

# Education

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*\*Sabbatical: Fall 2010*

*\*\*Sabbatical: Spring 2011*

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## Adjunct Faculty

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## PROGRAMS LEADING TO EDUCATOR LICENSURE

At Framingham State University, 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 University, the first public institution 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 University are approved by the Commonwealth of Massachusetts. By the end of the 2008-2009 academic year, 138 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:

## 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-credit requirement for graduation, arranged to allow completion in four years:

Twelve (12) specified general education course-credits (outlined in No.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 University will comply with state-mandated licensure requirements, which are subject to change.

### 1. GENERAL EDUCATION REQUIREMENT

All students at the University 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 <b>or</b> 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 <b>or</b> HIST 152 U.S. History since Reconstruction

*\*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*

## 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.

### GEOGRAPHY AND EARTH SCIENCE (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 (12):

#### Writing (choose one):

ENGL 225	Introduction to Journalism
ENGL 280	Persuasive Writing
ENGL 282	Creative Writing
ENGL 284	Prose Writing
ENGL 286	Professional 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

*\*Note: MATH 120 College Mathematics II is the required mathematics course for all Elementary Coordinate Majors. It is the recommended mathematics course for Early Childhood Coordinate Majors.*

#### 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:**

ASTR 220	The Solar System
EASC 241	Introduction to Meteorology
GEOL 231	Physical Geology
GEOL 246	Oceanography

**LANGUAGE ARTS (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 Goal 4 through literature courses taken in the major, leaving one Goal 12 non-English course and one General Education elective and one free elective. Suggested electives: courses in history, child psychology.

**Interdisciplinary Major with Specialization in Language Arts (12):****Writing (choose one):**

ENGL 225	Introduction to Journalism
ENGL 280	Persuasive Writing
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 220	The Solar System

**Mathematics (choose one):**

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

*\*Note: MATH 120 College Mathematics II is the required mathematics course for all Elementary Coordinate Majors. It is the recommended mathematics course for Early Childhood Coordinate Majors.*

**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.****NATURAL SCIENCES (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 (12):****Writing (choose one):**

ENGL 225      Introduction to Journalism

ENGL 280      Persuasive Writing

ENGL 282      Creative Writing

ENGL 284      Prose Writing

ENGL 286      Professional Writing

**Mathematics:**

MATH 200      Precalculus

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

BIOL 240      Botanical Diversity

BIOL 250      Horticulture

BIOL 251      Vascular Plant Taxonomy

**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
CHEM 131	Science - Environment and Health
FDSC 151	Principles of Food Science

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

ASTR 220	The Solar System
EASC 241	Introduction to Meteorology
GEOL 231	Physical Geology
GEOL 246	Oceanography

**SOCIAL SCIENCES (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 Goal 8 and the Study of the Constitution requirement through history courses taken in the major, leaving one Goal 10 non-history General Education course and one free elective. Suggested electives: courses in literature, child psychology.

**Interdisciplinary Major with Specialization in Social Sciences (12):****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 220	The Solar System

**Mathematics (choose one):**

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

*\*Note: MATH 120 College Mathematics II is the required mathematics course for all Elementary Coordinate Majors. It is the recommended mathematics course for Early Childhood Coordinate Majors.*

**Six (6) History Courses:**

HIST 151	U.S. History to Reconstruction
HIST 153	Europe and the World to circa 1450
HIST 154	Europe and the World since circa 1450

HIST \_\_\_\_ Three (3) 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

**B. TRADITIONAL LIBERAL ARTS AND SCIENCE MAJOR**

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

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

**3. COORDINATE MAJOR IN EDUCATION**

Over the four years, students will complete one of the following sequences, depending on the level of licensure sought. The initial courses, 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 (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 concurrently)
PSYC 200	Psychology of Development

**The Professional Semester (four course-credits):**

EDUC 431	Early Childhood Professional Practicum A (2 course-credits)
EDUC 432	Early Childhood Professional Practicum B (2 course-credits)

**B. ELEMENTARY EDUCATION (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 concurrently)
PSYC 200	Psychology of Development

**The Professional Semester (four course-credits):**

EDUC 437	Elementary Professional Practicum A (2 course-credits)
EDUC 438	Elementary Professional Practicum B (2 course-credits)

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

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

1. Cumulative GPA of at least 2.80.
2. Students must have completed at least eight (8) course-credits, including completion of Goal 1 Writing and Goal 2 Quantitative.
3. A passing score on the Communication and Literacy component (reading and writing) of the Massachusetts Test for Educator Licensure.
4. Application submitted to the Education Department before October 1<sup>st</sup> for admission in the spring semester, and before February 15<sup>th</sup> for

admission in the fall semester.

