



## EDUCATION

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### Faculty Emeriti

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*Assistant Professors:* Albert S. Committo, Ruth E. Manghue, Jo-Anne Murphy, Rose Pareti

### PROGRAMS OFFERED

#### Bachelor of Science in Education

##### Concentrations

- Early Childhood Education
- Elementary Education
- Middle School Subject Matter Teacher

##### Teacher Certification Programs in

- Early Childhood Education
- Elementary Education
- Middle School Subject Matter Teacher
- Secondary Education

##### Minors

- Secondary Education
- Educational Studies

### PROGRAMS IN EDUCATION

The major in Education offers both licensure and non-licensure programs. Students may major or minor in Education with or without completing a certification program. Education majors must apply separately for admission to a teacher certification program. The Education major includes a professional sequence of Education courses in Early Childhood, Elementary, and Middle School concentrations. Students in the Early Childhood concentration may receive Massachusetts Office of Child Care Services licensure as Director with an additional course in day care teaching and administration.

Licensure programs prepare candidates for Massachusetts licensure as Early Childhood (PK-2), Elementary (Grades 1-6), or Middle School (Grades 5-8). Students seeking an Early Childhood, Elementary or Middle School Subject Matter Teacher licensure must complete a second major in an Arts or Science discipline covered by the teaching certificate. A Secondary Education minor prepares candidates for licensure as High School teachers (grades 9-12) in their major field of knowledge. Licensure programs in Art and Physical Education prepare candidates as teachers in PK – Grade 8 or Grade 5-12 classrooms. (The Graduate School offers Masters programs leading to professional teaching licensure in all these areas.) All certification programs culminate in a full-semester Student Teaching Practicum.

Massachusetts teacher licensure requires (1) the completion of an approved teacher preparation program, and (2) a passing score on the Massachusetts Tests for Educator Licensure (MTEL), and (3) the completion of an Arts or Science major. Our teacher licensure programs are approved by the Massachusetts Department of Education (MADoE) and accredited by the

National Council for the Accreditation of Teacher Education (NCATE). Students completing the major or minor without certification will be prepared to work in a variety of educational roles and settings outside public school classrooms, including child care centers, community education programs, residential centers and private industry. A major in Education also prepares students for graduate work in education- and child-related fields. The major without licensure includes Education courses and field work, and a minor and/or electives.

### Admission to Teacher Licensure Programs

Admission to licensure programs and student teaching practica is a multi-step process. These requirements apply to all students wishing to be accepted into the licensure program, whether they be Education majors or Secondary Education minors. Transfer students will complete the requirements according to the number of credit hours accepted for credit upon acceptance in the major.

#### Step I

By the completion of 30 credits hours students should:

- 1) Meet with their education advisor.
- 2) Complete a practice test for the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL).

#### Step II

By the completion of 60 credits hours students are eligible to apply for the licensure program.

Admission requirements include:

- 1) Grades of "C" or better in Composition I and II and Speech Communication courses.
- 2) A 2.75 overall grade point average.
- 3) A passing score on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure.
- 4) Successful completion of at least one course in Education.

#### Step III

By the completion of 75 credits hours students are admitted to the curriculum/methods courses if the previous requirements have been satisfied. Additional requirements include:

- 1) 3.0 G.P.A. in the Education major or minor and their second major.

Please note: students should prepare for remaining portions of MTEL and speak to their advisor about a schedule for completing test requirements at this time.\*

#### Step IV

Students are admitted to a Student Teaching Practicum if they have met the following requirements:

- 1) A 2.75 overall grade point average.
- 2) A 3.00 grade point average in the Education major or minor, and a 3.00 grade point average in their major and in the School of Arts and Sciences.
- 3) Completion of all prerequisite coursework, including pre-practica field experiences.
- 4) A passing score on the subject matter content portions of the MTEL. \*

\* One or more tests may be required at Step IV, including completion of the Foundations of Reading Test for candidates in Early Childhood and Elementary Programs. Students are encouraged to consult their advisors on a regular basis.

Please note: Teacher Licensure in Massachusetts is subject to regulations by the Massachusetts Department of Education, and those regulations are subject to change by that Department.

### Secondary Education Minor

The Secondary Education minor prepares students with



majors in Arts and Sciences subject matter fields for initial licensure as high school teachers. Students major in the field of knowledge in which the teaching license is sought. Salem State College departments which offer approved secondary education programs in conjunction with their majors are Biology, Chemistry, English, Geography, Foreign Language (Spanish), Geological Sciences (Earth Science), History, Mathematics, and Theatre Arts. PreK-12 subject matter teacher licenses in specialty areas are also offered in Art and Physical Education; please refer to those sections of the catalog for program requirements.

Secondary Education minors must satisfy all standards required under "Admission to Licensure Programs".

**Education Component (27 Credits)**

EDU 252A	The Contemporary High School	3
EDU 254A	Teaching the Adolescent	3
EDU 256A	Responding to Diversity in Contemporary Secondary Schools	3
EDU 260A	Reading and Writing Strategies in Secondary Education	3
EDU ____	Department-based prepracticum methods course	3
EDU ____	Student Teaching Practicum and Seminar	12
Student Teaching Practicum and Seminar	Biology (EDU 496), Business Education (EDU 482), Chemistry (EDU 499) Drama (EDU 490), (EDU 491), Earth Sciences (EDU 497), English (EDU 498), Foreign Language-Spanish (EDU 486, EDU 487), History (EDU 493), Mathematics (EDU 495)	12

**Support Course**

PSY 252 Adolescent Psychology	3
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**Note:** While the above courses are generally applicable to all academic departments, students are advised to consult their major departments for individual variations.

**Art and Physical Education Pre-K-9 or 5-12**

Consult the specific programs for Art Education under Art and Physical Education under Sport, Fitness and Leisure Studies. All students seeking licensure under these programs must satisfy all standards required under "Admission to Licensure Programs".

**Post Baccalaureate Licensure Only Programs**

Consult the Office of Academic Advising or the Teacher Licensure Office.

**Educational Studies Minor**

The Educational Studies minor consists of five (5) courses (15 credits) in Education, selected with the approval of the Education Department Chair. The minor is available to students in any major.

