



Master Degree Programs

for Educators Living and Working Overseas

Traditional Class Setting



Framingham
State University

C. Louis Cedrone
International Education Center



EARN A DISTINCTIVE
MASTER'S DEGREE
FROM THE FIRST PUBLIC COLLEGE FOR THE
EDUCATION OF TEACHERS IN THE UNITED STATES.

FRAMINGHAM STATE UNIVERSITY MISSION



Framingham State University prepares students for a productive life, enhanced by learning and leadership that will contribute to the culturally diverse world of the twenty-first century.

Established by Horace Mann in 1839 as America's first public teacher preparation school, Framingham State University today offers undergraduate and graduate programs encompassing the arts and sciences and professional studies.

Committed to excellence, the Framingham State University learning community comprises teacher-scholars, librarians, students, and staff who promote free inquiry, the respectful exchange of ideas, ethical conduct, and the belief that diversity in its many forms is essential to the educational experience. In an environment that supports active, collaborative learning, students work closely with faculty to engage significant bodies of knowledge and develop their ability to gather and evaluate information, communicate effectively, think critically and creatively, reason quantitatively, and apply information and emerging technologies.

At Framingham State University teaching is the primary role of faculty, who engage in their disciplines through instruction, scholarship, and service on campus and in their professional communities. The University serves as an important educational and cultural center in the MetroWest region of Massachusetts.

A Framingham State University education cultivates thoughtful, responsible local and global citizens, prepares students for a career, and positions them for success.

This handbook summary has been prepared to provide some administrative and academic information about your program. You are responsible for complying with the rules and regulations as prescribed.

DEAN'S MESSAGE

for Educators Living and Working Overseas

A Message from the Graduate Dean



Dear Overseas Educator,

Welcome and thank you for your interest in graduate studies at Framingham State University.

Graduate education and professional training provide exciting opportunities for individuals to focus on compelling topics and long-pondered questions as well as to enhance career opportunities. Our graduate faculty engage in both cutting edge research and expert teaching. These are interactive creative processes that cannot be separated from the creation of knowledge. Our graduate programs prepare students to engage in analysis of local and regional challenges which have global implications.

Since you have selected Framingham State University for your Master degree, we are committed to educating and training you among our diverse body of graduate students. We strive to make the graduate experience rewarding, and we emphasize strong mentoring and partnership with international education sites. The mission for our International Graduate Education Programs is to provide quality and affordable graduate education to overseas teachers and educators, and to position our masters degrees and certificates as world class programs.

I hope that you will take the opportunity to expand your knowledge about our high quality and affordable graduate programs.

Best Wishes,

A handwritten signature in black ink, which appears to read "Yaser M. Najjar". The signature is fluid and cursive, with a long horizontal stroke at the end.

Yaser M. Najjar, Ph.D.

Dean of Graduate Studies

TABLE OF CONTENTS

■ About the International Education Program.....	6
■ Master of Arts Concentration in Educational Leadership.....	8
■ Master of Education Concentration in International Teaching.....	11
Master of Education Concentration in	
■ The Teaching of English as a Second Language.....	15
■ Master of Education Concentration in Special Education.....	18
■ Graduate Certificate Program in Special Needs.....	22
■ Graduate Certificate Program in	
The Teaching of English as a Second Language.....	24
■ Program Schedule.....	26
■ Academic Policies.....	27
■ Admission Procedure.....	30

“The Master Program taught me to become a better person, a responsible citizen and I plan to transmit this knowledge through my psycho-educational books, courses and lectures. Doing so, I will be able to help school teachers and parents regarding special education and behavior disorders at school.

Gustavo Teixeira
*M.Ed. in International
Teaching, Sao Paulo, Brazil, '11*



About Our International Education Program

Framingham State University is pleased to offer graduate degree programs abroad in cooperation with International Education Programs, Inc., a non-profit Massachusetts corporation engaged in education programs worldwide. The University has a long association with International Education Programs Inc. in presenting **a unique opportunity for educators and teachers living abroad** to advance both professionally and academically while working in an overseas assignment.

The C. Louis Cedrone International Education Center offers hybrid online and on-site instruction by our distinguished faculty culminating in a degree in Master of Education, Master of Arts, or a Graduate Certificate.

For over 171 years, Framingham State University has prepared teachers through innovative and high quality programs. The University was established in 1839 as the first public college in America to offer teacher preparation programs. Today, Framingham State University graduates are teaching throughout the United States, Canada, Mexico, in Central and South America, Europe, The Middle East, Asia, and Africa. We welcome you to this growing network of professionals.

Framingham State University is fully accredited by the New England Association of Schools and Colleges, Inc. (NEASC), as well as other national and regional agencies and organizations. The program courses are recognized and sanctioned by the Southern Association of Schools and Colleges.

Program Information

The International Education program allows two professors to teach on-site during school vacations to provide matriculated students the opportunity to experience a concentrated graduate program. Pre-course assignments are given to the students 4-6 weeks ahead of the scheduled courses in order to prepare for the on-site component of the course. It takes at least two to two and a half years to complete all program requirements.

Faculty

Our faculty includes professors from Framingham State University as well as a consortium of university and college professors from the greater Boston area as well as across the United States. The majority of our faculty hold terminal degrees in their discipline.

Technology

Framingham State University maintains a sustained commitment to providing the best possible information technology services as part of each student's overall experience. Interactive learning environments made available on the Internet are integrated throughout the curriculum. The institution ensures that students are exposed to the application of technology as it applies to their majors, professional career, and as a more general tool for learning.

Resources

Off campus students in the International Education program are provided with the same outstanding university resources and support as those who reside locally. This includes online access to over 70,000 electronic journals at the Henry Whittemore Library to meet your learning, teaching, and research needs.

