

Education

Chair: William Buckreis

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Associate Professors:	William Buckreis, Katherine L. Hibbard**
Assistant Professors:	Marlene Ponte Correia, Kelly Kolodny, Julie A. Zoino-Jeannetti
Coordinator of Field Placements:	Sandra Shaw

**Sabbatical: Spring 2009*

Adjunct Faculty

Professors:	Marguerite Mahler, Barbara Curtin Milot, Julia Scandrett
Associate Professors:	Joyce Cutler
Assistant Professors:	Teresa Sellarole
Instructor:	Mary-Ann Stadler-Chester
Curriculum Library Coordinator:	Mary Pat Craig

**Sabbatical: Fall 2008*

***Sabbatical: Spring 2009*

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. By the end of the 2006-2007 academic year, 164 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:

2006-2007 Cohort MTEL Test Results

Test Field/Category	Institution Pass Rate	Statewide Pass Rate
Basic Skills		
Literacy-Reading	100%	100%
Literacy-Writing	100%	99%
Literacy Aggregate	100%	99%
Academic Content Areas		
Early Childhood	100%	98%
Foundations of Reading	99%	98%
General Curriculum	100%	99%
Content Area Aggregate	100%	99%
Summary Pass Rates		
All Tests	99%	98%

2003-2004 Third-Year Cohort Update

(Institutional Pass Rate based on 93 Program Completers)

Test Field/Category	Institution Pass Rate	Statewide Pass Rate
Basic Skills		
Literacy-Reading	100%	100%
Literacy-Writing	100%	99%
Literacy Aggregate	100%	99%
Academic Content Areas		
Early Childhood	100%	97%
Foundations of Reading	100%	97%
General Curriculum	100%	99%
Content Area Aggregate	100%	98%
Summary Pass Rates		
All Tests	100%	97%

*Results for tests with fewer than 10 test-takers at an institution are not reported by individual test. For the 2003-2004 cohort, the College had fewer than 10 test-takers for each of the following tests: Biology, Earth Science, English, History, Mathematics, Middle School Mathematics, Moderate Disabilities, Visual Art, and Health Education.

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	ENGL 110	Expository Writing
2	MATH 110	College Mathematics I
3	ML__—	Any language course
4, 12	ENGL 261	American Writers I OR
	ENGL 262	American Writers II
4, 11	ENGL 203	Global Perspectives in Literature
5	INTD 160	Image, Sound, and Structure: An Approach to Art and Music
6	PHSC 109	Introduction to Physical Science
7	BIOL 101	Biological Concepts
8, 11	HIST 155	The Comparative History of World Civilizations
9, 11	GEOG 110	World Regional Geography
9	PSYC 200	Psychology of Development
10	HIST 151	U.S. History to Reconstruction OR
	HIST 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 Concentration (UIDE)

(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):

ENGL 225	Introduction to Journalism
ENGL 282	Creative Writing
ENGL 284	Prose Writing
ENGL 286	Professional Writing
ENGL 333	Critical Writing

Science (choose one):

CHEM 103	General Chemistry
CHEM 131	Science-Environment and Health
EASC 241	Introduction to Meteorology

EASC246	Oceanography
GEOL 231	Physical Geology
ASTR 251	Introduction to Astronomy

Mathematics (choose one):

MATH 120	College Mathematics II
MATH 117	Introduction to Statistics
MATH 123	College Algebra
MATH 200	Precalculus
MATH 201	Intuitive Geometry

One (1) Grammar Course:

ENGL 297	English Grammar
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Five (5) Literature Courses:

ENGL 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:

COMM 115	Introduction to Speech Communication
COMM 201	Oral Interpretation of Literature
COMM 212	Drama Workshop
One Film Course	

One (1) additional elective in children's literature, writing, speech, drama, film, or literature**Social Sciences Concentration(UIDD)**

(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:**

HIST 250	Historical Research and Writing
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Science (choose one):

CHEM 103	General Chemistry
CHEM 131	Science-Environment and Health
EASC 241	Introduction to Meteorology
EASC 246	Oceanography
GEOL 231	Physical Geology
ASTR 251	Introduction to Astronomy

Mathematics (choose one):