**American Government**

Massachusetts statutes require that all students in programs leading to licensure as teachers must have at least one course in the constitutional basis of American and Massachusetts government. This requirement can be met by taking HIS 204 or by more specific courses such as HIS 208, HIS 318, or HIS 319. It is possible to demonstrate proficiency on an examination administered by the department of History; course credits will be given for the examination. Any course from the above list may also count toward the student's Division III distribution elective requirement.

**CORI Requirement**

Massachusetts law requires that all schools conduct criminal background checks on current and prospective employees, volunteers, school transportation providers, and others who may have "direct and unmonitored contact with children." Students must meet the Criminal Offender Records Information CORI requirements set by local school districts in order to complete pre-practicum field work and student teaching practica. Students unable to meet those requirements will be unable to complete Education Department licensure programs.

**Salem State College Laboratory Schools**

The College hosts four laboratory schools on or near campus where Education students may complete field work at any level of their program, from introductory observation experiences to full-time student teaching. The Salem State Pre-School and the Horace Mann Laboratory School are located on campus, with the Saltonstall School a few blocks away. The Robert Ford School in Lynn, Massachusetts provides an additional lab school opportunity for students in an urban multicultural setting. Students may request placements at these schools depending on course and teacher licensure requirements. Specific teachers within these schools are designated Laboratory School Supervisors with special responsibilities for Salem State Education students.

**Special Student Teaching Programs**

Students who qualify may elect to do one-half of their student teaching Practicum in Yorkshire, England. Supervision of the experience is under the direction of faculty from both Salem State College and Bradford College in the U.K. This program meets all requirements for licensure programs in Early Childhood, Elementary, Middle, or Secondary Education.

When available, Salem State also offers Student Teaching Practica in the classrooms of teacher-leaders specially trained in Math, Science and technology through Massachusetts' Partnership for the Advancement of Learning in Math and Science (PALMS). Qualifying students receive special preparation in these fields in model Early Childhood, Elementary, Middle, or Secondary classrooms.

Other special student teaching experiences are available in extended community schools and in 21st century technology-enhanced classrooms.



Education
Salem State College
Advisor: \_\_\_\_\_

Name: \_\_\_\_\_
Date admitted into Major: \_\_\_\_\_
Transfer credits: \_\_\_\_\_

BACHELOR OF SCIENCE IN EDUCATION
EARLY CHILDHOOD EDUCATION CONCENTRATION

CORE REQUIREMENTS

Competency-Based Skills

- @ Basic College Math
@ Reading Comprehension
@ Computer Literacy

Table with 4 columns: Prefix, Course Number, Course Title, Credits. Includes ENG 101, ENG 103, SPC 101, SFL 194.

Physical Education Activities (1 cr. total)

Table with 4 columns: Prefix, Course Number, Course Title, Credits. Includes SFL courses.

Distribution Sequences (18-20 credits)

Table with 4 columns: Prefix, Course Number, Course Title, Credits. Includes Literature, Lab Science, and History courses.

Distribution Electives (18 credits)

Among the distribution electives, the student must earn at least 3 but no more than 9 additional semester hours in each of the three divisions.

Humanities (Division I)

Table with 4 columns: Prefix, Course Number, Course Title, Credits. Blank rows for student selection.

Science/Mathematics (Division II)

Table with 4 columns: Prefix, Course Number, Course Title, Credits. Includes MAT 123A, MAT 223A, GGR courses.

Social Sciences (Division III)

Table with 4 columns: Prefix, Course Number, Course Title, Credits. Includes GGR, PSY, HIS courses.

(Note: Courses allowable as distribution electives are marked 'D' in the College Catalog or indicated by appropriate footnotes.)

EARLY CHILDHOOD EDUCATION COURSES (36 credits)

Table with 4 columns: Course Number, Course Title, Credits. Includes EDU 105, EDU 203, EDU 208A, EDU 250A, EDU 308.

Table with 4 columns: Course Number, Course Title, Credits. Includes EDU 350, EDU 360, EDU 370.

{These three courses must be taken together.}

Table with 4 columns: Prefix, Course Number, Course Title, Credits. Includes EDU 422.

Education Electives (non-certification)

Table with 4 columns: Course Number, Course Title, Credits. Blank rows for student selection.

Arts or Science Major/Minor/Free Electives (39 credits)

Note: Students in the Early Childhood Teacher Licensure Program must complete a second major in an Arts or Sciences discipline

Table with 4 columns: Course Number, Course Title, Credits. Blank rows for student selection.

- @ Requirements so marked should be completed within the first 53 credits of study...
\* These are required support courses...
\*\* Students in the Early Childhood Teacher Licensure Program...
% Students must take one GGR course...

Total credits for graduation: 127

Effective: 9/04





Education
Salem State College
Advisor: \_\_\_\_\_

Name: \_\_\_\_\_
Date admitted into Major: \_\_\_\_\_
Transfer credits: \_\_\_\_\_

BACHELOR OF SCIENCE IN EDUCATION
MIDDLE SCHOOL CONCENTRATION

CORE REQUIREMENTS

Competency-Based Skills

- @ Basic College Math
@ Reading Comprehension
@ Computer Literacy

Table with 4 columns: Prefix, Course Number, Course Title, Credits. Includes ENG 101, ENG 103, SPC 101, SFL 194.

Physical Education Activities (1 cr. total)

Table with 4 columns: Prefix, Course Number, Course Title, Credits. Includes SFL courses.

Distribution Sequences (18-20 credits)

Table with 4 columns: Prefix, Course Number, Course Title, Credits. Includes Literature, Lab Science, and History courses.

Distribution Electives (18 credits)

Among the distribution electives, the student must earn at least 3 but no more than 9 additional semester hours in each of the three divisions.

Humanities (Division I)

Table with 4 columns: Prefix, Course Number, Course Title, Credits. Blank rows for student input.

Science/Mathematics (Division II)

Table with 4 columns: Prefix, Course Number, Course Title, Credits. Includes MAT and GGR courses.

Social Sciences (Division III)

Table with 4 columns: Prefix, Course Number, Course Title, Credits. Includes PSY 101, SOC 201, and HIS courses.