Programs to Fit Your Schedule

Distinguished Faculty

Affordable Tuition

MASTER OF EDUCATION

Concentration in Educational Leadership

(International Education Program, Non-Licensure Track)



The master of arts with a concentration in educational leadership is designed to provide qualified and experienced educators with the knowledge and skills necessary to assume leadership positions in schools. The program emphasizes the role of school leader as collaborator and creator of a supportive and stimulating environment for children and teachers. Courses are provided in an intensive format and require prior readings, pre-course, and post-course assignments. Although this program has no formal practicum experience all courses in the program will contain field based experiences related to that subject area. This program has no attachments such as licensure.

Admission Requirements

1. The applicant must have earned a bachelor's degree from an accredited college or university. An applicant with a foreign degree must submit official transcripts for a general evaluation. Names of accredited agencies are available upon request.
2. The applicant should have a preferred quality point average of 2.7 on a 4.0 scale.

Degree Requirements

The degree consists of ten (10) courses, which include three (3) core courses and seven (7) concentration courses. As a culminating experience, each student is required to complete a portfolio.

Education Core Courses

- EDUC 991** Philosophy of Education and Teaching Practice
- EDUC 998** Language Development and Communication
- EDUC 999** Research and Evaluation

Concentration Courses

- EDLE 927** Advanced Teaching Strategies
- EDLE 938** Technological Applications for School Leaders
- EDLE 947** A Systems Approach to Educational Finance
- EDLE 948** Legal Issues and Concerns in Education
- EDLE 970** Curriculum Design: Theory and Practice
- EDLE 986** Collaborative Leadership and Organizational Change
- EDLE 987** Supervision and Staff Development.

The Framingham State University/International Education Programs master of arts in educational leadership is designed to prepare students for positions of leadership in school settings. It recognizes the importance of field based experiences in relation to academic study and therefore requires that students arrange non-credit leadership learning opportunities under the supervision of school administrators or directors. The nature of each site-based experience will vary according to the unique career paths of each student. Description and documentation of field based experiences will be the responsibility of the student and the cooperating administrator/director from the school. This should be included in the portfolio.

Core Course Descriptions

EDUC 999 Research and Evaluation

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

EDUC 991 Philosophy of Education and Teaching Practice

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

EDUC 998 Language Development and Communication Considers typical and atypical language acquisition and development in children. Topics covered include differences between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implication of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

Concentration Course Descriptions

EDLE 927 Advanced Teaching Strategies

Designed to help educators become more skilled and versatile in their application of teaching strategies, including guided discovery, discussion formats, questioning skills, inquiry training, cooperative groupings, and individualized formats. Students design a comparative study of teaching strategies, including lesson materials and evaluative instruments, to be conducted in a current or future classroom setting, depending on each student's circumstances. The course analyzes research findings, comparative research designs, and the relationship between teaching strategies and learning styles.

Concentration Course Descriptions continued...

EDLE 938 Technological Applications for School Leaders

Covers the essentials of technology needed to facilitate school based leadership. Emphasizes the technology skills required for supervision of instruction in technology enhanced classrooms. Approaches to integrating technology into the development of curriculum and to fostering the professional development of staff in the area of technology are included. Ways to strengthen school-home relationships through distance learning and instruction driven web sites are also explored. Students enhance their technological skills while creating a context for working with teachers and instructional technology specialists within K-12 learning environments.

EDLE 947 A Systems Approach to Educational Finance

An examination of the financial relationship between and among the five major systems of a school- curriculum, infrastructure, supervision, evaluation, and professional development. Students develop an understanding of the theoretical foundations of education, the laws, and regulations pertaining to school finance, grant development and management, the interrelationship between education and municipal financing, and the development of a school based financial plan.

EDLE 948 Legal Issues and Concerns in Education

Offers participants the opportunity to learn the interactions between public education and the law stressing the notion of Preventive Law. Topics covered may include: employment of public school employees; curriculum, religion and schools; freedom of expression; discrimination and harassment; special education; discipline; and the implications of current federal and state statutes.

EDLE 970 Curriculum Design: Theory and Practice

Provides students with a curriculum update in the major subjects of schooling with special emphasis on student assessment, teaching strategies, learning styles and interdisciplinary curriculum development. Students create a model for designing, implementing, and evaluating curriculum in a chosen discipline. Curriculum concepts are integrated in ways which are meaningful to various cultural groups and minorities. Factors which determine the success of curriculum change, including a needs assessment, will be considered.

EDLE 986 Collaborative Leadership and Organizational Change

Examines school organizations and cultures; forms of school governance; the change process; and the concept of collaboration among administrator, teacher, parent and the community leaders as a means of bringing about more effective schools. Proposals for reconceptualizing schools are reviewed. This course will include a field based training component.

EDLE 987 Supervision and Staff Development

Understanding and supporting the development of teachers is a major emphasis of this course. Students will acquire interpersonal and technical skills to assist them in working with people in their roles as supervisors, consultants, and advisors, and in improving the quality of instruction in schools. New development in the field of supervision (e.g., mentoring, group clinical supervision, beginning teacher induction programs, and study groups); issues related to supervising in schools, (e.g., working with the multicultural and multi-ethnic staff), and recent supervision research are examined. This course will include a field based training component.

MASTER OF EDUCATION

Concentration in International Teaching (General Education)



The Master of Education Degree in International Teaching is a special program developed for teachers working in American and International schools abroad. It consists of nine 4-credit graduate courses in Education (36 credits overall) and the successful completion of a comprehensive portfolio. The curriculum for this program was specifically designed to meet the needs of a diverse teacher population and provide a balanced curriculum, addressing major education topics and issues relevant to all instructional levels. The courses provide a background in educational foundations and philosophy, instructional strategies, curriculum design, research, and Teaching English as a Second Language.

Admission Requirements

1. The applicant must have earned a bachelor's degree from an accredited college or university. An applicant with a foreign degree must submit official transcripts for a general evaluation. Names of accredited agencies are available upon request.
2. The applicant should have a preferred quality point average of 2.7 on a 4.0 scale.