MATH 120	College Mathematics II
MATH 117	Introduction to Statistics
MATH 123	College Algebra
MATH 200	Precalculus
MATH 201	Intuitive Geometry

Six (6) History Courses:

HIST 151	U.S. History to Reconstruction
HIST 152	U.S. History since Reconstruction
HIST 153	Western Civilization to the Renaissance
HIST 154	Western Civilization since the Renaissance
HIST —	Two intermediate level history courses (one must be outside North America or Europe)

Three (3) Geography Courses:

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

One (1) of the following:

GEOG 250 Geography of the United States and Canada

GEOG 251 Geography of New England

One (1) of the following:

GEOG 201 Economic Geography

GEOG 206 Political Geography

GEOG 211 Cultural Geography

GEOG 212 Geographic Perspectives on the Environment

Natural Sciences Concentration (UIDA)

(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 PHYS 201 Introductory Physics for PHSC 109 Introduction to Physical Science to fulfill general education goal 6.

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

ENGL 225 Introduction to Journalism

ENGL 282 Creative Writing

ENGL 284 Prose Writing

ENGL 286 Professional Writing

ENGL 333 Critical Writing

Mathematics:

MATH 200 Precalculus

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

BIOL 250 Horticulture

BIOL 251 Vascular Plant Taxonomy

BIOL 252 Biology of Non-vascular Plants

One (1) course from the following:

BIOL 220 Animal Behavior

BIOL 232 Invertebrate Zoology

BIOL 234 Comparative Vertebrate Physiology

Three (3) Chemistry and Food Science courses:

CHEM 103 General Chemistry **OR**

CHEM 107 Principles of Chemistry

CHEM 201 Organic Chemistry

One (1) course from the following:

CHEM 108 Principles of Chemistry and Quantitative Analysis (with permission)

CHEM 131 Science - Environment and Health

FDSC 151 Principles of Food Science

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

EASC 241 Introduction to Meteorology

ASTR 251 Introduction to Astronomy

GEOL 231 Physical Geology

GEOL 246 Oceanography

Two (2) free electives

Geography and Earth Science Concentration (UIDR)

(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):

ENGL 225	Introduction to Journalism
ENGL 282	Creative Writing
ENGL 284	Prose Writing
ENGL 286	Professional Writing
ENGL 333	Critical Writing

Science:

CHEM 103	General Chemistry
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Mathematics (choose one):

MATH 120	College Mathematics II
MATH 117	Introduction to Statistics
MATH 123	College Algebra
MATH 200	Precalculus
MATH 201	Intuitive Geometry

Five (5) Geography courses:

GEOG 101	Introduction to Human Geography
GEOG 110	World Regional Geography
GEOG 2—	Any regional geography course at the 200-level

Choose two (2) of the following:

GEOG 201	Economic Geography
GEOG 206	Political Geography
GEOG 211	Cultural Geography
GEOG 212	Geographic Perspectives on the Environment
GEOG 230	Geography of Natural and Man-Made Hazards

Four (4) Earth Science courses:

EASC 241	Introduction to Meteorology
GEOL 231	Physical Geology
GEOL 246	Oceanography
ASTR 251	Introduction to Astronomy

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 guide-

lines 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, EDUC 200 Education in American Society with Field Study I and PSYC 200 Psychology of Development, are to be taken during the sophomore or junior year.

A. Early Childhood Education Concentration (UECC)

(Pre-K - Grade 2 Licensure)

- EDUC 200 Education in American Society with Field Study I (taken during the sophomore or junior year)
- EDUC 320 The Young Child: Emerging Literacy with Field Study II
- EDUC 374 Early Childhood Curriculum: Mathematics and Science with Field Study III
- EDUC 376 Early Childhood Curriculum: Reading, Social Studies, and Special Needs (EDUC 374 and EDUC 376 must be taken together)

The Professional Semester (four courses)

- EDUC 431 Early Childhood Professional Practicum A (Credit - two course credits)
- EDUC 432 Early Childhood Professional Practicum B (Credit - two course credits)

B. Elementary Education Concentration (UELC)

(Grades 1 - 6 Licensure)