(Note: Courses allowable as distribution electives are marked 'D' in the College Catalog or indicated by appropriate footnotes.)

MIDDLE SCHOOL COURSES (33 credits)

Table with 4 columns: Course Number, Course Title, Credits, and a blank column for student input. Includes EDU 110, 203, 254A, 255, 260A, 308, 324, 325, 438.

OR EDU ELECTIVES

Table with 4 columns: Course Number, Course Title, Credits, and a blank column for student input. Blank rows for student input.

ARTS OR SCIENCE MAJOR/MINOR

(Students in the Middle School Subject Area Teacher Licensure Program must complete a second major in one of the following Arts or Sciences disciplines: English, History, Spanish, Mathematics, Biology, Chemistry, Geology, Political Science)

An Arts or Science minor is required for non-certification majors.

Table with 4 columns: Course Number, Course Title, Credits, and a blank column for student input. Blank rows for student input.

FREE ELECTIVES

(minimum: 7 credits for certification program students; 24-27 credits for non-certification students.)

Table with 4 columns: Course Number, Course Title, Credits, and a blank column for student input. Blank rows for student input.

- @ Requirements so marked should be completed within the first 53 credits of study (i.e., before Junior status).
\* These are required support courses which may also be used to satisfy the indicated Distribution requirements.
\*\* Students in the Middle School Subject Area Teacher Licensure Program must complete EDU 438 for Licensure.
% Students must take one GGR course in either Division II or Division III.

Total credits for graduation:127

Effective: 9/04



## COURSE DESCRIPTIONS

## EDUCATION

**EDU 100 The Premise of the School 3 credits**

An examination of the philosophical, social, psychological, and historical premises upon which schooling in America has been established. Those premises and practices which have proved to be dysfunctional as well as those which have been especially successful will be analyzed with particular care as cautions and models for continued practice. Three lecture hours and one hour of fieldwork per week. Required for Education majors, Elementary concentration.

**EDU 105 The Premise of the School and Child Care 3 credits**

An examination of the philosophical, social, psychological, and historical premises upon which schooling and child care in America have been established. Those premises and practices which have proved to be dysfunctional as well as those which have been especially successful will be analyzed with particular care as cautions and models for continued practice in child care and school settings. Three lecture hours and one-hour fieldwork per week. Required for Education majors, Early Childhood concentration.

**EDU 110 The Contemporary Middle School 3 credits**

Introduction to the philosophical, social, and psychological foundations of education for early adolescence and the structure of the middle school. Topics will include characteristics of today's middle school population, middle school curriculum, co-curricular programming, and effective instructional strategies. Three hours of lecture per week and two hours guided observation in a local middle school. Required of Education majors, Middle School concentration.

**EDU 200 Principles of Early Childhood Education with Field Experiences 3 credits**

This course explores the teaching/learning processes of the young child. It develops competencies in planning and classroom management, curriculum design and implementation, evaluation techniques, models of Early Childhood Education, child development and language, parenting programs, governmental agencies, and legislation as they impact the curriculum needs of the young child. Students put theories developed in three-hour lectures into practice via a field placement in a setting with young children (two hours weekly).

**EDU 201 Strategies of Teaching with Field Experiences 3 credits**

This course provides an introduction to Elementary Education through class content, lesson planning, and participation in an elementary classroom. Observation and teacher assistance is arranged for two hours a week for the semester and supplement three weekly lectures. Emphases are placed on development of competencies in planning, pupil questioning, and classroom communicating skills as well as innovative methods and practices appropriate to the development level, special needs, and social, ethnic, and linguistic backgrounds of the child.

**EDU 203 Introduction to Children with Special Needs with Field Experiences 3 credits**

This course prepares prospective teachers to understand all types of special needs children. It covers identification of special needs: physical, social, emotional and mental, sensory as well as giftedness. The course includes recent legislation and planning for integrating the special needs child into the regular classroom. Field experiences provide opportunities for student to observe work with children with special needs of various social, racial, and linguistic backgrounds. Three lecture hours and two hours of fieldwork per week. Required of all Education majors, Early Childhood, Elementary and Middle School concentrations.

**EDU 204 Educational Media and Technology 3 credits**

This course is designed to provide Education majors with experiences in the selection, use, production, and evaluation of media teaching and learning materials. The course will include applications to the appropriate subject areas and developmental stages, and focus on media materials and techniques for individualized instruction, special needs materials, and a multi-cultural society. Three lecture hours and one 2-hour laboratory per week.

**EDU 205 Educational Psychology 3 credits**

Emphasizes the application of psychological principles to education. Study of factors affecting learning, retention, and transfer of training, individual differences, language development, motivation, creativity, and group interaction. Elective. Three lecture hours per week.

**EDU 206 Principles of Guidance 3 credits**

This course is designed to introduce prospective teachers to the goals and techniques of guidance and other personnel services available to students and to discuss the teacher's role in relationship to the roles of the other members of the personnel team. Services and functions studied include counseling appraisal, information, resources, placement, and curriculum and program consultation. Elective. Three lecture hours per week.

**EDU 207 Exceptionality and Diversity: Issues and Trends 3 credits**

This course will provide a framework for understanding and practicing special education in today's world. The relevance of the teaching process, placement options and service delivery, litigation and legislation, and philosophical roots will be given special emphasis. Three lecture hours per week.

**EDU 208A Teaching, Learning, and Assessment 3 credits**

This course will focus on the skills and strategies of classroom teaching. Topics include learning and teaching styles; motivation; teacher-student relationships; classroom management; assessment; models of curriculum; and materials, resources, learning tools and technologies. Three lecture hours a week. Required of all Education majors with Early Childhood and Elementary concentrations.

Prerequisite: EDU 100 or EDU 105.

**EDU 250A Language and Literacy Development 3 credits**

This course focuses on the theories and principles of language and literacy development. Topics include literacy development and the reading/writing process, principles of phonemic awareness and language structure, first and second language acquisition, theories of child development relating to language and literacy, and an introduction to children's literature. Three lecture hours per week. Required for all Education majors with Early Childhood and Elementary concentrations.