Degree Requirements

The degree requires eight (8) core courses and one (1) elective. As a culminating experience, each matriculated student in the International Education Program (IEP) will be required to complete a portfolio to be submitted at the end of the student's final course and presented to the Center for IEP at Framingham State University.

Required Courses (8)

EDUC 999	Research and Evaluation
EDUC 921	Supervision, Staff Development, and Collaborative Leadership
LTRC 920	Issues and Strategies in Reading and Literacy Instruction
SPED 924	Special Education in the Regular Classroom
EDUC 925	Curriculum: Theory and Practice
EDUC 926	Issues and Influences in Education
TESL 928	English as a Second Language and Cross-Cultural Awareness
EDUC 932	Creative Teaching Techniques and Utilization of Multimedia

Elective Course (1 required)

Elective course is determined by program coordinator and reflects local interest and needs. Possible electives are listed below:

LTRC 926	Teaching the Writing Process
EDLE 927	Advanced Teaching Strategies
SPED 960	Assessment of Learning Problems
SPED 963	Behavior and Classroom Management
EDUC 991	Philosophy of Education and Teaching Practice
EDUC 998	Language Development and Communication

COURSE DESCRIPTIONS

Required Core Courses

EDUC 921 Supervision, Staff Development and Collaborative Leadership

Emphasizes issues affecting the professional teacher and staff. Students practice Interpersonal and technical skills to assist them in working with others and in improving the quality of classroom instruction. The course explores principles of change, trends and models of staff development, issues related to sharing leadership among teachers and administrators, and the development of a professional culture in schools.

LTRC 920 Issues and Strategies in Reading and Literacy Instruction

Emphasizes prominent issues facing literacy education today. Basic concepts, approaches, and strategies essential for good literacy teaching will be addressed. Topics include the nature of early literacy acquisition, comprehension and word analysis strategies, literature and reader response, use of alternative or authentic assessment, with emphasis on portfolios, classroom organization and management strategies, family literacy, and the influence of cultural and linguistic diversity on reading instruction.

EDUC 999 Research and Evaluation

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

SPED 924 Special Education In the Regular Classroom

Examines the theories and treatment of students with special needs in the regular classroom. Included are major theories, current research, analysis of model programs, diagnoses, materials, strategies and multi-disciplinary factors.

EDUC 925 Curriculum: Theory and Practice

Examines theory and practice in curriculum development and evaluation. Emphasis is placed upon K-12 curriculum objectives, models of curriculum and relationships of curriculum to basic texts.

EDUC 926 Issues and Influences In Education

Examines issues and influences that affect education and educational practice. Attention is given to the special character of overseas education. Emphasis is placed on understanding and strategy building.

EDUC 932 Creative Teaching Techniques and Utilization of Multimedia

An introduction to the appropriate use of media methods and creative techniques that improve classroom communication. Familiarization with available instructional multimedia and its proper utilization will be stressed. Emphasis also on organizational development and analyzing effective presentation strategies. There are opportunities, when appropriate, for on-site production experiences.

TESL 928 English as a Second Language and Cross-Cultural Awareness

Emphasis on philosophy, methodology, materials and research related to the teaching of English as a second language. Attention is given to teaching situations that include students from various cultural backgrounds.

Elective Courses

By the conclusion of the second class of the master's program, one of the following courses will be selected to meet individual site needs.

LTRC 926 Teaching the Writing Process

Addresses the fundamental principles of teaching the writing process. Using a writing workshop model, topics covered will include journal writing, the writer's notebook, the reading-writing connection, the mini-lesson, writing in the content areas, literature and writing, and assessment of writing. Students will create a writer's portfolio.

EDLE 927 Advanced Teaching Strategies

Designed to help educators become more skilled and versatile in their application of teaching strategies, including guided discovery, discussion formats, questioning skills, inquiry training, cooperative groupings, and individualized formats. Students design a comparative study of teaching strategies, including lesson materials and evaluation instruments, to be conducted in a current or future classroom setting, depending on each student's circumstances. The course analyzes research findings, comparative research designs, and the relationship between teaching strategies and learning styles.

SPED 960 Assessment of Learning Problems

Observation, recording and analysis of children's behaviors through culturally sensitive formal and informal assessment. Diagnostic tests in areas of cognitive, affective, psycho-motor and social development, and approaches such as archival research, the development of narrative reports, and portfolio assessment techniques are used. Collaboration with other professionals to develop a comprehensive assessment of the student's abilities is an integral part of the course. Translation of results into meaningful educational practice is stressed.

SPED 963 Behavior and Classroom Management

Designed to familiarize students with management strategies including behavior and psycho-dynamic approaches appropriate for classroom implementation as well as home-school behavior management. Many theories are explored with provisions for teachers to select options in order to meet the individual needs of students in a small and large group setting. Class participants learn how outside agencies can be utilized to affect student behavior. Focus is systematic data collection, objective reporting, and various methods of reinforcement to elicit appropriate behavior.

EDUC 991 Philosophy of Education and Teaching Practice

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

EDUC 998 Language Development and Communication

Considers typical and atypical language acquisition and development in children. Topics covered include differences between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implication of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.



Earn a distinctive Master of Education degree from the first public college for the education of teachers in the United States.

MASTER OF EDUCATION

Concentration in The Teaching of English as a Second Language

(International Education Program, Non-Licensure Track)



The master of education with a concentration in the teaching of English as a second language (TESL) is designed for teachers who are currently teaching overseas and who have a strong interest in second language related issues. It provides the theoretical and practical knowledge to be a competent and effective teacher of English as a Second/ Foreign language. Courses are provided in an intensive format and require prior readings, pre-course, and post-course assignments. The program of study culminates in a final portfolio. (Students seeking licensure as a teacher of ESL follow the regulations of the state from which they seek licensure. Massachusetts teachers are referred to the M.Ed. with a concentration in English Language Learners.)

