

**C. LOUIS CEDRONE  
INTERNATIONAL EDUCATION CENTER**



**Framingham**  
State University

**MASTERS DEGREE PROGRAMS**  
**for**  
**EDUCATORS LIVING AND WORKING OVERSEAS**

**- A Message from President Flanagan -**

Dear Graduate Students and Interested Colleagues,

The State University of Framingham, Massachusetts is pleased to be able to offer these master's degree programs in cooperation with the Center of International Education. Framingham State University has, for over 150 years, prepared teachers through innovative and practical programs. Today, Framingham State graduates are teaching in every state in the nation and in Central and South America, Europe, the Middle East Asia and Africa. We welcome you to this growing network of professionals.

This combined program has been carefully designed to provide a high quality degree program that is pertinent to educators living overseas. It is our sincere hope that you find it equally appealing.

Sincerely,



Timothy J. Flanagan, PhD  
President of Framingham State University

***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.***

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# MASTER OF EDUCATION

## Concentration in International Teaching (General Education)

### PROGRAM DESCRIPTION

The master of education degree program for educators living and working overseas presents a unique opportunity for educators to advance both professionally and academically while working in overseas assignments.

Upon successful completion of program requirements, the student is awarded a master of education degree by Framingham State University. The following nine four (4) credit graduate level courses comprise the program.

#### 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

### PROGRAM SCHEDULE

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.

### 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.

## **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 a pre-course assignment to be distributed to each student approximately thirty days prior to the first day of class through the school which houses the program. Each pre-course contains text material, www assignments, academic readings, journal articles, audio tapes, and/or activities with specific instructions for their use in preparation for the first class meeting of the course. Some assignments may necessitate writing short position 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.

## **GRADING SYSTEM**

Framingham State University uses the following marking system:

<b>Grade</b>	<b>Quality Points</b>
<b>A</b> .....	<b>4.0</b>
<b>A-</b> .....	<b>3.7</b>
<b>B+</b> .....	<b>3.3</b>
<b>B</b> .....	<b>3.0</b>
<b>B-</b> .....	<b>2.7</b>
<b>C+</b> .....	<b>2.3</b>
<b>C</b> .....	<b>2.0</b>
<b>F</b> .....	<b>0.0</b>
<b>WF</b> .....	<b>0.0</b>

*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

<http://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 Fs 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.

## **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 to an accredited evaluation agency. 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/dgce/iep](http://www.framingham.edu/dgce/iep). 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.

## **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 to an accredited evaluation agency. Names of accredited agencies are available upon request.
2. The applicant must have a 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

## **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/FSC 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 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.

## **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.

*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, psychomotor 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 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 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.

# 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 baccalaureate degree from an accredited college or university. An applicant with a foreign degree must submit official transcripts to an accredited evaluation agency. Names of accredited agencies are available upon request.
2. The applicant must have a quality point average of at least 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 932	Sheltered Instruction in Content Areas
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 932**

**Sheltered Instruction for the Content Area**

Focuses on the development of content lessons and strategies in the teaching of sheltered subject matter. Student learning assessment is incorporated in course materials and projects

**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.

# MASTER OF ARTS

## 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.

## ADMISSIONS 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 to an accredited evaluation agency. Names of accredited agencies are available upon request.
2. The applicant must have a 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.

**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 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 baccalaureate degree from a regionally accredited college or university. An applicant with a foreign degree must submit official transcripts to an accredited evaluation agency. Names of accredited agencies are available upon request.
2. The applicant must have a minimum undergraduate 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

### 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

### Electives (1)

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

## 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, psychomotor 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 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.

# GRADUATE CERTIFICATE PROGRAM IN SPECIAL NEEDS

**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.

The Graduate Certificate in Special Needs is designed for overseas teachers in inclusive general education classes. Class participants would be better prepared to work with and teach learners in elementary, middle and secondary settings. Other individuals who may benefit from participation in this certificate program are administrators and interested parents.

## **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
LTRC 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.









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