid to the development of skills and habits which support effective leaders.
EDU992A Managing Dysfunctional Students in the Classroom 3 Credits
Designed for regular classroom educators as well as special education personnel, this institute will review and investigate ecologies and techniques which will enable dysfunctional students to perform successfully and adapt productively in various educational settings. Participants will develop strategies for dealing with such students and their families within and beyond established educational settings.

EDU992C Managing Attention Deficit/ Hyperactivity Disorders in the Classroom 3 Credits
Designed for parents, regular education teachers, as well as special education personnel, this institute will investigate causes, definitions, characteristics, etiologies, instructional and ecological strategies utilized in the management of Attention Deficit/Hyperactive Disorders (ADHD). Diagnostic procedures-including comprehensive, multidisciplinary models- will be involved with the focus on parental planning and active involvement. Pharmacological considerations (including alternate options), program expectations (options, possibilities, potential) as well as effective management of systems will be included.

EDU992D The Bilingual Student with Special Needs 3 Credits
The background, issues and approaches used in the education of exceptional students who receive bilingual or ESL instruction. The course focuses on assessment and evaluation, placement in special programs; diverse cultural perspectives on disabled students, appropriate curriculum design, and communication with parents of culturally diverse students with special needs. (PreK-12)

EDU997M Education in the Maritime Environment 3 Credits
This course presents opportunities for PreK-12 curriculum development based on the maritime history and culture of Boston’s North Shore. Within a “constructivist,” experiential framework and using local sites as resources, participants explore maritime themes, integrating concepts and skills across the curriculum.

EDU999AN Creating Brain-Compatible Learning 3 Credits
The course presents new research related to the brain and its applications to teaching and learning strategies. It examines learning styles and theories of multiple intelligences. Participants will design learning environments that best suit the diverse instructional needs of students with a better understanding of how they learn.

EDU999C Teaching Children To Write (K-8) 3 Credits
This course presents practical, classroom-tested ways to teach writing effectively. Based on the research of Donald Graves and others, the course shows how to run writing workshops, how to use writing conferences, and how to teach skills in the context of children’s writing. Other topics include evaluation of work, classroom organization and record-keeping, publishing ideas, writing in content areas, and the reading/writing connection. A variety of experiences and materials-from discussions to videotapes-will be used to explain and demonstrate the writing process.
EDU999CS Consulting Services in Special Education 3 Credits
This course is designed with a focus on the home, school and community influences. Issues and interactions are analyzed as especially related to family adjustment in the presence of a handicapped child. Family reactions and behavioral differences are also considered vis-à-vis services to children with various degrees of disability. Emphasis is given to guidance skills and knowledge needed by teachers and other professional workers in the field of Special Education.

EDU999D Workshop for Global Education 3 Credits
This course offers the opportunity to develop curricula and materials for integrating Global Education into the Early Childhood/Elementary course of study. The workshop will present ideas and games appropriate for this age level, explore existing resources for curriculum implementation and hands-on experiences in making materials.

EDU999E A Cooperative Learning 3 Credits
The purpose of this course is to help teachers deal with the interaction patterns in the classroom as they relate to instruction: competitive individualistic, cooperative. Through class activities, readings, and discussion, participants will learn how to use cooperation, competition, and individualization to increase achievement and improve attitudes toward learning, other students, and self. The primary focus of this course will be the skills necessary to develop effective classroom groups: trust building skills, communication skills, leadership skills, and conflict resolution skills. (Appropriate for all grade levels and subjects.)

EDU999EM Teaching Elementary and Middle School Math and Science 3 Credits
Addresses curriculum in mathematics and science at elementary and middle levels based on national and state guidelines for standards of performance. Approach to instruction is constructivist, inquiry-based and cross-disciplinary, incorporating new technologies to enhance teaching and learning.

EDU999ST Introduction to Storytelling (Pre K-8) 3 Credits
This course will introduce students to the history of storytelling, the current revival of storytelling, and the art of becoming a storyteller. Emphasis will be placed on the acquisition of storytelling techniques to use with children in classrooms (PreK-8), nursery schools, day care centers, and libraries. A workshop format designed to help beginners gain confidence prior to sharing their stories with youngsters in group settings will be utilized.

EDU999TT Standards-Based Thematic Teaching in the Early Childhood Curriculum 3 Credits
The use of thematic units to promote curriculum standards in a holistic manner will be discussed. Materials and resources will be presented. Participants will have hands-on experience in the construction of an integrated thematic unit that addresses state and national curriculum standards.

GNE 9432 Violence Against Children: Current Issues for Educators 3 Credits
The course will examine the complex issues of child violence and victimization. Current theory and practice will be highlighted. The intervention process will be identified including the legal, medical and human service responses as they relate to schools. The protective
function of the schools will be explored. Particular emphasis will be placed on investigating the impact of various forms of violence on the teaching/learning environment. Program strategies for each level of the prevention continuum will be identified.

**NGP 700 Due Process Eligibility and the Individual Education Plan**

This course is designed to familiarize participants with the theoretical and practical understandings which impact the daily delivery of special educational services. It will provide regular education and special education teachers with information from existing research, current state policy/procedures and case law that will translate into practical classroom usage. Credit for this course does not apply to graduate degree programs.

**NPG879 Wilson Reading Method - For Use with Special Needs Children Regular Education Spelling**

This course will present the Wilson Language Training Method. This is a multisensory method used to teach the reading disabled child phonological processing. An overview will be conducted of the six syllable types. Hands-on training will be provided in the first six steps of the method, so that the student will acquire the basics of the Wilson. Through daily readings, hands-on training, classroom demonstrations, students will be able to implement this in their own classrooms.

**English**

**ENG700 Early American Literature**

A study of American literature in its social and political context, from its beginnings in New England and Virginia to about 1800. Particular emphasis upon the origins and development of fiction and the first American novels.

**ENG701 American Romantic Movement**

A study of the literature of America from the early nineteenth century to the Civil War, with emphasis on the various manifestations of romanticism in the writings of the period.

**ENG702 Realistic Literature in America**

A study of realistic literature in America from the Civil War to about 1900, with special attention to the political and philosophical background of the period. The course considers works by such authors as Twain, James, and Howells, as well as short stories by other writers of the period.

**ENG703 Naturalistic Literature of America**

An examination of the philosophy, origins and development of literary naturalism and of its social, economic and political context in the United States. Readings selected from Crane, Norris, Wharton, Chopin, London, Sinclair, Oates and others.

**ENG704 Contemporary American Fiction**

A study of the technique and philosophy of significant American writers since World War II, with particular emphasis on those of the sixties and seventies. The reading list currently includes Wolfe, N. West, Bellow, Proce, Capote, J. West, Roth, Southern, Vidal, Eliot, Malamud, O’Connor, Lee, Jones, Williams, etc.