

EDUCATION

Chair: Jeanne Canelli

Professors: Charles R. Beck, Cathleen Buydoso, *Diane L. Lowe

Associate Professor: Jeanne Canelli

Assistant Professors: Katherine L. Hibbard, Kelly Kolodny

Coordinator of Field Placements: Peter Dittami

**Sabbatical: Spring 2006*

Adjunct Faculty

Professors: Margaret Lidback, Marguerite Mahler,
Barbara Curtin Milot

Associate Professor: Julia Scandrett

Assistant Professors: Joyce Cutler, Thomas Krainz

Instructors: Teresa Sellarole, Mary-Ann Stadler-Chester

Curriculum Library Coordinator: Mary Pat Craig

PROGRAMS LEADING TO EDUCATOR LICENSURE

At Framingham State College, students will meet the requirements for the Initial license as an Early Childhood Teacher (Pre-K - 2) or Elementary Teacher (1 - 6) through completion of a coordinate major in education. Secondary Education students minoring in Education may obtain an Initial license in the following fields: studio art, biology, chemistry, English, French, history, mathematics, Spanish, and world languages. Students may obtain middle school level licensure in earth science (5 - 8) or in the secondary subjects listed above with the completion of additional requirements. Students may also obtain the Teacher of Health/Family and Consumer Sciences Initial license (all levels), and Teacher of Visual Art (Pre-K - 8) by special arrangement with the Art and Music Department. Since 1998, students seeking initial licensure at any level have been required to obtain a satisfactory score on the Massachusetts Test for Educator Licensure (MTEL), formerly named the Massachusetts Educator Certification Test.

PROGRAM INFORMATION

Framingham State College, the first public college in America to offer teacher preparation, continues to be in the forefront in teacher education, most recently in the area of teaching with technology. Teacher preparation students use wireless laptop computers and digital cameras in their technology-enhanced courses and student teaching. The teacher preparation programs listed above include a series of pre-practicum courses that enable students to address subject matter defined in the Massachusetts Curriculum Frameworks while preparing for the student teaching experience. The success rate of our students on the Massachusetts Test for Educator Licensure is rooted in a strong liberal arts and sciences curriculum, supported by excellent education courses and academic support services that include test preparation workshops.

All programs of teacher preparation at the College are approved by the Commonwealth of Massachusetts. Students enrolled in initial licensure programs during the academic year 2003-2004 totaled 370, with an additional 144 seeking second certification through masters pro-

grams. Of these, 93 were in programs of supervised student teaching, which requires 300 hours of student participation, averaging 25 hours per week over a semester. In 2003-2004, 15 faculty members, 10 full-time and 5 part-time, participated as supervising faculty for student teaching, with a student/faculty ratio of 5:1. By the end of the academic year, 93 program completers had taken one or more components of the Massachusetts Test for Educator Licensure with the following pass rates reported to both U.S. and Massachusetts Departments of Education:

Test Field	College Pass Rate	Statewide Pass Rate
Basic Skills		
Communication and Literacy-Reading	100%	100%
Communication and Literacy-Writing	100%	99%
Both Reading and Writing	100%	99%
Academic Content Areas		
Early Childhood	100%	96%
Elementary	100%	99%
Secondary Disciplines	*	*
All Content Areas	100%	96%
Summary Totals for All Tests	100%	95%

* Rates for specific secondary subjects - history, English, mathematics, biology, earth science, visual art, French, Spanish, and home economics – are not calculated because fewer than ten students took the same assessment test.

PROGRAMS IN EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Students who plan to become early childhood teachers (pre-K through grade 2) or elementary teachers (grades 1 through 6) fulfill the following components to meet the 32-course requirement for graduation, arranged to allow completion in four years:

Twelve (12) specified general education courses (outlined in 1 below).

Twelve (12) courses in an Interdisciplinary Major in Liberal Arts and Sciences, with a specialization in language arts, social sciences, natural sciences and mathematics, or geography and earth science; or a traditional major in a liberal arts and sciences discipline (2A or 2B below).

Eight (8) education courses in either the elementary or early childhood coordinate major (3A or 3B below).

In addition to requirements in these three areas, all candidates for educational licensure shall be required to pass the Massachusetts Test for Educator Licensure (MTEL), which will assess communication and literacy skills; subject matter knowledge; and foundations of reading. The Massachusetts Test for Educator Licensure is administered in the months of September, November, February, May, and July. The College will comply with state-mandated licensure requirements, which are subject to change.

1. GENERAL EDUCATION REQUIREMENT

All students at the College must satisfy a general education requirement consisting of courses that fulfill the twelve (12) general education goals. The courses listed below, with subjects related to the Massachusetts Curriculum Frameworks, are required for students in the Coordinate Major in Elementary Education and are recommended for students in the Coordinate Major in Early Childhood Education.

Goal(s)		Course
1	21.110	Expository Writing
2	43.110	College Mathematics I
3	61.—	Any language course
4, 12	21.261	American Writers I or 21.262 American Writers II
4, 11	21.203	Global Perspectives in Literature
5	84.160	Image, Sound, and Structure: An Approach to Art and Music
6	53.109	Introduction to Physical Science
7	23.101	Biological Concepts
8, 11	32.155	The Comparative History of World Civilizations
9, 11	22.110	World Regional Geography
9	42.200	Psychology of Development
10	32.151	U.S. History to Reconstruction or 32.152 U.S. History since Reconstruction

2. INTERDISCIPLINARY MAJOR IN LIBERAL ARTS AND SCIENCES OR TRADITIONAL LIBERAL ARTS AND SCIENCES MAJOR

A. INTERDISCIPLINARY MAJOR IN LIBERAL ARTS AND SCIENCES

Students may elect the Interdisciplinary Major in Liberal Arts and Sciences, a choice appropriate only in combination with the Coordinate Major in Early Childhood or Elementary Education. The Interdisciplinary Major consists of twelve (12) courses in one of four specializations, described below. **Note:** Some of the required general education goals are fulfilled through the Interdisciplinary concentration or the Liberal Art or Science major.

LANGUAGE ARTS (IDE) (Home Department-English)

General Education: Specific general education courses are required or recommended for coordinate majors, as outlined in 1 above. However, students choosing the Language Arts specialization will fulfill goals 4 and 12 through literature courses taken in the major, leaving one general education elective and one free elective. Suggested electives: courses in history, child psychology.