Prerequisite: EDU 100 or EDU 105.

**EDU 251 The Secondary School: History and Thought 3 credits**

An exploration of the historical and philosophical underpinnings of the American educational experience with a deliberate focus on the secondary school. The rationale for formal education of the young will be examined as a peculiar social phenomenon of western civilization. The Puritan school will establish the precedent that eventuates in the grammar school of the colonies, the high school of the nineteenth century and the comprehensive secondary school of the present day. The correlative role of the college/university in American life will also be charted. Three lecture hours per week. Required of all students in Secondary Education minors.

**EDU 252A The Contemporary High School 3 credits**

Introduces the historical, philosophical, social, political, and psychological foundations of the contemporary U.S./Massachusetts high school. Various administrative structures, social settings, and contemporary issues are examined. Topics include approaches to secondary education, best practices, curriculum organization, national/state educational reforms and curriculum frameworks. Three lecture hours and 2 hours of fieldwork per week. Required for students with Secondary Education minors.



**EDU 254A Teaching the Adolescent (Pre-practicum) 3 credits**

This course will review contemporary instructional techniques and alternatives in the context of field experience. It explores instructional planning, classroom management, and assessment techniques. Students will be able to choose effective approaches to teaching from a variety of possible teaching models. Three lecture hours per week plus 25 hours of field experience. Required of all students in the Bachelor of Science in Education: Middle School concentration and Secondary Education minors. Prerequisite: EDU 110 or EDU 252A.

**EDU 255 The Early Adolescent in Middle School Settings 3 credits**

Addresses the characteristics of early adolescents in general, and, in particular, cultural, social, and familial settings, as well as responsive programs. Some topics include transition between childhood and adolescence; cognitive styles; sex and cultural differences; moral development; teacher-student relationships; and the effect of school organization, curriculum and support services. Three lecture hours per week. Required of Educational Studies majors in the Middle School concentration.

**EDU 255A Instructional Technology for the Secondary School 3 credits**

This course will demonstrate the contemporary array of technological assistance available to the secondary school teacher in today's high school. With an emphasis on how to enhance secondary school instruction the student will learn how to use a wide variety of audio, visual, multimedia, print and non-print instructional technology. Special attention will focus on the latest in computer-based instructional technology. Three lecture hours per week plus lab/field experiences. Required of all students in Secondary Education minors.

**EDU 256A Responding to Diversity in Contemporary Secondary Schools 3 credits**

Addresses the significance of cultural, linguistic, socioeconomic, gender, family style and cognitive differences in the school experience of secondary students. Topics include academic achievement, intercultural relations, school/family/community partnerships, and research-based pedagogical/policy responses effective with diverse groups. Course emphasizes the legal, moral and professional responsibilities of teachers and students. Required of students with Secondary Education minors. Three lecture hours plus one hour of field experience per week. Prerequisites: EDU 252A and PSY 252.

**EDU 260A Reading and Writing Strategies in Secondary Education 3 credits**

Students learn strategies for assisting secondary students with reading and writing in the academic disciplines. Topics include instruction and assessment of literacy skills; the use of textbooks, trade books, and electronic texts; comprehension strategies, vocabulary development, the writing process, study skills, and first and second language and literacy processes. Three lecture hours per week. Required of Education majors with Middle School concentration and Secondary Education minors. Prerequisite: EDU 110 or EDU 252A.

**EDU 300 Teaching Reading, Language, & Children's Literature in the Elementary School with Field Experiences (Pre-Practicum) 3 credits**

A language-based course emphasizing strategies for teaching reading, language and literature to all children in a multi-cultural setting. Contemporary reading and language materials are utilized, including the computer and media to provide alternative approaches for various instructional settings. An eclectic approach will be presented, emphasizing: reading readiness, encoding and decoding skills, vocabulary development, study skills, comprehension, and reading-writing connections, as well as independent and recreational reading. Three lecture hours per week plus field experiences. Required for Education majors, Elementary concentration. Prerequisite: EDU 100, EDU 208A, and EDU 250A

**EDU 306 History and Philosophy of Education 3 credits**

An in-depth analysis of those problems which are formulating the thrust of twentieth century education. Questions to be studied are universal in nature and the foci of these inquires penetrate into matters of import from day care programs up through graduate studies. Proceeding on the assumption that heuristic learning is one of the most meaningful modes of acquiring knowledge, student participation is encouraged. Three lecture hours per week.

**EDU 308 Teaching Strategies in the Multicultural Classroom 3 credits**

This course examines the impact of culture on teaching, learning, and classroom climates. Issues of ethnicity, race, gender, linguistic style, family style, and cognition will be addressed. Includes current theory and research, as well as effective strategies to promote learning, intercultural relations and self-esteem. Three lecture hours and one hour of fieldwork per week. Required for Education majors, Early Childhood, Elementary and Middle School concentrations.

**EDU 309 The Arts and Social Studies in the Elementary School with Field Experiences (Pre-practicum) 3 credits**

Introducing and sustaining a sense of wonder and curiosity about their world, their country, and their neighborhood, through the medium of the arts, will open new vistas of exploration for youngsters as they investigate the physical contours of their planet and the delicate relationships among people through study and research centered on the arts of all nations and peoples. Special emphasis throughout on creativity and critical thinking. Three lecture hours per week plus field experiences. Required for Education majors, Elementary concentration. Prerequisite: EDU 100, EDU 208A, EDU 250A

**EDU 310 Urban Education 3 credits**

This course provides an analysis of the societal and institutional processes and problems, which have a bearing upon the education of children in urban settings. A multi-disciplinary approach is used, supplemented by lectures, guided readings, films, and appropriate fieldwork. Three class hours per week. Offered as needed. Elective.

**EDU 318 Diagnostic and Prescriptive Teaching for Students with Special Needs with Field Experiences 3 credits**

This course provides instruction in the strategies used in including special needs children through individualizing and modifying classroom organization and methods of teaching. Students observe the mainstreaming process in practice in school programs two hours each week. Attention is focused on the role of the classroom teacher in implementing the mandate of Chapter 766, the Comprehensive Special Education Law. Three lecture hours plus one 2-hour laboratory per week. Elective.