- EDUC 200 Education in American Society with Field Study I (taken during the sophomore or junior year)
- EDUC 322 The Child and Literacy with Field Study II
- EDUC 341 Elementary Curriculum: Mathematics with Field Study III
- EDUC 346 Elementary Curriculum: Science, Social Studies, and Special Needs (EDUC 341 and EDUC 346 must be taken together)

The Professional Semester (four courses)

- EDUC 437 Elementary Professional Practicum A (Credit - two course credits)
- EDUC 438 Elementary Professional Practicum B (Credit - two course credits)

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 QPA of at least 2.70.
2. A "C+" or higher grade in EDUC 200 Education in American Society with Field Study I, if already taken. Students must have completed at least eight (8) course credits, including ENGL 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 1st for admission in the spring semester, and before February 15th 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 Minors

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

- EDUC 200 Education in American Society with Field Study I
- EDUC 315 Professional Preparation and Field Study II: Methods, Special Education, and Technology for High School (credit - two course credits)
- EDUC 410 Student Teaching Practicum and Seminar I: High School (credit - two course credits)
- EDUC 411 Student Teaching Practicum and Seminar II: High School (credit - two course credits)
- PSYC 200 Psychology of Development

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

- EDUC 200 Education in American Society with Field Study I
- EDUC 316 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Middle School (credit - two course credits)
- EDUC 414 Student Teaching Practicum and Seminar I: Middle School (credit - two course credits)
- EDUC 415 Student Teaching Practicum and Seminar II: Middle School (credit - two course credits)
- PSYC 200 Psychology of Development

Teacher of Health/Family and Consumer Sciences All Levels

- EDUC 200 Education in American Society with Field Study I
- EDUC 317 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Health/Family and Consumer Sciences, All Levels (credit - two course credits)
- EDUC 417 Student Teaching Practicum and Seminar I: Health/Family and Consumer Sciences, All Levels (credit - two course credits)
- EDUC 418 Student Teaching Practicum and Seminar II: Health/Family and Consumer Sciences All Levels (credit - two course credits)
- PSYC 200 Psychology of Development

Teacher of Modern Languages Grades 5-12

- EDUC 200 Education in American Society with Field Study I Methods, Special Education, and Technology for Modern Languages, Grades 5 - 12 (credit - two course credits)
- EDUC 421 Student Teaching Practicum and Seminar I: Modern Languages Grades and Grades 5 - 12 (credit - two course credits)
- EDUC 422 Student Teaching Practicum and Seminar II: Modern Languages Grades 5 - 12 (credit two course credits)
- PSYC 200 Psychology of Development

Teacher of Visual Art Grades 5 - 12

- EDUC 200 Education in American Society with Field Study I
- EDUC 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 course credits)
- EDUC 423 Student Teaching Practicum and Seminar I: Visual Art Grades 5 - 12 (credit - two course credits)
- EDUC 424 Student Teaching Practicum and Seminar II: Visual Art Grades 5 - 12 (credit - two course credits)
- PSYC 200 Psychology of Development

Teacher of Visual Art Pre-K to Grade 8

- EDUC 200 Education in American Society with Field Study I
- EDUC 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 course credits)
- EDUC 412 Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8 (credit - two course credits)
- EDUC 413 Student Teaching Practicum and Seminar II: Visual Art Pre-K to Grade 8 (credit - two course credits)
- PSYC 200 Psychology of Development

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 QPA in all education courses (EDUC ___) and Psychology of Development (PSYC 200).
4. Students in early childhood, elementary, and secondary education must maintain a minimum of 2.70 cumulative 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 EDUC 200 Education in American Society with Field Study I, 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:

EDUC 200	Education in American Society with Field Study I
EDUC 320	The Young Child: Emerging Literacy with Field Study II
EDUC 322	The Child and Literacy with Field Study II
EDUC 341	Elementary Curriculum: Mathematics with Field Study III
EDUC 374	Early Childhood Curriculum: Mathematics and Science with Field Study III
EDUC 431	Early Childhood Professional Practicum A
EDUC 432	Early Childhood Professional Practicum B
EDUC 437	Elementary Professional Practicum A
EDUC 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 15th for the fall semester and October 1st for the spring semester.