Admission Requirements

1. The applicant must have earned a bachelor's degree from an accredited college or university. An applicant with a foreign degree must submit official transcripts for a general evaluation. Names of accredited agencies are available upon request.
2. The applicant should have a preferred quality point average of 2.7 on a 4.0 scale.

Degree Requirements

A minimum of 10 courses is required for graduation. As a culminating experience, each matriculated student is required to complete a portfolio at the end of the student's final course. Portfolios are to be submitted to the Center for International Education Programs (IEP) at Framingham State University.

Education Core Courses

- EDUC 991** Philosophy of Education and Teaching Practice
- EDUC 998** Language Development and Communication
- EDUC 999** Research and Evaluation

TESL Concentration Courses

- TESL 901** Language Structure: Phonetics and Morphology
- TESL 902** Language Structure: Syntax, Semantics, and Pragmatics
- TESL 913** Current Issues in Second Language Acquisition
- TESL 920** Technology in the Second Language Classroom
- TESL 936** The Teaching of Second Language Skills
- TESL 948** Teaching Reading and Writing in the English Immersion Classroom
- TESL 966** Seminar in Applied Linguistics

Core Course Descriptions

EDUC 999 **Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

EDUC 991 **Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

EDUC 998 **Language Development and Communication**

Considers typical and atypical language acquisition and development in children. Topics covered include differences between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implication of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.

TESL Concentration Course Descriptions

TESL 901 **Language Structure: Phonetics and Morphology**

An introduction to the universal linguistic properties of sound systems and the basic features of the sound system of English. The rules of word formation and aspects of morphological typology are also examined. English is compared and contrasted with other languages.

TESL 902 **Language Structure: Syntax, Semantics, and Pragmatics**

An introduction to the ways in which words are organized to form sentences and how words and syntactic structure combine to yield meaning. The combining of sentences into conversations to express a range of attitudes and relationships is also covered. English is compared and contrasted with other languages.

TESL 913 **Current Issues in Second Language Acquisition**

A review of recent research and theories of and second language acquisition and the factors that lead to successful second-language acquisition. The ways in which children cope with multi-linguistic systems and function in school are explored.

TESL Concentration Course Descriptions continued...

TESL 920 **Technology in the Second Language Classroom**

An exploration of the use of current technologies in teaching and learning in the second language and foreign language classroom. Attention is given to technologies that enhance collaboration, communication, and creativity among learners. Includes the design of lesson plans that incorporate technologies such as Wikis, Blogs, Podcasts, and other collaborative web-based tools for classrooms.

TESL 936 **The Teaching of Second Language Skills**

An examination of the theories and sheltered principles for developing the language skills of listening, speaking, reading, and writing for second language learners. Special attention is given to second language learners in bilingual or multilingual classrooms. Language assessment instruments are studied. Individual and social variables that affect performance are treated.

TESL 948 **Teaching Reading and Writing in the English Immersion Classroom**

Explores reading theory and research and their application in shaping and developing literacy skills in English language learners. Balanced reading instruction, specific sheltered English literacy strategies that include vocabulary development and measures for assessing literacy skills form the core of this course.

TESL 966 **Seminar in Applied Linguistics**

An advanced seminar whose topics change from term to term. Topics in sociolinguistics, discourse analysis, and conversational analysis are considered.



All programs are fully accredited
by the New England Association
of Schools and Colleges.

MASTER OF EDUCATION

Concentration in Special Education

(International Education Program, Non-Licensure Track)



The master of education with a concentration in special education prepares the overseas teacher to teach students with moderate disabilities.

Admission Requirements

1. The applicant must have earned a bachelor's degree from an accredited college or university. An applicant with a foreign degree must submit official transcripts for a general evaluation. Names of accredited agencies are available upon request.
2. The applicant should have a preferred quality point average of 2.7 on a 4.0 scale.
3. The applicant must submit satisfactory scores on the Graduate Record Examination General Test.

Degree Requirements

The degree requires successful completion of twelve (12) courses. An oral comprehensive examination is required of all students as the culminating experience. A professional portfolio must be completed and presented prior to the oral comprehensive examination as part of the degree program. The exam is taken during the student's final semester of study.

Education Core Courses (3)

- EDUC 991** Philosophy of Education and Teaching Practice
- EDUC 998** Language Development and Communication
- EDUC 999** Research and Evaluation

Electives (1)

All students must select an elective course from an academic content area.

Concentration Courses (8)

- LTRC 907** Literacy Instruction
- LTRC 930** Literacy Instruction for Diverse Learners
- SPED 956** Curriculum Development and Modification
- SPED 960** Assessment of Learning Problems
- SPED 962** Developmental Patterns of Children with Special Needs
- SPED 963** Behavior and Classroom Management
- SPED 964** Collaborative Educational Planning
- SPED 937** Connecting Mathematical Concepts and Teaching

Core Course Descriptions

EDUC 999 **Research and Evaluation**

Focuses on practical research related to students, curriculum, and schools. Research methodology, including technology, is used to improve teaching, learning, and the educational setting. Students complete a content-specific research project related to their designated graduate program.

EDUC 991 **Philosophy of Education and Teaching Practice**

Deals with an understanding of educational philosophies as the basis for educational practice; with the development of one's own educational philosophy; and with the use of philosophical bases to address issues of instruction, (e.g. individual assessment, appropriate communication, and equality in education).

EDUC 998 **Language Development and Communication**

Considers typical and atypical language acquisition and development in children. Topics covered include differences between first and second language acquisition, the communication process, the relationship between the language of the school and the language of the community. Implication of ethnic, linguistic, psychological, and cultural differences among children for language learning are explored.