**EDU 319A Day Care Teaching and Administration with Field Experiences 3 credits**

Comprehensive and practical day care organization, teaching, and administration are examined as essential elements in stimulating optimal development of the child. Learning through exploration and inquiry in a warm, family-oriented environment places the welfare of the child at the center of an educational process involving the child and his/her parents. A regular feature of this course will be guest lectures and demonstrations by successful professional educators in day care. Three lecture hours per week and occasional field experiences. Satisfies Mass. Office of Child Care Services requirements for teacher-director.

**EDU 320 Literature for Early Childhood 3 credits**

One of the best ways to motivate the child in beginning reading is to share with him/her interesting and exciting literature. This course acquaints the student with what is good and appealing in children's books, and shows ways to present this material to young children in a creative and imaginative manner. Literature programs and books for children are among the required reading for this course. Three lecture hours per week. Elective.

**EDU 321 Literature in the Elementary Grades 3 credits**

A course designed to acquaint the student with quality books of prose and poetry, to present standards for selecting books, and to consider criteria for developing an effective literature program in grades one through six. Children's classics, old and new, will be among the required reading. Techniques for stimulating children to do independent reading, to react creatively to books, and to share reactions with others are stressed. Educational media is demonstrated as appropriate. Three lecture hours per week.

**EDU 322A Teaching Accounting (Pre-practicum) (Q4) 1.5 credits**

A study of methods and subject-matter for teaching high school accounting involving an examination of computers/software for instruction and formulation of performance objectives. Coverage includes peer teaching, written reports of secondary school visitations/observations, and problems relating to teaching business math. Consideration is given to non-traditional instruction and materials for teaching disadvantaged and special needs students. Three lecture hours per week for half a semester. Required of all Business Education majors and minors. Prerequisite: ACC 201. Co-requisite: BTE 117.

**EDU 323A Teaching Basic Business Subjects (Pre-practicum) (Q3) 1.5 credits**

History and development of a philosophy of Business Education including curriculum review of basic business/economic education. Coverage includes: computer access to databases; review of basic business/economic education software; peer teaching; and field-based observations at the secondary school level. Consideration is given to non-traditional instruction and materials for teaching disadvantaged and special needs students. Three lecture hours per week for half a semester. Required of all Business Education majors and minors.

Prerequisites: ECO 200 and BTE 333.

**EDU 324 Language Arts and Social Studies in the Middle School with Field Experience (Pre-practicum) 3 credits**

Review and practice in the teaching of English/Language Arts and Social Studies in middle school and their interrelatedness. Topics include, using literature, writing across the curriculum, group process and research skills, designing interdisciplinary thematic units and teaching strategies for heterogeneous classroom. Three lecture hours per week. Pre-practicum field experience. Required of Education majors in the Middle School concentration.

Prerequisite: EDU 110, EDU 255, EDU 260A.

**EDU 325 Math, Science and Technology in the Middle School (Pre-practicum) 3 credits**

Review and practice in the teaching of Math, Science and Technology in middle school and their interrelationships. Topics include problem solving, communication, reasoning and connections, the changes in curriculum brought about by technological advances, the design and implementation of thematic units, and strategies for teaching heterogeneous groups. Three lecture hours per week. Pre-practicum field experience included. Required of Education majors in the Middle School concentration.

Prerequisite: EDU 110, EDU 255, EDU 260A.

**EDU 326A Teaching Automation Office Procedures (Pre-practicum) (Q1) 1.5 credits**

Course covers analysis of trends and methodologies used in teaching automated office procedures/simulations. Emphasis is placed on current trends concerned with equipment, people, and procedures. Coverage includes discussion/understanding of word processing, peer teaching, and on-site observations in secondary schools. Consideration is given to non-traditional instruction and materials for teaching disadvantaged and special needs students. Three lecture hours per week for half a semester.

Prerequisite: BTE 221 and BTE 225.

**EDU 327A Teaching Keyboarding/Document Formatting (Pre-practicum) (Q2) 1.5 credits**

Coverage includes an analysis of instructional methods of teaching typewriter/computer keyboarding and document formatting (Grades 5-12), keyboarding demonstrations, skill building, unit and daily lesson planning, measurement and evaluation, application/production standards, and peer teaching. Requires on-site observations. Consideration is given to non-traditional instruction and materials for teaching disadvantaged and special needs students. Three lecture hours per week for half a semester. Required of all Business Education majors and minors.

Prerequisite: BTE 209.

Co-requisite: BTE 308.

**EDU 334 Literature for Children in the Elementary Grades 3 credits**

Students study classic and contemporary literature for children in grades one through six. Emphasized in this study are the origins and genres of children's literature; literary elements; strategies for teaching children's literature, and key issues in the field, such as cultural and gender stereotyping and the treatment of sensitive subjects. Three lecture hours per week. Students may receive credits for ENG 334 or EDU 334, but not both. Not open to students who have received credits for EDU 321.

Prerequisites: ENG 102, ENG 103, or ENG 106H.

**EDU 335 Secondary School Curriculum Materials and Methods-English (9-12) (Pre-practicum) 3 credits**

This course surveys a general study of the background and philosophies of teaching English, focuses on methods and materials in the classroom, investigates curriculum issues and professional concerns, analyzes the teaching/learning processes, and responds to social, political, and cultural issues of concern to the NCTE. Pre-practicum field experience. Three lecture hours per week with integrated field experience.

Prerequisite: Permission of the English Department Chairperson, and acceptance into Secondary Certification Program.

**EDU 336 Methods of Teaching a Foreign Language (Pre-practicum) 3 credits**

This course deals with the fundamentals of teaching foreign languages at the elementary, junior, and senior high school levels. Topics include: the theoretical basis of methods, (linguistic and psychological); the foreign language curriculum; audio-lingual methods; techniques of teaching comprehension, speaking, reading, writing, phonology; syntax/morphology; literature and culture; the language laboratory; plans and planning; tests and testing; evaluation, motivation, and aptitude; co-curricula activities and materials. Three lecture hours and two hours of fieldwork per week.

Prerequisite: Successful completion of an intermediate level language course or permission of the Foreign Languages Department Chairperson, and acceptance into Secondary Certification Program.