Interdisciplinary Major with Specialization in Language Arts (Twelve Courses):

Writing (choose one):

- 21.225 Introduction to Journalism
- 21.282 Creative Writing
- 21.284 Prose Writing

- 21.286 Professional Writing
- 21.333 Critical Writing

Science (choose one):

- 33.103 General Chemistry
- 33.131 Science-Environment and Health
- 53.241 Introduction to Meteorology
- 53.251 Introduction to Astronomy
- 73.231 Physical Geology
- 73.246 Oceanography

Mathematics (choose one):

- 43.120 College Mathematics II
- 43.117 Introduction to Statistics
- 43.123 College Algebra
- 43.200 Precalculus
- 43.201 Intuitive Geometry

One (1) Grammar Course:

- 21.297 English Grammar

Five (5) Literature Courses:

- 21.204 Literary Study
- One children's literature course
- Three (3) literature courses (not children's literature and at least one at the 300-400 level)

Two (2) courses in speech, drama, or film from the following:

- 71.115 Introduction to Speech Communication
- 71.201 Oral Interpretation of Literature
- 71.212 Drama Workshop
- One Film Course

One (1) additional elective in children's literature, writing, speech, drama, film, or literature**SOCIAL SCIENCES (IDD)****(Home Department-History)**

General Education: Specific general education courses are required or recommended for coordinate majors, as outlined in section 1 above. However, students choosing the Social Sciences specialization will fulfill goals 8 and 10 through history courses taken in the major, leaving one general education elective and one free elective. Suggested electives: courses in literature, child psychology.

Interdisciplinary Major with Specialization in Social Sciences (Twelve Courses):

Writing: 32.250 Historical Research and Writing

Science (choose one):

- 33.103 General Chemistry
- 33.131 Science-Environment and Health
- 53.241 Introduction to Meteorology
- 53.251 Introduction to Astronomy
- 73.231 Physical Geology
- 73.246 Oceanography

Mathematics (choose one):

- 43.120 College Mathematics II
- 43.117 Introduction to Statistics
- 43.123 College Algebra
- 43.200 Precalculus
- 43.201 Intuitive Geometry

Six (6) History Courses:

- 32.151 U.S. History to Reconstruction
- 32.152 U.S. History since Reconstruction
- 32.153 Western Civilization to the Renaissance
- 32.154 Western Civilization since the Renaissance
- 32.— Two intermediate level history courses
(one must be outside North America or Europe)

Three (3) Geography Courses:

- 22.— A regional geography course at the 200-level
(not North America or Europe)

One (1) of the following:

- 22.250 Geography of the United States and Canada
- 22.251 Geography of New England

One (1) of the following:

- 22.201 Economic Geography
- 22.206 Political Geography
- 22.211 Cultural Geography
- 22.212 Geographic Perspectives on the Environment

NATURAL SCIENCES (IDA)**(Home Department-Physics and Earth Sciences)**

General Education: Specific general education courses are required or recommended for coordinate majors, as outlined in section 1 above. Students choosing the Natural Science specialization must substitute 53.201 Introductory Physics for 53.109 Introduction to Physical Science to fulfill general education goal 6.

**Interdisciplinary Major with Specialization in Natural Sciences
(Twelve Courses):****Writing (choose one):**

- 21.225 Introduction to Journalism
- 21.282 Creative Writing
- 21.284 Prose Writing
- 21.286 Professional Writing
- 21.333 Critical Writing

Mathematics: 43.200 Precalculus

Two (2) Biology courses:**One (1) course from the following:**

- 23.250 Horticulture
- 23.251 Vascular Plant Taxonomy
- 23.252 Biology of Non-vascular Plants

One (1) course from the following:

- 23.220 Animal Behavior
- 23.232 Invertebrate Zoology
- 23.234 Comparative Vertebrate Physiology

Three (3) Chemistry and Food Science courses:

- 33.103 General Chemistry or
- 33.107 Principles of Chemistry
- 33.201 Organic Chemistry

One (1) course from the following:

- 33.108 Principles of Chemistry and Quantitative Analysis (with permission)
- 33.131 Science - Environment and Health
- 33.151 Principles of Food Science

Three (3) Earth Science courses:**Choose from the following:**

- 53.241 Introduction to Meteorology
- 53.251 Introduction to Astronomy
- 73.231 Physical Geology
- 73.246 Oceanography

Two (2) free electives**GEOGRAPHY AND EARTH SCIENCE (IDR)****(Home Department-Geography)**

General Education: Specific general education courses are required or recommended for coordinate majors, as outlined in section 1 above. However, students choosing the Geography and Earth Science specialization will take the required geography course and fulfill goal 6 through courses taken in the major, leaving one general education elective and one free elective. Suggested electives: courses in history, literature, child psychology.

Interdisciplinary Major with Specialization in Geography and Earth Science (Twelve Courses):**Writing (choose one):**

- 21.225 Introduction to Journalism
- 21.282 Creative Writing
- 21.284 Prose Writing
- 21.286 Professional Writing
- 21.333 Critical Writing

Science: 33.103 General Chemistry

Mathematics (choose one):

- 43.120 College Mathematics II
- 43.117 Introduction to Statistics
- 43.123 College Algebra
- 43.200 Precalculus
- 43.201 Intuitive Geometry

Five (5) Geography courses:

- 22.101 Introduction to Human Geography
- 22.110 World Regional Geography
- 22.2— Any regional geography course at the 200-level

Choose two (2) of the following:

- 22.201 Economic Geography
- 22.206 Political Geography
- 22.211 Cultural Geography
- 22.212 Geographic Perspectives on the Environment
- 22.230 Geography of Natural and Man-Made Hazards

Four (4) Earth Science courses:

- 53.241 Introduction to Meteorology
- 53.251 Introduction to Astronomy
- 73.231 Physical Geology
- 73.246 Oceanography

B. TRADITIONAL LIBERAL ARTS AND SCIENCE MAJOR

Elementary Education: Changes in Massachusetts Department of Education regulations governing elementary teacher preparation became effective October 1, 2001 and affect students graduating after October 1, 2003. The regulations specify that curricula must include upper and lower level arts and sciences coursework, covering composition; American and world literature; U.S. and world history; geography; economics; child development; science laboratory work; and mathematics and science coursework appropriate for the elementary school teacher. These subjects follow the Massachusetts Curriculum Frameworks and are covered on the Massachusetts Test for Educator Licensure. The Interdisciplinary Major, with specializations described in 2A, fulfills these requirements. However, students may also choose from among traditional liberal arts and sciences majors. Majors in mathematics, history, English, and geography are appropriate and may be completed within 32 courses over a four-year period. While students are not precluded from choosing other traditional majors, such choices will require more than 32 courses, and more than four years, to complete. Students will be required to complete general education courses listed in section 1 above, as well as any specified by the major department.

Early Childhood Education: Massachusetts Department of Education regulations do not specify curricular guidelines in subject matter for students seeking licensure in early childhood education. Students in this program may choose the Interdisciplinary Major or traditional majors mentioned above for elementary teacher preparation. Other majors that may be completed in 32 courses over four years are Art, Modern Languages, and Psychology; majors not mentioned may require additional coursework. The general education courses listed in section 1 above are recommended, but not required, for Coordinate Majors in Early Childhood Education.