Concentration Course Descriptions

LTRC 907 Literacy Instruction

Addresses principles of reading and writing instruction at all levels and includes reading and writing process, skills and strategies, phonemic awareness and phonics, approaches, instructional materials, and informal assessment.

LTRC 930 Literacy Instruction for Diverse Learners

Addresses differentiated instruction in reading and writing including assessment, learner profiles, instructional design, and implications for literacy learning. Students design and implement a literacy program for learners with disabilities.

SPED 956 Curriculum Development and Modification

Examines various curriculum designs to determine realistic goals for students with different learning styles. Classroom structure and design, cooperative learning, peer tutoring, social skills coaching, alternative communication approaches, and team teaching are strategies that are explored. Emphasis is placed on collaborative planning of curriculum units (academic, vocational, life skills), by the interdisciplinary team that address the needs and strengths of each student. Students develop curriculum units, conduct field tests, evaluate and modify their plans.

SPED 960 Assessment of Learning Problems

Observation, recording and analysis of children's behaviors through culturally sensitive formal and informal assessments. Diagnostic tests in areas of cognitive, affective, psycho-motor and social development, and approaches such as archival research, the development of narrative reports, and portfolio assessment techniques are used. Collaboration with other professionals to develop a comprehensive assessment of the student's abilities is an integral part of the course. Translation of results into meaningful educational practice is stressed.

Concentration Course Descriptions Continued...

SPED 962 Developmental Patterns of Children with Special Needs

Reviews the developmental sequence from birth through adulthood with emphasis on understanding various pervasive and developmental delays and disabilities. Appropriate educational planning that supports the cognitive, linguistic, social/emotional and physical growth of students in an integrated setting will be examined. Particular emphasis is placed on the interdisciplinary team approach that supports collaboration between the general education classroom teacher and other personnel to provide an appropriate program for students with special needs.

SPED 963 Behavior and Classroom Management

Designed to familiarize students with management strategies including behavior and psychodynamic approaches appropriate for classroom implementation as well as home-school behavior management. Many theories are explored with provisions for teachers to select options in order to meet the individual needs of students in a small and large group setting. Class participants learn how outside agencies can be utilized to affect student behavior. Focus is on systematic data collection, objective reporting, and various methods of reinforcement to elicit appropriate behavior.

SPED 964 Collaborative Educational Planning

Preparation and review of individual educational plans to comply with existing federal legislation, state laws, and eligibility guidelines. Exemplary practices including in-class delivery of special services are addressed. Students identify appropriate resources and agencies for effective collaboration including those necessary to facilitate a smooth transition to adult services.

SPED 937 Connecting Mathematical Concepts and Teaching

Designed for teachers to investigate the major mathematical concepts and content found in the Massachusetts Mathematics Curriculum Framework, in order to improve their understanding and recognition of connections within the mathematical curriculum. By analyzing classroom cases, participants learn to identify mathematical concepts with which students struggle. Teachers improve their ability to communicate mathematical ideas to students.

**The Framingham State University
International Graduate Programs are
geared to make teachers better teachers
and administrators better administrators.**

GRADUATE CERTIFICATE PROGRAM in Special Needs



The Graduate Certificate in Special Needs is designed for overseas teachers in inclusive general education classes in elementary, middle and secondary settings. Other individuals who may benefit from participation in this certificate program are administrators and interested parents.

Admission Requirements: Applicants applying for a graduate certificate must have earned an undergraduate degree from a regionally accredited college or university with a minimum undergraduate quality point average (qpa) of 2.7. Students not meeting this requirement may be reconsidered for admission after completing one (1) prescribed course in the certificate program.

Transfer Credit: No transfer credits allowed in this certificate program.

Time Limits: Students are given up to four (4) calendar years to complete the certificate program. Students who cease taking courses for one full calendar year will be considered inactive. Upon returning to active status, they would be readmitted under the curriculum in place.

Academic Dismissal: Students who are enrolled in a graduate certificate program and receive one grade below B- will be subject to immediate dismissal. Upon notification, the student will have one semester to make a formal written appeal of the dismissal to the Graduate Education Council.

Completion Requirements:
Students must have a minimum B- average or above in the certificate program in order to graduate.

Curriculum Requirement:

The following four (4) courses are required for the Certificate in Special Needs:

SPED 956	Curriculum Development and Modification
SPED 962	Developmental Patterns of Children with Special Needs
SPED 963	Behavior and Classroom Management
LTTC 908	Fundamentals of Teaching Diverse Learners

SPED 956 Curriculum Development and Modification

Examines various curriculum designs to determine realistic goals for students with different learning styles. Classroom structure and design, cooperative learning, peer tutoring, social skills coaching, alternative communication approaches, and team teaching are strategies that are explored. Emphasis is placed on collaborative planning of curriculum units (academic, vocational, life skills), by the interdisciplinary team that address the needs and strengths of each student. Students develop curriculum units, conduct field tests, evaluate and modify their plans.

SPED 962 Developmental Patterns of Children with Special Needs

Reviews the developmental sequence from birth through adulthood with emphasis on understanding various pervasive and developmental delays and disabilities. Appropriate educational planning that supports the cognitive, linguistic, social/emotional and physical growth of students in an integrated setting will be examined. Particular emphasis is placed on the interdisciplinary team approach that supports collaboration between the general education classroom teacher and other personnel to provide an appropriate program for students with special needs.

SPED 963 Behavior and Classroom Management

Designed to familiarize students with management strategies including behavior and psychodynamic approaches appropriate for classroom implementation as well as home-school behavior management. Many theories are explored with provisions for teachers to select options in order to meet the individual needs of students in a small and large group setting. Class participants learn how outside agencies can be utilized to affect student behavior. Focus is on systematic data collection, objective reporting, and various methods of reinforcement to elicit appropriate behavior.