Policy on Repeating Professional Experiences

When a grade of C-, 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:

EDUC 200	EDUC 346	EDUC 418
EDUC 310	EDUC 374	EDUC 421
EDUC 315	EDUC 376	EDUC 422
EDUC 316	EDUC 411	EDUC 423
EDUC 317	EDUC 412	EDUC 424
EDUC 318	EDUC 413	EDUC 431
EDUC 319	EDUC 414	EDUC 432
EDUC 320	EDUC 415	EDUC 437
EDUC 322	EDUC 417	EDUC 438
EDUC 341		

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 2007-2008 school year for pre-practicum and practicum experience for students preparing for teaching careers.

Amesbury	Charles C. Cashman Elementary School
Arlington	M. Norcross Stratton School
Ashland	Ashland Middle School
	Ashland High School
	David Mindess School
	Pittaway School
	Warren School
Bellingham	Stallbrook Elementary School
Blackstone	Blackstone Millville Regional High School
Boxborough	Blanchard Memorial School
Braintree	Donald Ross School
Bridgewater	Bridgewater-Raynham Regional High School
Brockton	Belmont Street Elementary
Brookline	Heath School
Burlington	Francis Wyman Elementary
Cambridge	Kennedy/Longfellow School
	Cambridge Rindge and Latin High School
Canton	Blue Hills Regional Vocational Technical High School
	Dean S. Luce School
Chelmsford	South Row School
Clinton	Clinton Senior High School
Concord	Concord Middle School
	Concord Carlisle High School
	Willard School
	Thoreau School
Douglas	Douglas Elementary School
Dover	Chickering School
	Dover/Sherborne Regional High School
Fitchburg	South Fitchburg School
Framingham	Barbieri School
	Brophy School
	Cameron Middle School
	Charlotte A. Dunning School
	Framingham High School
	Fuller Middle School
	Health Education Hemenway School
	Joseph P. Keefe Technical High School
	Mary E. Stapleton School
	Miriam F. McCarthy School
	Potter Road School

	Walsh Middle School
	Woodrow Wilson School
Franklin	Helen Keller Elementary School
	Horace Mann Middle School
	Oak Street Elementary School
	Tri County Regional Vocational Technical School
Gardner	Elm Street School
Grafton	Grafton Elementary School
	South Grafton Elementary School
Holden	Wachusett Regional High School
Holliston	Holliston High School
	Miller School
	Robert H. Adams Middle School
	Savino Placentino School
Hopedale	Memorial School
Hopkinton	Center School
	Elmwood School
	Hopkins Elementary School
	Hopkinton High School
Hudson	C.A. Farley School
	Forest Avenue School
	Hudson High School
	John F. Kennedy Middle School
Lexington	Harrington Elementary School
	Maria Hastings School
Ludlow	Ludlow Senior High School
Mansfield	Jordan/Jackson Elementary School
Marlborough	Charles Jaworek School
	Marlborough High School
	Marlborough Intermediate
	Richer Elementary School
Maynard	Fowler School
	Green Meadow School
	Guy Fowler Middle School
	Maynard High School
Medfield	Medfield Senior High School
	Ralph Wheelock School
Medford	Medford High School
Medway	Francis J. Burke Elementary School
	John D. McGovern School
	Medway High School
	Medway Middle School
	Memorial School
Mendon	Miscoe Hill Elementary School
	H. P. Clough School
Milford	Milford High School
	Milford Middle School East
	Woodland Elementary School
Millis	Clyde F. Brown School
	Millis Middle School
Millville	Millville Elementary School
Monson	Quarry Hill Community School
Natick	Bennett-Hemenway School
	Brown School
	J.F. Kennedy Middle School
	Johnson School