3. COORDINATE MAJOR IN EDUCATION

Over the four years, students will complete one of the following sequences, depending on the level of licensure sought. The initial courses, 14.200 Education in American Society with Field Study I and 42.200 Psychology of Development, are to be taken during the sophomore or junior year.

A. EARLY CHILDHOOD EDUCATION (ECC)

(Pre-K - Grade 2 Licensure)

- 14.200 Education in American Society with Field Study I
(taken during the sophomore or junior year)
- 14.320 The Young Child: Emerging Literacy with Field Study II
- 14.374 Early Childhood Curriculum: Mathematics and Science with Field Study III
- 14.376 Early Childhood Curriculum: Reading, Social Studies, and
Special Needs (14.374 and 14.376 must be taken together)

The Professional Semester (four courses)

- 14.431 Early Childhood Professional Practicum A
(Credit - two courses)
- 14.432 Early Childhood Professional Practicum B
(Credit - two courses)

B. ELEMENTARY EDUCATION (ELC)

(Grades 1 - 6 Licensure)

- 14.200 Education in American Society with Field Study I
(taken during the sophomore or junior year)
- 14.322 The Child and Literacy with Field Study II
- 14.341 Elementary Curriculum: Mathematics with Field Study III
- 14.346 Elementary Curriculum: Science, Social Studies, and Special
Needs (14.341 and 14.346 must be taken together)

The Professional Semester (four courses)

- 14.437 Elementary Professional Practicum A
(Credit - two courses)
- 14.438 Elementary Professional Practicum B
(Credit - two courses)

DECLARATION OF THE COORDINATE MAJOR IN EARLY CHILDHOOD OR ELEMENTARY EDUCATION AFTER MATRICULATION

After matriculating at Framingham State College, students who wish to be considered for the Coordinate Major in Early Childhood Education or Elementary Education must meet the following requirements:

1. Cumulative quality point average (QPA) of at least 2.70.
2. A "C+" or higher grade in 14.200 Education in American Society with Field Study I, if already taken. Students must have completed at least eight (8) courses, including 21.110 Expository Writing or equivalent and one mathematics course.
3. A passing score on the Communication and Literacy component (reading and writing) of the Massachusetts Test for Educator Licensure.
4. Application submitted to the Education Department before October 1 for admission in the spring semester, and before February 15 for admission in the fall semester.

PROGRAM IN SECONDARY EDUCATION

Students who plan to teach at the high school or middle school level must choose a major in a specific discipline, with a minor in Secondary Education. Programs in Secondary Education (both levels) are offered in studio art, biology, English, health/family and consumer sciences, history, mathematics, and modern languages. In addition, middle school licensure may be obtained in earth science, and high school licensure in chemistry.

SECONDARY EDUCATION MINOR

Teacher of School Subjects 8 - 12: Biology, Chemistry, English, History, Mathematics

- 14.200 Education in American Society with Field Study I
- 42.200 Psychology of Development
- 14.315 Professional Preparation and Field Study II: Methods, Special Education, and Technology for High School (credit - two courses)
- 14.410 Student Teaching Practicum and Seminar I: High School (credit - two courses)
- 14.411 Student Teaching Practicum and Seminar II: High School (credit - two courses)

Teacher of School Subjects 5 - 8: Biology, Earth Science, English, History, Mathematics

- 14.200 Education in American Society with Field Study I
- 42.200 Psychology of Development
- 14.316 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Middle School (credit - two courses)
- 14.414 Student Teaching Practicum and Seminar I: Middle School (credit - two courses)
- 14.415 Student Teaching Practicum and Seminar II: Middle School (credit - two courses)

Teacher of Health/Family and Consumer Sciences All Levels

- 14.200 Education in American Society with Field Study I
- 42.200 Psychology of Development
- 14.317 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Health/Family and Consumer Sciences, All Levels (credit - two courses)
- 14.417 Student Teaching Practicum and Seminar I: Health/Family and Consumer Sciences, All Levels (credit - two courses)
- 14.418 Student Teaching Practicum and Seminar II: Health/Family and Consumer Sciences All Levels (credit - two courses)

Teacher of Modern Languages Grades 5-12

- 14.200 Education in American Society with Field Study I
- 42.200 Psychology of Development
- 14.318 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Modern Languages, Pre-K to Grade 8 and Grades 5 - 12 (credit - two courses)
- 14.421 Student Teaching Practicum and Seminar I: Modern Languages Grades Pre-K to Grade 8 and Grades 5 - 12 (credit - two courses)
- 14.422 Student Teaching Practicum and Seminar II: Modern Languages Grades 5 - 12 (credit two courses)

Teacher of Visual Art Grades 5 - 12

- 14.200 Education in American Society with Field Study I
- 42.200 Psychology of Development
- 14.319 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Visual Art, Pre-K to Grade 8 and Grades 5 - 12 (credit - two courses)
- 14.423 Student Teaching Practicum and Seminar I: Visual Art Grades 5 - 12 (credit - two courses)
- 14.424 Student Teaching Practicum and Seminar II: Visual Art Grades 5 - 12 (credit - two courses)

Teacher of Visual Art Pre-K to Grade 8

- 14.200 Education in American Society with Field Study I
- 42.200 Psychology of Development

- 14.319 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Visual Art, Pre-K to Grade 8 and Grades 5 - 12 (credit - two courses)
- 14.412 Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8 (credit - two courses)
- 14.413 Student Teaching Practicum and Seminar II: Visual Art Pre-K to Grade 8 (credit - two courses)

ADMISSION INTO TEACHER EDUCATION AND THE STUDENT TEACHING PRACTICUM

The Education Department is proud to continue Framingham State College's long-established tradition of excellence in teacher preparation. The Department's commitment has been stated as follows:

1. To encourage students in their continuing adult development toward becoming self-directing, professional persons.
2. To foster an enthusiasm for scholarly investigation and intellectual pursuit which will be reflected by students in professional field settings.
3. To assist students in broadening their communication skills in order to enhance both their personal and professional advancement.
4. To raise students' social and cultural awareness through a professional program which reflects a philosophy of equal access to educational opportunity for all.
5. To help students gain an understanding of human behavior, especially that of children and young people, that will aid them in working effectively with a variety of life styles and modes of learning.

These goals are consonant with the Standards established by the Commonwealth of Massachusetts as requisite for approval of programs to prepare candidates for licensure as teachers in this state and for reciprocal licensure through the Interstate Certification Compact. (See Handbook of Office of Professional Experiences for further information on teacher licensure standards.)