**EDU 337M Secondary School Curriculum Materials & Methodology in Mathematics (Pre-practicum) 3 credits**

This course culminates pre-practicum courses required for certification in teaching math at the high school level. It prepares the student to effectively teach a modern math curriculum and emphasizes the philosophy and psychological foundations of math education. Current texts and materials are considered, as are strategies, the use of media including computer-assisted instruction, and the relationship of math to societal issues. Three lecture hours and two hours of fieldwork per week.

Prerequisite: Permission of Mathematics Department Chairperson.

**EDU 338A Teaching Art as a Special Subject (Pre-K-8) (Fall) 3 credits**

An exploration of curriculum development utilizing art-learning experiences previously formulated. Students examine and develop units of learning directed toward one specific concept of art or art history. Open only to and required of all Art majors in the Art Education concentration (Pre-K-8). A field component is included requiring classroom observation in local schools. Three lecture hours per week. Not open to students who have received credits for EDU 338.

Prerequisite: ART 307 or ART 307A.



**EDU 339N Teaching Methods in Theatre & Speech Communication (Pre-practicum) 3 credits**

This course introduces a broad spectrum of methods and materials for teaching Theatre & Speech in the schools. On-site examination of Theatre & Speech programs in local schools will be part of this course. Elements of theatre production and speech curriculum will be addressed. Three lecture hours with at least two hours of fieldwork per week. Not open to students who have received credits for EDU 339.

Prerequisite: Acceptance into Certification Program.

**EDU 340 Teaching Technical Theatre in High School (Pre-practicum) 3 credits**

Study of the methods and materials available to design and construct sets and costumes in high schools. Also the study of the modification of contemporary lighting techniques to utilize public school facilities. On site examination of programs and facilities in local schools. Normally meets three lecture hours and two hours of fieldwork per week.

Prerequisite: Acceptance into Certification Program.

**EDU 341 Teaching History and the Social Sciences (Pre-practicum) 3 credits**

Required for certification as a teacher of history, social studies, geography and the behavioral sciences. Course covers educational philosophy, classroom theory and practice, and preliminary field experiences. Three lecture hours plus fieldwork per week.

Prerequisite: Acceptance into Certification Program.

**EDU 343 Principles and Practices of Instruction: Secondary Level (Pre-practicum) 3 credits**

Offered to students interested in the principles of secondary instruction in all subject areas. The principles, methods, and materials of instruction and curriculum planning at the secondary level are studied. General theories of instruction and their implications for the various subject areas during the second half of the semester are considered. Appropriate field experiences are included. It satisfies a prerequisite for student teaching in the secondary education program and is open to others interested in instruction at the secondary level. Three lecture hours and two hours of fieldwork per week.

**EDU 344 Mathematics, Science and Technology in the Elementary School with Field Experiences (Pre-practicum) 3 credits**

Presentation and experience in the following mathematical concepts: numeration experiences and concepts, mental computation, estimation, numerical reasoning, problem solving, time and space, geometrics, models, measurement, graphing, inference, computer experiences and applications to both mathematics and science. A hands-on approach to science will include topics from physical, earth, health and life sciences appropriate for setting and achieving instructional objectives in mathematics and in the sciences. Three lecture hours per week plus field experiences. Required for Education majors, Elementary concentration.

Prerequisite: EDU 100, EDU 208A, EDU 250A

**EDU 345 Teaching Art in the Middle and High Schools (Fall) (Pre-practicum) 3 credits**

An exploration of art curriculum development utilizing instructional and assessment techniques from previous learning experiences. A field component of 20 hours is included requiring classroom observation and assistance in local schools. Required of Art majors in the Art Education concentration (Grades 5-12). Three lecture hours per week, plus field experience.

Prerequisite ART 339, acceptance into Certification Program.

**EDU 350 Reading, Language, and Children's Literature in Early Childhood Education with Field Experiences (Pre-practicum) 3 credits**

Literacy growth will be viewed as part of a developmental continuum progressing from oral language acquisition, speaking, and listening, through the use of language, invented spelling, beginning writing, and emergent reading. Through the reading-writing connection, basal readers, literature-based programs and whole language, an eclectic approach to reading will be presented. Of significance will be the use of this literature to promote any literary development. Three lecture hours per week plus field experiences. Required for Education majors, Early Childhood concentration.

Prerequisites: EDU 105, EDU 208A, EDU 250A.

**EDU 360 The Arts and Social Studies in Early Childhood Education with Field Experience (Pre-practicum) 3 credits**

An exploration of the arts and social studies as they impact upon early learning experiences. Visual and performing arts will be emphasized in a learning environment that helps youngsters become more aware of their physical and social surroundings promoting play that leads to genuine learning. Three lecture hours per week plus field experiences. Required for Education majors, Early Childhood concentration.

Prerequisites: EDU 105, EDU 208A, EDU 250A.

**EDU 370 Mathematics, Science and Technology in Early Childhood Education with Field Experiences (Pre-practicum) 3 credits**

An exploration of how to present basic mathematical concepts to young children in an instructional setting that promotes an understanding of mathematics and leads to further development of fundamental notions about the natural environment through activities that initiate a formal study of the natural sciences. Modern technology will be a primary instrument in the development of these ideas about mathematics and natural science. Three lecture hours per week plus field experiences. Required for Education majors, Early Childhood concentration.

Prerequisites: EDU 105, EDU 208A, EDU 250A.

**EDU 400 Day Care Center Practicum with Field Experiences 3 credits**

This course involves active involvement in day care center activities. This directed experience and the related college seminar (which provides intensive guidance in planning and evaluating suitable teaching/learning processes in day care) offer the opportunity to develop competence in a currently significant specialization in Early Childhood Education. This practicum requires spending a minimum of four hours weekly in a day care center.

Offered as needed. Elective.

**EDU 401 Language Development and Cognitive Growth 3 credits**

Language and cognitive growth in relation to education practice will be studied. The nature and functions of language, theories of language, theories of language acquisition, developmental stages and language assessment will be explored. The relationship of language development to social skills will be examined as will individual differences, dialectical differences, second language acquisition, language deprivation, and language learning disorders. Three lecture hours per week.