	Lilja School
	Natick High School
Newton	Bigelow Middle School
	John Ward School
	Newton North High School
Norfolk	Freeman-Centennial School
	H. Olive Day School
North Attleborough	Joseph W. Martin Jr. Elementary School
Northborough	Algonquin Regional High School
	Marion E. Zeh School
Norwood	Norwood High School
Oxford	Clara Barton School
Pepperell	Nissitissit Middle School
Shrewsbury	Calvin Coolidge School
	Oak Middle School
	Shrewsbury Middle School
	Shrewsbury Sr. High School
	Spring Street School
	Walter J. Paton School
Southborough	Margaret A. Neary School
	Mary E. Finn School
	P. Bent Trottier School
	Woodward Memorial School
Stow	Center School
Sudbury	Israel Loring School
	Lincoln-Sudbury Regional High School
	Peter Noyes School
Sutton	Sutton Elementary School
	Sutton High School
Taunton	John F. Parker Middle School
Townsend	North Middlesex Regional
Upton	Nipmuc Regional High School
Uxbridge	Earl D. Taft School
	Uxbridge High School
Walpole	Fisher Elementary School
	Walpole High School
Waltham	Henry Whittemore School
	James Fitzgerald Elementary School
Watertown	Cunniff Elementary School
	Watertown Middle School
Wayland	Claypit Hill School
	Happy Hollow School
Wellesley	Wellesley Middle School
	Sprague Elementary School
West Newbury	Dr. John C. Page School
Westborough	Annie E. Fales School
	J. Harding Armstrong School
	Mill Pond School
	Sarah W. Gibbons Middle School
Westford	Day Elementary School
Weston	Country School
	Weston High School
Westwood	Martha Jones School
	Westwood High School
Whitinsville	Northbridge Middle School
	Northbridge Primary School

Woburn	Northbridge High School
Worcester	Shamrock School
	Doherty Memorial High School
	Goddard School
	Quinsigamond School
Wrentham	Charles E. Roderick School
	Delaney School

Education Course Descriptions

Subject Code	Course Number	Course Description
EDUC	002	<p>Field Study in Education (No course credit)</p> <p>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.</p>
EDUC	200	<p>Education in American Society with Field Study I</p> <p>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.</p> <p>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.</p>
EDUC	315	<p>Professional Preparation and Field Study II: Methods, Special Education, and Technology for High School (Credit - two course credits)</p> <p>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. <i>Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall QPA of 2.70 and 2.70 QPA in all courses in the secondary education minor including 42.200 Psychology of Development; completion of 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. Prerequisites-Post baccalaureates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall QPA of 2.70 and 2.70 QPA in all education courses; completion of 14.002 Field Study I, 14.992 Learning and Human Development*, and 14.997 Children, Adolescents, School and Society*. *Course descriptions are provided in the Graduate Catalog.</i></p>

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- EDUC 316 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Middle Schools (Credit - two course credits)**
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. *Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall QPA of 2.70 and 2.70 QPA in all courses in the secondary education minor including 42.200 Psychology of Development; completion of 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. Prerequisites-Post baccalaureates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall QPA of 2.70 and 2.70 QPA in all education courses; completion of 14.002 Field Study I, 14.992 Learning and Human Development*, and 14.997 Children, Adolescents, School and Society*. *Course descriptions are provided in the Graduate Catalog.*
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- EDUC 317 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Health/Family and Consumer Sciences, All Levels (Credit – two course credits)**
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. *Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall QPA of 2.70 and 2.70 QPA in all courses in the secondary education minor including 42.200 Psychology of Development; completion of 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. Prerequisites-Post baccalaureates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall QPA of 2.70 and 2.70 QPA in all education courses; completion of 14.002 Field Study I, 14.992 Learning and Human Development*, and 14.997 Children, Adolescents, School and Society*. *Course descriptions are provided in the Graduate Catalog.*

EDUC 318

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

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. *Prerequisites–Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall QPA of 2.70 and 2.70 QPA in all courses in the secondary education minor including 42.200 Psychology of Development; completion of 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. Prerequisites–Post baccalaureates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall QPA of 2.70 and 2.70 QPA in all education courses; completion of 14.002 Field Study I, 14.992 Learning and Human Development*, and 14.997 Children, Adolescents, School and Society*. *Course descriptions are provided in the Graduate Catalog.*

EDUC 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 course credits)

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. *Prerequisites–Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall QPA of 2.70 and 2.70 QPA in all courses in the secondary education minor including 42.200 Psychology of Development; completion of 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. Prerequisites–Post baccalaureates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall QPA of 2.70 and 2.70 QPA in all education courses; completion of 14.002 Field Study I, 14.992 Learning and Human Development*, and 14.997 Children, Adolescents, School and Society*. *Course descriptions are provided in the Graduate Catalog.*