In accordance with the requirements for approval or accreditation established by the Commonwealth, the Framingham State College Professional Standards Committee applies specific criteria for the retention of candidates in teacher preparation to determine that they possess academic competencies and personal characteristics appropriate to the requirements of teaching. The Professional Standards Committee uses a number of criteria, both objective and subjective, for permitting students to progress through the teacher education programs.

The requirements for entering Field Study II, III, and student teaching are as follows:

1. A student seeking early childhood or elementary licensure must be accepted as a Coordinate Major in the Education Department. A student seeking secondary licensure must declare an education minor in his/her discipline.
2. Undergraduate and post-baccalaureate teacher licensure students must pass the "Communication and Literacy Skills" component of the Massachusetts Test for Educator Licensure (MTEL) prior to entering curriculum courses with Field Study II (early childhood and elementary) or professional preparation (secondary). This policy took effect in Fall 2001.

3. Students in early childhood, elementary, and secondary education must have a minimum of 2.70 quality point average (QPA) in all education courses (14.____) and Psychology of Development (42.200).
4. Students in early childhood, elementary, and secondary education must maintain a minimum of 2.70 cumulative quality point average (QPA) in all courses taken at Framingham State College.
5. Prior to beginning the student teaching practicum (early childhood, elementary, or secondary), all students (undergraduate and post-baccalaureate) must demonstrate competency in their subject matter field for licensure by achieving a passing score on the appropriate subject area subtest of the MTEL or an equivalent test. Early Childhood and Elementary Education students must also achieve a passing score on the Foundations of Reading test.
6. To be recommended by the College for licensure, a student must have achieved an overall QPA of at least 2.70.

All students engaging in an experience requiring participation in the schools are required to be certified free from tuberculosis. This may be verified by proof of negative results of an intradermal tuberculin test. This information must be filed in the Office of Professional Experiences, Dwight 302.

The general procedures are as follows:

1. Each student who is planning to teach shall, after satisfying general admission requirements of the College, be admitted to his or her respective program.
2. Students make their first formal application for field experience in applying for 14.200 Education in American Society with Field Study I or 14.002 Field Study in Education, generally taken during the second semester of the sophomore year or the beginning of the junior year. Transfer students take field study as early as possible in their program. This is the first in a series of developmental professional experiences which continues through the student teaching practicum.
3. Students make a second formal application for field experience as follows:

Program Field Placements:

Written prior application is necessary to obtain a field placement for the following courses:

- 14.200 Education in American Society with Field Study I
- 14.320 The Young Child: Emerging Literacy with Field Study II
- 14.322 The Child and Literacy with Field Study II
- 14.341 Elementary Curriculum: Mathematics with Field Study III
- 14.374 Early Childhood Curriculum: Mathematics and Science with Field Study III
- 14.431 Early Childhood Professional Practicum A
- 14.432 Early Childhood Professional Practicum B
- 14.437 Elementary Professional Practicum A
- 14.438 Elementary Professional Practicum B

4. Students make a final formal application for the student teaching practicum. This application will assist the Professional Standards Committee in evaluating the candidate's suitability to pursue a career in teaching. References may be required along with other pertinent information from College faculty and administration. Applicants for the student teaching practicum who believe that they may not meet the criteria for retention in the program noted above are urged to consult with the Office of Professional Experiences well before the due dates for filing an application.

5. The Professional Standards Committee shall assist the Office of Professional Experiences in evaluating students and shall function as an appeal board for students when necessary.

Students are required to make application for all professional field experiences in the Office of Professional Experiences (D302) prior to February 15 for the fall semester and October 1 for the spring semester.

POLICY ON REPEATING PROFESSIONAL EXPERIENCES

When a grade of D, D+, D-, E, F, W, or U is received in a professional education experience, the course may be repeated once. Also, when a course with a field study is repeated, the field study portion must also be repeated. Failure to achieve a grade of at least C+ on the second attempt in any of the courses listed below will result in dismissal from the program:

14.002	14.346	14.418
14.200	14.374	14.421
14.315	14.376	14.422
14.316	14.410	14.423
14.317	14.411	14.424
14.318	14.412	14.431
14.319	14.413	14.432
14.320	14.414	14.437
14.322	14.415	14.438
14.341	14.417	

PROFESSIONAL EXPERIENCES IN EDUCATION FIELD STUDY, STUDENT TEACHING PRACTICUM

The professional education program at Framingham State College consists of a planned series of developmental experiences, the amount of participation and responsibility increasing as the student progresses through the program. These experiences are designed to provide a transition from theoretical knowledge to professional application, culminating in assignment to student teaching. All students in secondary education will take two consecutive quarters of student teaching practicum and seminar that will include twelve weeks of student teaching for five days each week. All undergraduate Coordinate Majors in Early Childhood Education or Elementary Education are assigned to a student teaching practicum. This is a full-time experience and the student takes no other courses during the period of student teaching practicum.

The College assumes the responsibility for selecting cooperating teachers and schools and for assigning student teachers to those teachers and schools. While every effort is made to place student teachers in conveniently located centers, students must be prepared to assume responsibility for their own transportation.

Students are advised to check prerequisites in order to follow the correct sequence of professional experiences and courses that lead to student teaching. Students who do not follow the sequence may find themselves in difficulty because they have not taken a prerequisite course.

TEACHER EDUCATION CENTERS

Framingham State College utilizes on-campus and off-campus teacher education centers to provide students with a variety of professional experiences. Student teaching and field study assignments for early childhood, elementary, middle and high school students are made in standard public school settings that utilize the Massachusetts Curriculum Frameworks. The following urban and suburban sites were used during the 2003-2004 school year for pre-practicum and practicum experience for students preparing for teaching careers.

Acton	Acton-Boxborough Regional High School Douglas School
Andover	Henry C. Sanborn Elementary School
Arlington	Ottoson Middle School Thompson School
Ashland	Ashland High School David Mindess School Pittaway School Warren School
Belchertown	Swift River Elementary School
Bellingham	South Elementary School Stallbrook Elementary School
Belmont	Belmont High School Burbank School
Berkley	Berkley Community School
Berlin	Berlin Memorial School
Billerica	Marshall Middle School
Boston	Boston English High School Boston Latin Academy
Burlington	Fox Hill School Memorial School
Cambridge	Kennedy/Longfellow School
Canton	Canton High School Dean S. Luce School William H. Galvin Middle School
Chelmsford	Charles D. Harrington School
Concord	Concord Middle School
Dedham	Avery School
Dover	Chickering School/Dover/Sherborne Regional High School
Dracut	Greenmont Avenue School
Fall River	B M C Durfee High School
Framingham	Barbieri School Brophy School Cameron Middle School Charlotte A. Dunning School Framingham High School Fuller Middle School Health Education Hemenway School Keefe Technical High School Mary E. Stapleton School Miriam F. McCarthy School Potter Road School Walsh Middle School Woodrow Wilson School
Franklin	Franklin High School Helen Keller Elementary School Oak Street Elementary School Remington Middle School Tri County Regional Vocational Technical School
Grafton	Grafton Elementary School Grafton Middle School