**EDU 403 Corrective Teaching of Reading with Field Experiences 3 credits**

Emphasis upon the improvement of reading instruction through diagnosis and individualized correction of reading difficulties. Opportunity is provided for the use of standardized testing information and informal reading diagnosis followed by evaluation, planning and tutoring. Ten weeks of supervised individual and group instruction is culminated by final diagnosis and a formal report. Elective.



**EDU 404 Orientation to Learning Disabilities with Field Experience 3 credits**

Overview of the etiology, symptomatology, and remediation of perceptual learning disorders at the elementary and secondary levels. Orientation to informal and formal assessment techniques and instruments to identify specific learning styles, abilities, and disabilities. Field experience of three hours weekly required. Offered as needed. Elective.

**EDU 405 Myths, Folklore, and Legends in Children's Literature 3 credits**

This course is designed to provide students with a study of myths, folklore, and legends as found in children's literature. Comparison of the literature of selected countries will be made. While serving a wide range of interests, this course will be of particular value to those working with children. Three lecture hours per week. Offered as needed. Elective.

**EDU 406 Education of Gifted and Academically Talented Children with Field Experiences 3 credits**

This course is a study of the nature and needs of gifted children and youth. It will include identification procedures, teaching techniques, curriculum modifications, guidance approaches, and teacher education. Research and evaluation will be considered. Three lecture hours per week. Elective.

**EDU 407 Computer Literacy for Educational Professionals 3 credits**

This course will provide the professional educator with an introduction to the use of computers in education. Through hands-on experiences with computer hardware and related software, each participant will gain a general literacy in the area. This course deals with such topics as: History of computers, simple programming, computer language, evaluation of educational programs, artificial intelligence, and ethical problems. This course satisfies the Competency-based Skills Core requirement in computer literacy. Three lecture hours per week. Elective.

**EDU 408 Adult Literacy 3 credits**

This course will focus on the secondary and adult teaching of reading, stress basic skills and corrective reading instruction and also includes the adult as a learner, assessment, adult literacy education in the United States, involvement of life styles, and cultural dimensions of adult literacy training. Conduct of class will include specific in-depth research project, on-site visits and supervised tutoring. Three lecture hours per week. Elective for Education majors and others with permission of Department Chairperson.

**EDU 410 Internship in Children's Literature 3 credits**

An internship program under the auspices of selected educational, cultural, business, and service organizations will provide students with opportunities to work in areas directly related to their academic interests in children's literature.

Offered as needed. Elective.  
Prerequisite: Permission of Department Chairperson.

**EDU 411 Seminar in International Education 3 credits**

This offering is a study/travel program in a foreign country open to both undergraduate and graduate students. This course is designed to study first hand, the country's educational system and practices as well as cultural aspects by visiting schools, attending small discussion groups, and attending seminars held at local school facilities and interacting with representatives from international educational organizations and agencies. Independent study and travel is also allowed in this eight-day program. Prior to departure, preliminary organizational and orientation meetings are held at Salem State College.

Offered as needed. Elective.

**EDU 412 Symposium in International Education 2-3 credits**

This symposium consists of a series of three weekends of symposia on major issues facing children and world educators. The format will be varied to include seminars, lectures, multi-media presentations, and professional involvement with children. Practitioners involved in all children's services are invited to participate and use this symposium as a form of exchange of ideas and future directions for the betterment of children's rights in the world. Offered as needed. Elective.

**EDU 415 Internship in Community Education 3 credits**

A field experience in community organizations and nonformal educational programs, including social service agencies, after-school programs, community centers, cultural and environmental education sites. Students will learn and practice curriculum design, program development and instructional delivery skills appropriate for community audiences, supervised by college faculty and agency staff. Ten hours per week with weekly two-hour seminar. Elective for Education majors or minors.

Prerequisites: EDU 208A or EDU 254A or permission of the Department Chairperson.

**EDU 422 Student Teaching Practicum-Early Childhood Education 12 credits**

A full-time classroom experience in a local school setting providing the pre-service undergraduate with on-site supervisory support in the classroom and periodical observation and evaluation by a college supervisor at the school placement site. Weekly seminar sessions will also be held throughout this experience for additional instruction in classroom management, teaching strategies, measurement and evaluation. Minimum of 300 clock hours per semester plus weekly seminars. Required for Education major, Early Childhood Licensure Program. All Licensure Program prerequisites must be met prior to practicum assignment.

Prerequisites: EDU 350, 360, 370. Permission of Department Chairperson.

**EDU 432 Student Teaching Practicum - Elementary Education 12 credits**

A full-time classroom experience in a local school setting providing the pre-service undergraduate with on-site supervisory support in the classroom and periodical clinical observation and evaluation by a college supervisor at the school placement site. Weekly seminar sessions will provide additional instruction in classroom management, teaching strategies, measurement and evaluation. Minimum of 300 clock hours per semesters plus weekly seminars. Required for Education majors, Elementary Licensure Program. All Licensure Program prerequisites must be met prior to practicum assignment.

Prerequisites: EDU 300, 309, 344. Permission of Department Chairperson.

**EDU 438 Student Teaching Practicum and Seminar - Middle School 12 credits**

full-time classroom experience of at least 300 clock hours in a local middle school, focusing on two curriculum areas supported by on-site and college supervision. Includes weekly seminars on classroom management, instructional and evaluational techniques, and interdisciplinary curriculum project. Required for Education majors in the Middle School Licensure Program. All Licensure Program prerequisites must be met prior to practicum assignment.

Prerequisites: EDU 324 or 325. Permission of Department Chairperson.

**EDU 452A Practicum in Student Teaching in Art (Pre-K-8) 12 credits**

Supervised student teaching practicum in grades Pre-K-8 throughout a semester will provide a minimum of 300 clock hours in one school setting. Required of Seniors in Art Education. All Licensure Program prerequisites must be met prior to practicum assignment. Not open to students who have received credits for EDU 452.

Prerequisites: Permission of Department Chairperson and Program Coordinator required.