LTRC 908 Fundamentals of Teaching Diverse Learners

Provides fundamentals of effective teaching practices that promote access to the general curriculum for students with disabilities and other diverse needs in general education and special education settings. The focus is on understanding students as learners while exploring a variety of approaches, strategies, and adaptations to interaction, instruction, learning activities and assessment. Emphasis is on the teacher's roles, tasks, and responsibility for designing, organizing, and managing delivery of instruction using research-based practices such as Universal Design for Learning, differentiated instruction and individual accommodations.

“The information I received and knowledge I gained will have a positive impact on the future lives I touch. I thank Framingham for continuing to make these opportunities available to the international students.”

Donna Dixon
*M.Ed. in International Teaching,
Honduras, '04*
*M.Ed. in Educational Leadership
Honduras, '11*

GRADUATE CERTIFICATE PROGRAM in The Teaching of English as a Second Language



The Graduate Certificate in The Teaching of English as a Second Language is intended for mainstream teachers whose classrooms include English language learners whose limited language level hinders academic performance. The goal of the program is to provide teachers with the theoretical and practical knowledge needed to identify English language learners' needs and promote learning and academic success for these students.

Admission Requirements: Applicants applying for a graduate certificate must have earned an undergraduate degree from a regionally accredited college or university with a minimum undergraduate quality point average (qpa) of 2.7. Students not meeting this requirement may be reconsidered for admission after completing one (1) prescribed course in the certificate program.

Transfer Credit: No transfer credits allowed in this certificate program.

Time Limits: Students are given up to four (4) calendar years to complete the certificate program. Students who cease taking courses for one full calendar year will be considered inactive. Upon returning to active status, they would be readmitted under the curriculum in place.

Academic Dismissal: Students who are enrolled in a graduate certificate program and receive one grade below B- will be subject to immediate dismissal. Upon notification, the student will have one semester to make a formal written appeal of the dismissal to the Graduate Education Council.

Completion Requirements:

Students must have a minimum B- average or above in the certificate program in order to graduate.

Curriculum Requirements: *A total of four (4) courses are required:*

<i>One (1) course from the following:</i>	TESL 901	Language Structure: Phonetics and Morphology
	TESL 902	Language Structure: Syntax, Semantics, and Pragmatics
<i>One (1) course from the following:</i>	TESL 920	Technology in the Second Language Classroom
	TESL 948	Teaching Reading and Writing in the English Immersion Classroom
<i>The following two (2) courses:</i>	TESL 913	Current Issues in Second Language Acquisition
	TESL 966	Seminar in Applied Linguistics

- TESL 901 Language Structure: Phonetics and Morphology**
An introduction to the universal linguistic properties of sound systems and the basic features of the sound system of English. The rules of word formation and aspects of morphological typology are also examined. English is compared and contrasted with other languages.
Note: This course satisfies the M.Ed. in Spanish program requirement of Romance linguistics study.
- TESL 902 Language Structure: Syntax, Semantics, and Pragmatics**
An introduction to the ways in which words are organized to form sentences and how words and syntactic structure combine to yield meaning. The combining of sentences into conversations to express a range of attitudes and relationships is also covered. English is compared and contrasted with other languages. Note: This course satisfies the M.Ed. in Spanish program requirement of Romance linguistics study.
- TESL 920 Technology in the Second Language Classroom**
An exploration of the use of current technologies in teaching and learning in the second language and foreign language classroom. Attention is given to technologies that enhance collaboration, communication, and creativity among learners. Includes the design of lesson plans that incorporate technologies such as Wikis, Blogs, Podcasts, and other collaborative web-based tools for classrooms.
- TESL 948 Teaching Reading and Writing in the English Immersion Classroom**
Explores reading theory and research and their application in shaping and developing literacy skills in English language learners. Balanced reading instruction, specific sheltered English literacy strategies that include vocabulary development, and measures for assessing literacy skills form the core of this course.
- TESL 913 Current Issues in Second Language Acquisition**
A review of recent research and theories of second-language acquisition and the factors that lead to successful acquisition. The ways in which children cope with multi-linguistic systems and function in school are explored.
- TESL 966 Seminar in Applied Linguistics**
An advanced seminar whose topics change from term to term. Topics in sociolinguistics, psycholinguistics, discourse analysis, and conversational analysis are considered.

International Education Programs Inc.
has been providing overseas courses for
almost forty years. Thousands of teachers and
administrators are alumni of our graduate programs.



PROGRAM SCHEDULE

The Standard Program

Candidates for the degree take all nine courses in succession. Each course requires completion of a project which is a direct outgrowth of the course and is completed during the class phase of the instructional program. The purpose of the project is to utilize course materials, concepts, and techniques in improving the learning experience at the classroom, department, or school level. The project must be approved by the course instructor.

The degree program offers four required courses annually to coincide with administrative school closings, normally during January and the summer months. Each nine course cycle (36 semester hours of credit), is offered during four consecutive sessions extending over two years.

Course Organization

To maximize the value for participants, each course will be developed through the following three phases:

Pre-Class Work

Instructors for each course prepare course materials to be available to each student approximately four to six weeks prior to the first day of class. Utilizing the university's online resources such as Blackboard and the off campus databases of the Whittemore Library, the pre-course assignments will contain specific instructions for their use in preparation for the first class meeting. Some assignments may necessitate writing short research papers, answering topical questions, defining issues and problems, or raising questions to be dealt with during the course.

On-Site Instruction

The course instructor will be on-site at the American/International overseas school for approximately two weeks. This provides an excellent opportunity for students and faculty to work with one another in a wide range of situations. The availability of the instructor for counseling and one-on-one discussion during much of the day is a unique feature.

Class Work

All students must complete a project approved by the course instructor during the on-site instruction phase. This activity will be a direct outgrowth of the course, utilizing the concepts, techniques, and course materials for the improvement of learning experiences at the classroom, division or school level where the teacher is assigned.