Harvard	Bromfield School
Holden	Wachusett Regional High School Dr. Leroy E. Mayo School
Holliston	Holliston High School Miller School Robert H. Adams Middle School Savino Placentino School
Hopedale	Memorial School
Hopkinton	Center School Elmwood School Hopkinton High School Hopkinton Middle School Hopkins School
Hudson	C.A. Farley School John F. Kennedy Middle School
Lakeville	Freetown-Lakeville Middle School
Leominster	Fall Brook School
Lexington	Fiske Elementary School
Lincoln	Lincoln School
Littleton	Littleton High School
Lowell	Dr. Gertrude Bailey International School
Ludlow	Chapin Elementary School
Lynn	Lynn English High School
Marlborough	Charles Jaworek School Francis J. Kane School Marlborough High School Marlborough Intermediate Marlborough Middle School Richer Elementary School
Maynard	Green Meadow School Guy Fowler Middle School Maynard High School
Medfield	Medfield Senior High School Memorial School Ralph Wheelock School
Medway	Francis J. Burke Elementary School John D. McGovern School Medway High School Memorial School
Mendon	Miscoe Hill Elementary School
Milford	Brookside School Milford High School Milford Middle School East Stacy Middle School Woodland Elementary School
Millbury	Elemwood School Raymond E. Shaw Memorial Middle School
Millis	Millis Middle School Clyde F. Brown School
Natick	Bennett-Hemenway School Brown School J.F. Kennedy Middle School Johnson School Lilja School Memorial School Natick High School Wilson Middle School
Needham	Broadmeadow School Hillside Elementary School Newman Elementary School Pollard Middle School William Mitchell School

Newton	John Ward School Newton North High School Newton South High School Underwood School
Norfolk	Freeman-Centennial School
Northborough	Algonquin Regional High School Fannie E. Proctor Elementary School Marion E. Zeh School
Norwood	Balch School Charles Prescott School Cornelius M. Callahan School John P. Oldham School
Plainville	Beatrice H. Wood Elementary School
Quincy	Merrymount School
Sharon	Sharon High School
Shrewsbury	Floral Street School Walter J. Paton School
Southborough	Margaret A. Neary School Mary E. Finn School P. Bent Trotter School
Stoneham	Central School Robin Hood School
Stow	Hale Middle School Pompositticut School
Sturbridge	Burgess Elementary School
Sudbury	Ephraim Curtis Middle School Israel Loring School Lincoln-Sudbury Regional High School Peter Noyes School
Upton	Nipmuc Regional High School Memorial School
Uxbridge	Earl D. Taft School
Walpole	Fisher Elementary School
Waltham	Henry Whittemore School James Fitzgerald Elementary School Waltham High School
Watertown	Cunniff Elementary School
Wayland	Claypit Hill School Wayland High School
Wellesley	Wellesley Middle School Sprague School
Westborough	Mill Pond School Westborough High School
Weston	Country School
Westwood	Martha Jones School
Worcester	City View School Quinsigamond School

COURSE DESCRIPTIONS

14.002 Field Study in Education

(No course credit)

The initial field experience for all students in the Post-baccalaureate Teacher Certification Program. Students observe and participate in a wide spectrum of experiences in schools and child-care centers to gain some understanding of classrooms, schools, teachers, and administrators, and their respective functions and roles.

14.200 Education in American Society with Field Study I

A consideration of education in the United States in its social, political, and economic contexts. Lectures and seminars include an analysis of the historical, philosophical, and social foundations of education and of school organization and purpose. The course deals with the origins of schools in the United States, other agencies of education, and how the present educational structure has taken shape. Consideration of contemporary issues is of major importance, including the roles of the American school in a democratic, multi-cultural society. The course is intended to help students determine whether the teaching profession is suited to their individual interests and abilities. A three-hour field study in schools is required each week.

This course is open to all students with sophomore or higher standing. It is required for all students wishing to obtain an Initial teaching license. A field study application must be submitted to the Office of Professional Experiences by October 1st for spring semester and February 15th for fall semester.

14.314 Professional Preparation in Consumer and Community Services

Integrates the basic principles of teaching and emphasizes their application to non-traditional educational settings. Consideration is given to social-cultural forces, organizational structures, media and methodology in selected areas.

Prerequisite: Completion of core and sub-core courses in major or permission of the instructor.

14.315 Professional Preparation and Field Study II: Methods, Special Education, and Technology for High School (Credit - two courses)

An interpretation of the basic principles of teaching and classroom methodology for high schools. Emphasis is given to methods in specific subject areas at high school levels, special education, socio-cultural forces, organizational patterns, and instructional technology. Careful attention is given to the use of the *Massachusetts Curriculum Frameworks*. Clarity of communication, design of

instruction, effective evaluation and responsiveness to all learners are stressed. The field experience consists of working in a high school one day a week. **Note: Meets for 7 hours at the College.** Prerequisite: A passing score on the "Communication and Literacy Skills" component of the Massachusetts Test for Educator Licensure (MTEL); 14.200 Education in American Society with Field Study I and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with 14.200.

14.316 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Middle Schools (Credit - two courses)

An interpretation of the basic principles of teaching and classroom methodology for middle schools. Emphasis is given to methods in specific subject areas at middle school levels, special education, socio-cultural forces, organizational patterns, and instructional technology. Careful attention is given to the use of the *Massachusetts Curriculum Frameworks*. Clarity of communication, design of instruction, effective evaluation and responsiveness to all learners are stressed. The field experience consists of working in a middle school one day a week. **Note: Meets for 7 hours at the College.**

Prerequisite: A passing score on the "Communication and Literacy Skills" component of the Massachusetts Test for Educator Licensure (MTEL); 14.200 Education in American Society with Field Study I and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with 14.200.

14.317 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Health/Family and Consumer Sciences, All Levels (Credit - two courses)

An interpretation of the basic principles of teaching and classroom methodology. Emphasis is given to methods in health/family and consumer science, special education, socio-cultural forces, organizational patterns, and instructional technology. Careful attention is given to the use of the *Massachusetts Curriculum Frameworks*. Clarity of communication, design of instruction, effective evaluation and responsiveness to all learners are stressed. The field experience consists of working one day a week in a school appropriate for the level of certification sought. **Note: Meets for 7 hours at the College.**

Prerequisite: A passing score on the "Communication and Literacy Skills" component of the Massachusetts

Test for Educator Licensure (MTEL); 14.200 Education in American Society with Field Study I and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with 14.200.