- EDUC 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. Students also begin their study of characteristics of high-incidence and low-incidence disabilities. 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-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall QPA of 2.70 and 2.70 QPA in all courses in the secondary education minor including 42.200 Psychology of Development; completion of 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. Prerequisites-Post baccalaureates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall QPA of 2.70 and 2.70 QPA in all education courses; completion of 14.002 Field Study I, 14.992 Learning and Human Development*, and 14.997 Children, Adolescents, School and Society*. *Course descriptions are provided in the Graduate Catalog.*
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- EDUC 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); EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, acceptance to the Coordinate Major in Elementary Education, and junior status. Prerequisites or corequisites for post baccalaureate students: EDUC 002 Field Study I, EDUC 992 Learning and Human Development*, and EDUC 997 Children, Adolescents, School and Society*. *Course descriptions appear in the Graduate Catalog.*
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- EDUC 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: EDUC 322 The Child and Literacy with Field Study II. Corequisite: EDUC 346 Elementary Curriculum: Science, Social Studies, and Special Needs.*

EDUC	346	Elementary Curriculum: Science, Social Studies, and Special Needs
<p>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. <i>Prerequisite: EDUC 322 The Child and Literacy with Field Study II. Corequisite: EDUC 341 Elementary Curriculum: Mathematics with Field Study III.</i></p>		
EDUC	374	Early Childhood Curriculum: Mathematics and Science with Field Study III
<p>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. <i>Prerequisite: EDUC 320 The Young Child: Emerging Literacy with Field Study II. Corequisite: EDUC 376 Early Childhood Curriculum: Reading, Social Studies, and Special Needs.</i></p>		
EDUC	376	Early Childhood Curriculum: Reading, Social Studies, and Special Needs
<p>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. <i>Prerequisite: EDUC 320 The Young Child: Emerging Literacy with Field Study II. Corequisite: EDUC 374 Early Childhood Curriculum: Mathematics and Science with Field Study III.</i></p>		

EDUC	410	Student Teaching Practicum and Seminar I: High School (Credit - two course credits)
<p>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. <i>Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, EDUC 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.</i></p>		
EDUC	411	Student Teaching Practicum and Seminar II: High School (Credit - two course credits)
<p>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 EDUC 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 EDUC 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. <i>Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 410 Student Teaching Practicum and Seminar I: High School.</i></p>		
EDUC	412	Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8 (Credit - two course credits)
<p>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. <i>Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, EDUC 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.</i></p>		
EDUC	413	Student Teaching Practicum and Seminar II: Visual Art Pre-K to Grade 8 (Credit - two course credits)
<p>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 EDUC 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 EDUC 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. <i>Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 412 Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8.</i></p>		

EDUC	414	Student Teaching Practicum and Seminar I: Middle School (Credit - two course credits)
<p>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. <i>Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, EDUC 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.</i></p>		
EDUC	415	Student Teaching Practicum and Seminar II: Middle School (Credit - two course credits)
<p>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 EDUC 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 EDUC 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. <i>Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 414 Student Teaching Practicum and Seminar I: Middle School</i></p>		
EDUC	417	Student Teaching Practicum and Seminar I: Health/Family and Consumer Sciences All Levels (Credit - two course credits)
<p>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. <i>Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, EDUC 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.</i></p>		
EDUC	418	Student Teaching Practicum and Seminar II: Health/Family and Consumer Sciences All Levels (Credit - two course credits)
<p>A second supervised experience in teaching health/family and consumer sciences. After an initial intensive seminar at the College to assess the work of EDUC 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 EDUC 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. <i>Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 417 Student Teaching Practicum and Seminar I: Health/Family and Consumer Sciences All Levels.</i></p>		

EDUC	421	Student Teaching Practicum and Seminar I: Modern Languages Grades 5-12 (Credit - two course credits)
<p>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. <i>Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, EDUC 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.</i></p>		
EDUC	422	Student Teaching Practicum and Seminar II: Modern Languages Grades 5-12 (Credit - two course credits)
<p>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 EDUC 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 EDUC 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. <i>Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 421 Student Teaching Practicum and Seminar I: Modern Languages Grades 5-12.</i></p>		
EDUC	423	Student Teaching Practicum and Seminar I: Visual Art Grades 5-12 (Credit - two course credits)
<p>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. <i>Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, EDUC 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.</i></p>		
EDUC	424	Student Teaching Practicum and Seminar II: Visual Art Grades 5-12 (Credit - two courses)
<p>A second supervised experience in teaching visual art. After an initial intensive seminar at the College to assess the work of EDUC 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 EDUC 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. <i>Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 423 Student Teaching Practicum and Seminar I: Visual Art Grades 5-12.</i></p>		