ACADEMIC POLICIES

Grading Systems

Framingham State University uses the following marking system:

Grade	Quality Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F	0.0
WF	0.0

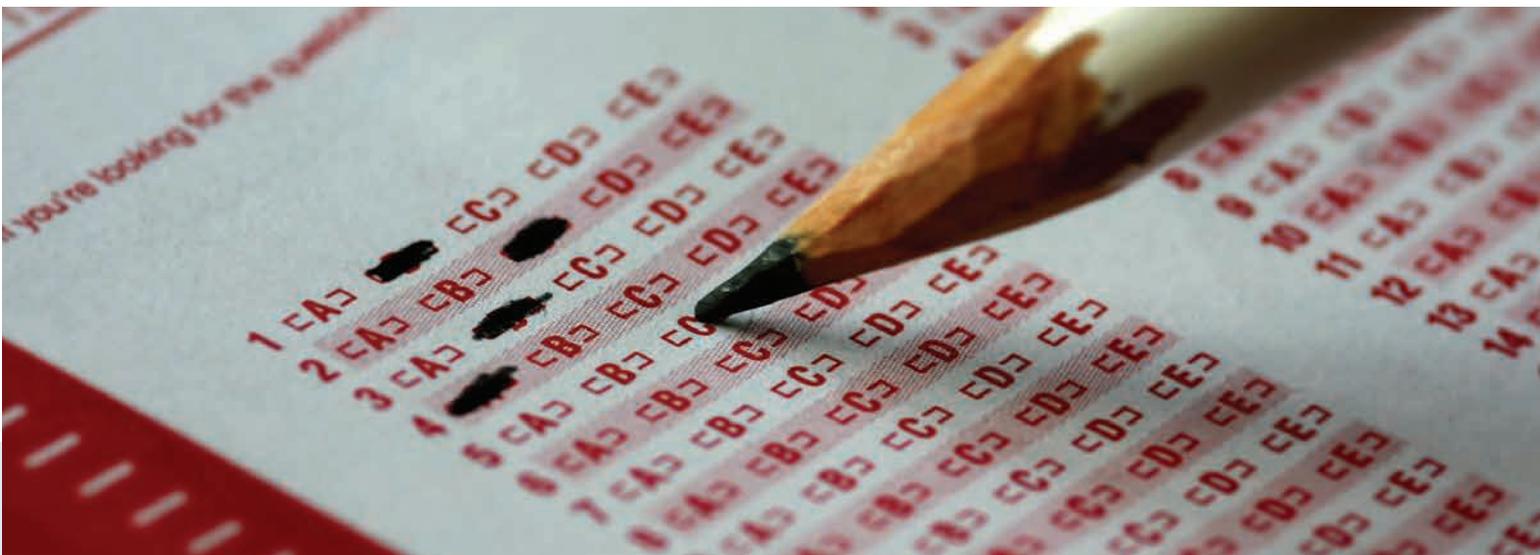
Note: Any grade below a C is recorded as an F and has 0.00 value. Pass-Fail or Satisfactory-Unsatisfactory grades are not accepted for graduate study. Only grades earned at Framingham State University are included in the student's quality grade point average. Grade reports are made available to the student at the end of each semester.

Academic Dismissal

A graduate student who accumulates more than two grades below B- in two distinct courses, or one grade below C- in any course completed after admission, is subject to immediate dismissal. However, upon notification of the dismissal, the student will have up to one semester to make a formal written appeal. Appeals are addressed to the Graduate Education Council.

Requests For Transcripts

In order to request a transcript please submit the request in writing to the Registrar's Office at Framingham State University. The cost is \$3.00 per copy. Check or money order is made payable to: Framingham State University. Transcripts may also be ordered online at www.framingham.edu/Registrar/transcripts.htm.



Incompletes and Withdrawals

A grade of Incomplete (IC) will be given only under extenuating circumstances. Incompletes must be resolved prior to the end of the next semester, including the summer semester. Unless an extension is granted, all incomplete grades automatically become F's at this time.

Responsibility for completing remaining course requirements and for removal of an Incomplete rests entirely with the student. Should there be need for communication, the student should write directly to the Office of International Education Programs.

Withdrawal (W) is allowed when compelling reasons make a student's continuation in the course impossible. If withdrawal is necessary during the on-site instructional phase, the student should notify the instructor/s of the course/s from which he/she withdraws. If withdrawal becomes necessary at any other time the student should inform the Office of International Education Programs in writing.

Withdrawal may also be imposed (or mandated) by the Dean when a student fails to meet course and/or program requirements.

University Policy Regarding Academic Honesty

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty.

Academic honesty requires but is not limited to the following practices:

appropriately crediting all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work; and observing the policies regarding the use of technical facilities.

Infractions of the Policy on Academic Honesty include, but are not limited to:

1. Plagiarism: claiming as one's own work the published or unpublished literal or a paraphrased work of another. It should be recognized that plagiarism is not only academically dishonest but also illegal.
2. Cheating on exams, tests, quizzes, assignments, and papers, including the giving or acceptance of these materials and other sources of information, without the permission of the instructor(s).
3. Unauthorized collaboration with other individuals in the preparation of course assignments.
4. Submitting without authorization the same assignment for credit in more than one course.
5. Use of dishonest procedures in computer, laboratory, studio, or field work. Further clarification on academic honesty will be provided, when appropriate, in individual courses.
6. Misuse of the university's technical facilities (computer machinery, laboratories, media equipment, etc.), either maliciously or for personal gain. Examples include but are not necessarily limited to:
 - a. Accessing the private files of another person or agency without express permission.
 - b. The unauthorized use of technical facilities for purposes not connected with academic pursuits.

When evidence indicates that a student has improperly used a technical facility, an appropriate supervisor (faculty or staff member) may take appropriate action reflecting the seriousness of the infraction, ranging from a verbal warning to, but not beyond, denial of use of the facility. If course-work has been plagiarized, the supervisor will also inform all concerned faculty members, who may take action as described in the procedures for handling cases of alleged infractions of academic honesty.