14.318 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Modern Languages, Grades 5-12 (Credit – two courses)

An interpretation of the basic principles of teaching and classroom methodology. Emphasis is given to methods and techniques in teaching modern languages, special education, socio-cultural forces, organizational patterns, and instructional technology. Careful attention is given to the use of the *Massachusetts Curriculum Frameworks*. Clarity of communication, design of instruction, effective evaluation and responsiveness to all learners are stressed. The field experience consists of working one day a week in a school appropriate for the level of certification sought. **Note: Meets for 7 hours at the College.**

Prerequisite: A passing score on the “Communication and Literacy Skills” component of the Massachusetts Test for Educator Licensure (MTEL); 14.200 Education in American Society with Field Study I, 42.200 Psychology of Development and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with 14.200.

14.319 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Visual Art, Pre-K to Grade 8 and Grades 5-12 (Credits – two courses)

An interpretation of the basic principles of teaching and classroom methodology. Emphasis is given to methods in visual art, special education, socio-cultural forces, organizational patterns, and instructional technology. Careful attention is given to the use of the *Massachusetts Curriculum Frameworks*. Clarity of communication, design of instruction, effective evaluation and responsiveness to all learners are stressed. The field experience consists of working one day a week in a school appropriate for the level of certification sought. **Note: Meets for 7 hours at the College.**

Prerequisite: A passing score on the “Communication and Literacy Skills” component of the Massachusetts Test for Educator Licensure (MTEL); 14.200 Education in American Society with Field Study I and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with 14.200.

14.320 The Young Child: Emerging Literacy with Field Study II

An introduction to early childhood education with an emphasis on language acquisition and development in young children as well as their social, emotional, and physical development. Through a study of early reading, writing, literature, and the arts (painting, music, movement, etc.) and children’s play, developmentally appropriate teaching practices are taught. Students learn to observe and record the behavior of young children and apply their knowledge of developmental stages and characteristics of young children (ages 3 - 8) with and without special needs to an integrated language arts curriculum. The course includes ways to create a classroom environment, which recognizes the racial, cultural, and linguistic diversity in young children and supports their learning. (Child Development Lab placement one morning or afternoon per week is required). **Note: Meets for 6 hours.**

Prerequisites: A passing score on the “Communication and Literacy Skills” component of the Massachusetts Test for Educator Licensure (MTEL); 14.200 Education in American Society with Field Study I, 42.200 Psychology of Development, acceptance to the Coordinate Major in Early Childhood Education, and junior status. Prerequisites or corequisites for post baccalaureate students: 14.002 Field Study I, 14.992 Learning and Human Development*, and 14.997 Children, Adolescents, School and Society*.

*Course descriptions appear in the *Graduate Catalog*.

14.322 The Child and Literacy with Field Study II

An introduction to elementary education with an emphasis on the teaching of literacy to school age children (ages 6-12) with and without special needs. Teaching strategies and techniques reflect current theory of literacy instruction and address emergent literacy, word analysis, reading comprehension, reading and writing process, reading and writing in content areas, and basic literacy assessment. The course includes ways to create a classroom environment that recognizes racial, cultural, and linguistic diversity in children and supports their learning. An elementary school field placement one morning per week is required. **Note: Meets for 6 hours.**

Prerequisites: A passing score on the “Communication and Literacy Skills” component of the Massachusetts Test for Educator Licensure (MTEL); 14.200 Education in American Society

with Field Study I, 42.200 Psychology of Development, acceptance to the Coordinate Major in Elementary Education, and junior status. Prerequisites or corequisites for post baccalaureate students: 14.002 Field Study I, 14.992 Learning and Human Development*, and 14.997 Children, Adolescents, School and Society*.

*Course descriptions appear in the Graduate Catalog.

14.341 Elementary Curriculum: Mathematics with Field Study III

A course that prepares pre-service teachers with an opportunity to plan and implement appropriate mathematical experiences for children ages 6 - 12 including those with special needs. Teaching strategies and techniques modeled are consistent with the current mathematics education reform movement. A major focus is learning how to help children construct their own understanding of mathematics through problem solving with manipulative materials and technology. (An elementary field placement one day per week is required.)

Prerequisite: 14.322 The Child and Literacy with Field Study II.

Corequisite: 14.346 Elementary Curriculum: Science, Social Studies, and Special Needs.

14.346 Elementary Curriculum: Science, Social Studies, and Special Needs

Addresses a variety of teaching strategies, materials, and technology used in science and social studies for children ages 6 - 12, including those with special needs. An activity based format using an inquiry approach is modeled to assist future teachers in helping children in the pursuit of concepts and problem solving skills. Attention is given to developing curriculum and instruction which respects children's differences. The special education component is designed to assist students in understanding the classroom teacher's role in supporting inclusion. Tools and techniques are provided for understanding the concepts of integration, for addressing all children as "special learners," and for supporting both educators and children through collaboration and co-teaming efforts. Note: Meets for 6 hours.

Prerequisite: 14.322 The Child and Literacy with Field Study II.

Corequisite: 14.341 Elementary Curriculum: Mathematics with Field Study III.

14.374 Early Childhood Curriculum: Mathematics and Science with Field Study III

Prepares preservice teachers to plan and implement appropriate mathematical experiences for children ages 3-9, including those with special

needs. Teaching strategies are consistent with the current mathematics education reform movement. A major focus is learning how to help children construct their own understanding of mathematics through problem solving with manipulative materials and technology. The science component provides an opportunity to present and critique inquiry-based lessons based on a variety of topics from the life, physical and earth sciences. Students examine laboratory materials, experiments, and technology designed for young learners. The integration of mathematics and science with other disciplines is emphasized through the development of an interdisciplinary teaching unit. Note: Meets for 5 hours. A kindergarten-grade 2 placement one day per week is required.

Prerequisite: 14.320 The Young Child: Emerging Literacy with Field Study II.

Corequisite: 14.376 Early Childhood Curriculum: Reading, Social Studies, and Special Needs.

14.376 Early Childhood Curriculum: Reading, Social Studies, and Special Needs

An introduction to three components of early childhood education curriculum. The reading component provides literacy instruction in the early childhood classroom (PreK-2) with emphasis on the foundations of reading development, development of reading comprehension, reading assessment and instruction, and the integration of reading with other language arts and the content areas. The reading component addresses the key elements in a literacy program for early childhood: the role of phonics, word analysis skills and strategies, comprehension skills in both imaginative and informational texts, multiple approaches to reading instruction, and the use of formal and informal methods for assessing reading development. The social studies component includes several major teaching strategies, such as ongoing patterns, guided discovery and learning centers. Emphasis is on how to utilize visual materials in order to understand the needs of children with diverse ethnic backgrounds. The special education component assists students in understanding the classroom teacher's role in supporting inclusion. Tools and techniques are provided for understanding the concepts of integration, addressing all children as "special learners," and supporting both educators and children through collaboration and co-teaming efforts. Students develop skills in preparing, implementing, and evaluating Individualized Education Programs (IEPs). Note: Meets for 6 hours.