**EDU 453A Student Teaching in Art (5-12) 12 credits**  
 Supervised student teaching practicum in grades 5-12 will provide a minimum of 300 hours in a school setting. Required of Seniors in the Art Education concentration. All Licensure Program prerequisites must be met prior to the practicum assignments. Not open to students who have received credits for EDU 453.  
 Prerequisite: Permission of Department Chairperson.

**EDU 462B Practicum in Student Teaching in Physical Education (Pre-K-9) 6 credits**  
 Supervised student teaching practicum in grades N-9 throughout a semester will provide a minimum of 150 clock hours in one elementary/middle school setting. Required of Seniors in Physical Education seeking both levels of licensure. All department and Licensure Program prerequisites must be met prior to practicum assignment.  
 Prerequisite: Permission of Department Chairperson.

**EDU 462N Practicum in Student Teaching in Physical Education (Pre-K-9) 12 credits**  
 Supervised student teaching practicum in grades N-9 throughout a semester will provide a minimum of 300 clock hours in one elementary/middle school setting. Required of Seniors in Physical Education N-9. All Licensure Program prerequisites must be met prior to practicum assignment.  
 Prerequisite: Permission of Department Chairperson.

**EDU 472B Practicum in Student Teaching in Physical Education (5-12) 6 credits**  
 Supervised student teaching practicum in grades 5-12 throughout a semester will provide a minimum of 150 clock hours in one middle/secondary school setting. Required of Seniors in Physical Education seeking both levels of Licensure. All Licensure Program prerequisites must be met prior to practicum assignment.  
 Prerequisite: Permission of Department Chairperson.

**EDU 473 Practicum in Student Teaching Health Education Pre-K-12 12 credits**  
 Supervised student teaching practicum in grades Pre-K-12 throughout a semester will provide a minimum of 300 clock hours in a public school setting. Required of Seniors in Health Education (Pre-K-12). All Licensure Program requirements must be met prior to practicum assignment.

**EDU 472N Practicum in Student Teaching in Physical Education (5-12) 12 credits**  
 Supervised student teaching practicum in grades 5-12 throughout a semester will provide a minimum of 300 clock hours in one middle/secondary school setting. Required of Seniors in Physical Education 5-12. All Licensure Program prerequisites must be met prior to practicum assignment.

**EDU 482 Practicum in Student Teaching in Business Education (5-12) 12 credits**  
 Supervised student teaching practicum in grades 5-12 throughout a semester will provide a minimum of 300 clock hours in one middle/secondary school setting. Required of Seniors in Business Education (majors and minors).  
 Prerequisite: Permission of Department Chairperson.

**EDU 486 Practicum in Student Teaching in Spanish (P-6) 12 credits**  
 A full-time classroom experience in a local elementary or middle school setting providing the pre-service undergraduate with on-site supervisory support in the classroom and periodic observation and evaluation by a college supervisor at the school placement site. The practice of measuring and evaluating student achievement will also be examined as an integral part of the teaching/learning process. Students are also required to attend weekly seminar sessions. At these weekly sessions additional instruction in measurement and evaluation classroom management and teaching strategies will be given. Minimum of 300 clock hours per semester, plus weekly seminars. Permission of the Department Chairperson and Program Coordinator required. The prerequisites of this course are the successful completion of the Methodology of Teaching Spanish (P-6), as well as the taking and passing of the three parts of the Massachusetts Teachers Test. This course is normally taken during the Senior year.

**EDU 487 Practicum in Student Teaching in Spanish (5-12) 12 credits**  
 A full-time classroom experience in a local middle or high school setting providing the pre-service undergraduate with on-site supervisory support in the classroom and periodic observation and evaluation by a college supervisor at the school placement site. The practice of measuring and evaluating student achievement will also be examined as an integral part of the teaching/learning process. Students are also required to attend weekly seminar sessions. At these weekly sessions, additional instruction in measurement and evaluation, classroom management and teaching strategies will be given. Minimum of 300 clock hours per semester, plus weekly seminars. The prerequisites of this course are the passing of the Communication and Literacy parts of the Massachusetts Teachers Test. This course is normally taken during the Senior year. Permission of the Program Coordinator required. Conducted in Spanish.

**EDU 490 Practicum in Student Teaching in Drama (5-12) 12 credits**  
 Supervised student teaching practicum in grades 5-12 throughout a semester will provide a minimum of 300 clock hours in one middle/secondary school setting. Required of Seniors in Theatre Arts. All Certification Program prerequisites must be met prior to practicum assignment. Permission of Department Chairperson and Program Coordinator required.

**EDU 491, 493, 494, 495, 496, 497, 498, 499 Practicum in Student Teaching in Secondary Education (9-12) 12 credits each**  
 A full-time classroom experience in a local school setting providing the pre-service undergraduate with on-site supervisory support in the classroom and periodic observation and evaluation by a college supervisor at the at the school placement site. The practice of measuring and evaluating student achievement will also be examined as an integral part of the teaching/learning process. Students are also required to attend weekly seminar sessions. At these weekly sessions additional instruction in measurement and evaluation, classroom management and teaching strategies will be given. Minimum of 300 clock hours per semester, plus weekly seminars. Required of all Secondary Education minors seeking provisional certification in Social Studies (EDU 491), History (EDU 493), Geography (EDU 494), Mathematics (EDU 495), Biology (EDU 496), Earth Sciences (EDU 497), English (EDU 498) or Chemistry (EDU 499). All Certification Program prerequisites must be met prior to practicum assignment. Permission of Department Chairperson and Program Coordinator required.

**EDU 500 Directed Studies in Education I 3 credits**  
 Directed study initiated by the student and guided by a qualified faculty member in a specific content area. Course may be repeated for an additional three credits. Elective.  
 Prerequisites: Adequate background for undertaking the study, willingness and expertise of faculty member, and approval of Department Chairperson.

**EDU 600H Honors Research Seminar in Education 3 credits**  
 The major purpose of the Honors Research Seminar in Education is to enable Dean's List students majoring in Education to systematically pursue the research of salient problems in education which are both relevant to education today and of prime concern to them as individuals. Course may be repeated for an additional three credits. Elective for Education majors.  
 Prerequisite: Junior or Senior standing with minimum cumulative grade point average of 3.0.