INFORMATION ON PORTFOLIO

As a culminating experience, each matriculated student, in the International Education Program (IEP) and Framingham State University is required to complete a portfolio to be submitted at the end of the final course and sent to the IEP office at Framingham State University.

The portfolio which includes an introductory page one typewritten page for each course and a one page overall summary is composed of the following parts:

- An introductory page of one or two paragraphs that gives a brief biographical sketch about you as a student and professional educator.
- For each course, a summary of an assignment, project or a course experience that was especially meaningful to you.
- A self-reflective statement that discusses how each course contributes to your ability to become a more effective educator and life-long learner. This part should also discuss how you plan to apply what you have learned from this course.
- At the conclusion of all course work, the student should prepare a summary statement that describes how the overall program has contributed to you professionally as an educator and a life long learner.

The portfolio will receive a pass/fail grade. It will be reviewed by IEP/FSU to determine if it has met the requirements stated above. It will be filed in the IEP office at Framingham State University. You should submit the portfolio within 30 days after your final course. The M.Ed. Degree will not be granted until the portfolio has been accepted and filed in the IEP office. Your portfolio will not be returned, therefore you should make a copy of each entry for your own record.



Instructions to students regarding the portfolio requirement

Please use attached student checklist, available on our website, when submitting your portfolio. You should file the papers in a manila or plastic folder (Three ring binders are too bulky and not recommended.) Submit the completed folder to the C. Louis Cedrone International Education Center at Framingham State University, 100 State Street Framingham, MA 01701.

Your portfolio is not meant to be an evaluation of the courses or instructors. Your portfolio should make references to course activities and experiences, and avoid statements that sound like a critique of the course or the instructor.

ADMISSION PROCEDURE

The following are general requirements for admission.

Application

Applicants must possess an undergraduate degree from a regionally accredited institution of higher education and submit an official copy of their undergraduate transcripts. An applicant with a foreign degree must submit official transcripts for a general evaluation. Names of accredited agencies are available upon request. Two letters of recommendation are required. One letter must be from an employer or supervisor, and the other must be from a faculty member who has taught the candidate at the collegiate level if the candidate has attended classes in the last five years.

Also required is a 500-word typed essay on the student's philosophy of education. Graduate applications are available from the site coordinator or may be downloaded from our website at www.framingham.edu. Applications are accepted year round.

Courses Before Admission

Students are allowed to enroll in no more than two graduate courses before formal admission to the graduate program. Courses taken before admission must be completed with a grade of B- or better.

Time Limits

Completion of program (Programs of 10 courses) All requirements for the degree must be completed within six (6) years from the end of the semester in which the first graduate course is completed.

Course Registration

1. Registration for courses will be handled by the Center for International Education on site at the overseas school where the program is to be held. Registration forms will be provided by Framingham State University.
2. The pre-course assignment will be distributed through the overseas school where the program is housed approximately thirty days prior to the first day of class.
3. The International Education Committee and the Dean at Framingham State University will process all applications and will be responsible for notifying students of their acceptance or rejection.

Transfer of Credits

Courses recently completed at another regionally accredited college or university prior to official admission may be approved at the time of admission if a course description is provided with the student's application. Courses undertaken for transfer credit after admission must have prior approval in writing from the Executive Director of IEP. Courses accepted in transfer must meet academic criteria similar to those established for Framingham State University courses. Professional development courses, even at the graduate level, will not be accepted in transfer toward a master's degree. Transfer credit is limited to two graduate courses (eight semester hours) passed with a grade of B- or better. A course description and official transcript of courses requested for transfer must be on file prior to approval. Courses used to fulfill the requirements of another degree cannot be accepted.

Transfer credit may be allowed on a course basis as opposed to a credit hour basis for courses carrying three semester hours of credit (or their equivalent in quarter hours) when the advisor believes that the content of the course is generally comparable in scope and depth with the four credit courses provided by Framingham State University. Approval of the Executive Director of IEP is also required.

Students wishing to transfer courses valued at less than three semester hours may do so at the discretion of the Dean and the program advisor but in a ratio that guarantees that the total credit hours of the transfer courses equal or exceed those of the Framingham State courses replaced.

RESOURCES

Ensuring student success is our primary goal.

Overseas students receive the same level of support as students taking classes on campus.

Campus Library Resources

Off-campus Library Access is available to all students. Students may access library services and databases directly from the library home page using their Blackboard login.

Reference librarians are also available to help students choose appropriate resources for a particular research topic. Call 508-626-4654 to speak with a reference librarian or e-mail the librarians at: reference@framingham.edu.

Students may also take advantage of the “Ask a Librarian” discussion board in some online courses. By adding this resource, students are placed in direct contact with library staff and receive one-on-one support for their research and writing assignments. Professors who offer this service work with an assigned librarian in advance of the assignment. This program was started in the spring 2005 semester and is used by one quarter of the faculty who teach online.

Blackboard Learn

Blackboard Learn is the most recent name for the eLearning platform most identify as Blackboard. The upgrade to Blackboard Learn is the result of the university’s nine month review of eLearning options. Blackboard Learn connects faculty, students and staff anywhere, anytime there is an internet connection. Blackboard is used by faculty and students to share information and course materials, to engage in critical thinking activities and for collaborating online. It is also now accessible from a mobile device.

myFramingham

myFramingham is a secure website providing FSU student, faculty and staff campus communications, targeted information, and the ability to check grades and schedules. In a nutshell, myFramingham is Framingham State University’s campus portal.

For more information about applying to the program or if you are interested in starting a new site location in your area please contact:

Joyce Fahey, Associate Director
Framingham State University
phone: 508-626-4964 • fax: 508-626-4030
email: jfahey@framingham.edu

Advancing Worldwide Educational Opportunities.



To learn more, visit www.framingham.edu