Prerequisite: 14.320 The Young Child: Emerging Literacy with Field Study II.

Corequisite: 14.374 Early Childhood Curriculum: Mathematics and Science with Field Study III.

14.410 Student Teaching Practicum and Seminar I: High School (Credit - two courses)

A supervised experience in teaching the student's major subject at the high-school level. After an initial period of intensive seminars at the College, the student participates in the complete program every day in the school of placement under the guidance of a cooperating teacher and a College supervisor. Seminar meetings are scheduled during this period. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.200 Education in American Society with Field Study I, 42.200 Psychology of Development, 14.315 Professional Preparation and Field Study II: Methods, Special Education and Technology for High School, any courses specified by the major department, and satisfaction of the requirements specified in "Admission into Teacher Education and Student Teaching Practicum" elsewhere in this catalog.

14.411 Student Teaching Practicum and Seminar II: High School (Credit - two courses)

A second supervised experience in teaching the student's major subject at the high school level. After an initial intensive seminar at the College to assess the work of 14.410 Student Teaching Practicum and Seminar I: High School, the student participates in the complete program every day in the same school of placement as in 14.410 under the guidance of a cooperating teacher and a College supervisor. Seminar meetings are scheduled during this period. The course concludes with a period of intensive seminar at the College. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.410 Student Teaching Practicum and Seminar I: High School.

14.412 Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8 (Credit - two courses)

A supervised experience in teaching visual art. After an initial period of intensive seminar at the College, the student participates in the complete program every day in the school of placement under the guidance of a cooperating teacher and a College supervisor. Seminar meetings are scheduled during this period. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.200 Education in American Society with Field Study I, 42.200 Psychology of Development, 14.319 Professional Preparation and Field Study II: Methods, Special Education and Technology for Visual Art Pre-K to Grade 8 and Grades 5 to 12, any requirements specified by the Art and Music Department, and satisfaction of the requirements specified in "Admission into Teacher Education and Student Teaching Practicum" elsewhere in this Catalog.

14.413 Student Teaching Practicum and Seminar II: Visual Art Pre-K to Grade 8 (Credit - two courses)

A second supervised experience in teaching visual art Pre-K to 8. After an initial intensive seminar at the College to assess the work of 14.412 Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8, the student participates in the complete program everyday in the same school of placement as in 14.412 under the guidance of a cooperating teacher and a College supervisor. Seminar meetings are scheduled during this period. The course concludes with a period of intensive seminars at the College. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.412 Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8.

14.414 Student Teaching Practicum and Seminar I: Middle School (Credit - two courses)

A supervised experience in teaching the student's major subject at the middle-school level. After an initial period of intensive seminars at the College, the student participates in the complete program every day in the school of placement under the guidance of the cooperating teacher and a College supervisor. Seminar meetings are scheduled during this period. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.200 Education in American Society with Field Study I, 42.200 Psychology of Development, 14.316 Professional Preparation and Field Study II: Methods, Special Education and Technology for Middle School, any courses specified by the major department, and satisfaction of the requirements specified in "Admission into Teacher Education and Student Teaching Practicum" elsewhere in this catalog.

14.415 Student Teaching Practicum and Seminar II: Middle School (Credit - two courses)

A second supervised experience in teaching the student's major subject at the middle-school level. After an initial intensive seminar at the College to assess the work of 14.414 Student Teaching Practicum and Seminar I: Middle School, the student participates in the complete program every day in the same school of placement as in 14.414 under the guidance of a cooperating teacher and the College supervisor. Seminar meetings are scheduled during this period. The course concludes with a period of intensive seminars at the College. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.414 Student Teaching Practicum and Seminar I: Middle School

14.417 Student Teaching Practicum and Seminar I: Health/Family and Consumer Sciences All Levels (Credit - two courses)

A supervised experience in teaching health/family and consumer sciences. After an initial period of intensive seminar at the College, the student participates in the complete program every day in the school of placement under the guidance of a cooperating teacher and a College supervisor. Seminar meetings are scheduled during this period. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.200 Education in American Society with Field Study I, 42.200 Psychology of Development, 14.317 Professional Preparation and Field Study II: Methods, Special Education and Technology for Health/Family and Consumer Sciences, any requirements specified by the Family and Consumer Sciences Department, and satisfaction of the requirements specified in "Admission into Teacher Education and Student Teaching Practicum" elsewhere in this Catalog.

14.418 Student Teaching Practicum and Seminar II: Health/Family and Consumer Sciences All Levels (Credit - two courses)

A second supervised experience in teaching health/family and consumer sciences. After an initial intensive seminar at the College to assess the work of 14.417 Student Teaching Practicum and Seminar I: Health/Family and Consumer Sciences All Levels, the student participates in the complete program every day in the same school of placement as in 14.417 under the guidance of a cooperating teacher and a College supervisor. Seminar

meetings are scheduled during this period. The course concludes with a period of intensive seminars at the College. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.417 Student Teaching Practicum and Seminar I: Health/Family and Consumer Sciences All Levels.

14.421 Student Teaching Practicum and Seminar I: Modern Languages Grades 5-12 (Credit - two courses)

A supervised experience in teaching modern languages for licensure as a teacher of foreign languages. After an initial period of intensive seminar at the College, the student participates in the complete program every day in the school of placement under the guidance of a cooperating teacher and a College supervisor. Seminar meetings are scheduled during this period. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.200 Education in American Society with Field Study I, 42.200 Psychology of Development, 14.318 Professional Preparation and Field Study II: Methods, Special Education and Technology for Modern Languages, any requirements specified by the Modern Languages Department, and satisfaction of the requirements specified in "Admission into Teacher Education and Student Teaching Practicum" elsewhere in this Catalog.

14.422 Student Teaching Practicum and Seminar II: Modern Languages Grades 5-12 (Credit - two courses)

A second supervised experience in teaching modern languages for licensure as a teacher of foreign languages. After an initial intensive seminar at the College to assess the work of 14.421 Student Teaching Practicum and Seminar I: Modern Languages Grades 5-12, the student participates in the complete program every day in the same school of placement as in 14.421 under the guidance of a cooperating teacher and a College supervisor. Seminar meetings are scheduled during this period. The course concludes with a period of intensive seminars at the College. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.421 Student Teaching Practicum and Seminar I: Modern Languages Grades 5-12.