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- EDUC 431 Early Childhood Professional Practicum A (Credit: two course-credits)**
 A supervised teaching experience at the kindergarten level in a public school setting five days per week for six weeks. This practicum gives students an opportunity to develop and practice teaching competencies under the guidance of a supervising practitioner and a college supervisor. During regularly scheduled seminars, students share experiences, solve problems, and reflect on their teaching practice. Note: A practicum (student teaching) application must be submitted to the Office of Professional Experiences by October 1st for spring semester and February 15th for fall semester. *Prerequisites-Undergraduates: Passing scores on all Massachusetts Tests for Educator Licensure (MTEL) tests required for the Early Childhood license; 14.374 Early Childhood Curriculum: Mathematics and Science with Field Study III; 14.376 Early Childhood Curriculum: Reading, Social Studies and Special Needs; overall QPA of 2.70 and 2.70 QPA for all courses in the coordinate major, including 42.200 Psychology of Development. Prerequisites-Post baccalaureates: Passing scores on all Massachusetts Tests for Educator Licensure (MTEL) tests required for the Early Childhood license; 14.374 Early Childhood Curriculum: Mathematics and Science with Field Study III; 14.376 Early Childhood Curriculum: Reading, Social Studies and Special Needs; overall QPA of 2.70 and QPA of 2.70 for all education courses.*
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- EDUC 432 Early Childhood Professional Practicum B (Credit: two course-credits)**
 A supervised teaching experience in a public school classroom (grades 1-2) five days per week for ten weeks. This practicum gives students an opportunity to develop and practice teaching competencies under the guidance of a supervising practitioner and a college supervisor. During regularly scheduled seminars, students share experiences, solve problems, and reflect on their teaching practice. Note: A practicum (student teaching) application must be submitted to the Office of Professional Experiences by October 1st for spring semester and February 15th for fall semester. *Prerequisite: Satisfactory completion of 14.431 Early Childhood Professional Practicum A.*
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- EDUC 437 Elementary Professional Practicum A (Credit: two course-credits)**
 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 supervising practitioner and a College supervisor. During regularly scheduled seminars, students share experiences, solve problems, and reflect on their teaching practice. Note: A practicum (student teaching) application must be submitted to the Office of Professional Experiences by October 1st for spring semester and February 15th for fall semester. *Prerequisites-Undergraduates: Passing scores on all Massachusetts Tests for Educator Licensure (MTEL) tests required for the Elementary license; 14.341 Elementary Curriculum: Mathematics with Field Study III; 14.346 Elementary Curriculum: Reading, Social Studies and Special Needs; overall QPA of 2.70 and 2.70 QPA for all courses in the coordinate major, including 42.200 Psychology of Development. Prerequisites-Post baccalaureates: Passing scores on all Massachusetts Tests for Educator Licensure (MTEL) tests required for the Elementary license; 14.341 Elementary Curriculum: Mathematics with Field Study III; 14.346 Elementary Curriculum: Reading, Social Studies and Special Needs; overall QPA of 2.70 and 2.70 QPA for all education courses.*

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- EDUC 438 Elementary Professional Practicum B (Credit: two course-credits)**
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 supervising practitioner and a College supervisor. During regularly scheduled seminars, students share experiences, solve problems, and reflect on their teaching practice. Note: A practicum (student teaching) application must be submitted to the Office of Professional Experiences by October 1st for spring semester and February 15th for fall semester. Prerequisite: Satisfactory completion of 14.437 Elementary Professional Practicum A.
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- EDUC 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 QPA, completion of EDUC 374 Early Childhood Curriculum: Mathematics and Science with Field Study III or EDUC 341 Elementary Curriculum: Mathematics with Field Study III. All proposals must be accepted by the instructor and approved by the Department Chair.*