14.423 Student Teaching Practicum and Seminar I: Visual Art Grades 5-12 (Credit - two courses)

A supervised experience in teaching visual art. After an initial period of intensive seminar at the College, the student participates in the complete program every day in the school of placement under the guidance of a cooperating teacher and a College supervisor. Seminar meetings are scheduled during this period. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.200 Education in American Society with Field Study I, 42.200 Psychology of Development, 14.319 Professional Preparation and Field Study II: Methods, Special Education and Technology for Visual Art Pre-K to Grade 8 and Grades 5 to 12, any requirements specified by the Art and Music Department, and satisfaction of the requirements specified in "Admission into Teacher Education and Student Teaching Practicum" elsewhere in this Catalog.

14.424 Student Teaching Practicum and Seminar II: Visual Art Grades 5-12 (Credit - two courses)

A second supervised experience in teaching visual art. After an initial intensive seminar at the College to assess the work of 14.423 Student Teaching Practicum and Seminar I: Visual Art Grades 5-12, the student participates in the complete program every day in the same school of placement as in 14.423 under the guidance of a cooperating teacher and a College supervisor. Seminar meetings are scheduled during this period. The course concludes with a period of intensive seminars at the College. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.423 Student Teaching Practicum and Seminar I: Visual Art Grades 5-12.

14.425 Student Teaching Practicum and Seminar I: English as a Second Language, Grades Pre-K to 8

A supervised experience in teaching English as a Second Language for licensure as a teacher of English as a Second Language. After an initial period of intensive seminars at the College, the student participates in the complete program every day in the school of placement under the guidance of a cooperating teacher and a College supervisor. Seminar meetings are scheduled during this period. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.200 Education in American Society with Field Study I, 42.200 Psychology of Development, 14.318 Professional Prep. and Field Study II: Methods, Special Education and Technology for Modern Languages, any requirements specified by the Modern Languages Department, and satisfaction of the requirements specified in "Admission into Teacher Education and Student Teaching Practicum" elsewhere in this catalog.

14.426 Student Teaching Practicum and Seminar II: English as a Second Language, Grades Pre-K to 8

A second supervised experience in teaching English as a Second Language for licensure as a teacher of English as a Second Language. After an initial period of intensive seminars at the College to assess the work of 14.425 Student Teaching Practicum and Seminar I: English as a Second Language, Grades Pre-K to 8, the student participates in the complete program every day in the same school of placement as in 14.425 under the guidance of a cooperating teacher and a College supervisor. Seminar meetings are scheduled during this period. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.425 Student Teaching Practicum and Seminar I: English as a Second Language, Grades Pre-K to 8.

14.427 Student Teaching Practicum and Seminar I: English as a Second Language, Grades 5 to 12

A supervised experience in teaching English as a Second Language for licensure as a teacher of English as a Second Language. After an initial period of intensive seminars at the College, the student participates in the complete program every day in the school of placement under the guidance of a cooperating teacher and a College supervisor. Seminar meetings are scheduled during this period. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.200 Education in American Society with Field Study I, 42.200 Psychology of Development, 14.318 Professional Preparation and Field Study II: Methods, Special Education and Technology for Modern Languages, any requirements specified by the Modern Languages Department, and satisfaction

of the requirements specified in "Admission into Teacher Education and Student Teaching Practicum" elsewhere in this catalog.

14.428 Student Teaching Practicum and Seminar II: English as a Second Language, Grades 5 to 12

A second supervised experience in teaching English as a Second Language for licensure as a teacher of English as a Second Language. After an initial period of intensive seminars at the College to assess the work of 14.427 Student Teaching Practicum and Seminar I: English as a Second Language, Grades 5 to 12, the student participates in the complete program every day in the same school of placement as in 14.427 under the guidance of a cooperating teacher and a College supervisor. Seminar meetings are scheduled during this period. No other course may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.427 Student Teaching Practicum and Seminar I: English as a Second Language, Grades 5 to 12.

14.431 Early Childhood Professional Practicum A (First half of semester) (Credit- two courses)

A supervised teaching experience at the prekindergarten or kindergarten level in a public school, Head Start program, nursery school, or other child-care setting five days per week. This practicum gives students an opportunity to develop and practice teaching and care-giving competencies under the guidance of a cooperating teacher and a College supervisor. During two-hour seminars, held every other week, students share experiences, solve problems, and reflect on their teaching practice.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.374 Early Childhood Curriculum: Mathematics and Science with Field Study III; 14.376 Early Childhood Curriculum: Reading, Social Studies and Special Needs. A practicum (student teaching) application must be submitted to the Office of Professional Experiences by October 1 for spring semester and February 1 for fall semester.

14.432 Early Childhood Professional Practicum B (Second half of semester) (Credit: two courses)

A supervised teaching experience in a classroom (grades K-2) five days per week. This practicum gives students an opportunity to develop and prac-

tice teaching competencies under the guidance of a cooperating teacher and a College supervisor. During two-hour seminars, held every other week, students refine instructional techniques, solve problems, and reflect on their teaching practice. Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); Satisfactory completion of 14.431 Early Childhood Professional Practicum A. A practicum (student teaching) application must be submitted to the Office of Professional Experiences by October 1 for spring semester and February 1 for fall semester.

14.437 Elementary Professional Practicum A (First half of semester) (Credit: two courses)

A supervised teaching experience in a classroom (grades 1-6) five days per week. This practicum gives students an opportunity to develop and practice teaching competencies under the guidance of a cooperating teacher and a College supervisor. During two-hour seminars, held every other week, students refine instructional techniques, solve problems, and reflect on their teaching practice. Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 14.341 Elementary Curriculum: Mathematics with Field Study III; 14.346 Elementary Curriculum: Reading, Social Studies and Special Needs. A practicum (student teaching) application must be submitted to the Office of Professional Experiences by October 1 for spring semester and February 1 for fall semester.

14.438 Elementary Professional Practicum B (Second half of semester) (Credit: two courses)

A supervised teaching experience continuing in a classroom (grades 1-6) five days per week. This practicum gives students an opportunity to develop and practice teaching competencies under the guidance of a cooperating teacher and a College supervisor. During two-hour seminars, held every other week, students refine instructional techniques, solve problems, and reflect on their teaching practice.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); Satisfactory completion of 14.437 Elementary Professional Practicum A.

A practicum (student teaching) application must be submitted to the Office of Professional Experiences by October 1 for spring semester and February 1 for fall semester.

14.490 Independent Study: Current Topics in Education

An investigation into a topic in education selected by the student with the guidance and supervision of a member of the Education Department. This directed study is designed for the able student who wishes to pursue an identified area of interest through further research or development of a learning project. The investigation includes a research component, four written progress reports and a final document.

Prerequisite: A 3.0 Q.P.A., completion of 14.374 Early Childhood Curriculum: Mathematics and Science with Field Study III or 14.341 Elementary Curriculum: Mathematics with Field Study III. All proposals must be accepted by the instructor and approved by the Department Chair.