### **PROGRAM IN SECONDARY EDUCATION**

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

### **SECONDARY EDUCATION MINOR**

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

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 (2 course-credits)
EDUC 410	Student Teaching Practicum and Seminar I: High School (2 course-credits)
EDUC 411	Student Teaching Practicum and Seminar II: High School (2 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 (2 course-credits)
EDUC 414	Student Teaching Practicum and Seminar I: Middle School (2 course-credits)
EDUC 415	Student Teaching Practicum and Seminar II: Middle School (2 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 (2 course-credits)
EDUC 417	Student Teaching Practicum and Seminar I: Health/Family and Consumer Sciences, All Levels (2 course-credits)
EDUC 418	Student Teaching Practicum and Seminar II: Health/Family and Consumer Sciences All Levels (2 course-credits)
PSYC 200	Psychology of Development

**Teacher of Modern Languages Grades 5-12**

EDUC 200	Education in American Society with Field Study I
EDUC 318	Professional Preparation and Field Study II: Methods, Special Education, and Technology for Modern Languages, Grades 5 - 12 (2 course-credits)
EDUC 421	Student Teaching Practicum and Seminar I: Modern Languages Grades and Grades 5 - 12 (2 course-credits)
EDUC 422	Student Teaching Practicum and Seminar II: Modern Languages Grades 5 - 12 (2 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, & Technology for Visual Art, Grades 5 - 12 (2 course-credits)
EDUC 423	Student Teaching Practicum and Seminar I: Visual Art Grades 5 - 12 (2 course-credits)
EDUC 424	Student Teaching Practicum and Seminar II: Visual Art Grades 5 – 12 (2 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, & Technology for Visual Art, Grades 5 - 12 (2 course-credits)
EDUC 412	Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8 (2 course-credits)
EDUC 413	Student Teaching Practicum and Seminar II: Visual Art Pre-K to Grade 8 (2 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 University'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 University 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 2.80 GPA 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 2.80 cumulative GPA in all courses taken at Framingham State University.
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 University for licensure, a student must have achieved an overall GPA of at least 2.80.

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

## **PROFESSIONAL EXPERIENCES IN EDUCATION FIELD STUDY, STUDENT TEACHING PRACTICUM**

The professional education program at Framingham State University 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 University 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 University 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.

**EDUCATION COURSE DESCRIPTIONS****EDUC 200 Education in American Society with Field Study I**

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

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

**EDUC 315 Professional Preparation and Field Study II: Methods, Special Education, and Technology for High School (2 Course-credits)**

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 on campus.**

Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education minor including PSYC 200 Psychology of Development; completion of EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with EDUC 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 GPA of 2.80 and 2.80 GPA in all education courses; completion of PBTL 002 Field Study I, PBTL 992 Learning and Human Development\*, and PBTL 997 Children, Adolescents, School and Society\*.

*\*Course descriptions are provided in the Graduate Catalog.*

**EDUC 316 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Middle Schools (2 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 on campus.**

Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education minor including PSYC 200 Psychology of Development; completion of EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with EDUC 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 GPA of 2.80 and 2.80 GPA in all education courses; completion of PBTL 002 Field Study I, PBTL 992 Learning and Human Development\*, and PBTL 997 Children, Adolescents, School and Society\*.

*\*Course descriptions are provided in the Graduate Catalog.*

**EDUC 317 Professional Preparation and Field Study II: Methods, Special Education, and Technology for Health/Family and Consumer Sciences, All Levels (2 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 on campus.**

Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education minor including PSYC 200 Psychology of Development; completion of EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with EDUC 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 GPA of 2.80 and 2.80 GPA in all education courses; completion of PBTL 002 Field Study I, PBTL 992 Learning and Human Development\*, and PBTL 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 (2 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 on campus.**

Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education minor including PSYC 200 Psychology of Development; completion of EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with EDUC 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 GPA of 2.80 and 2.80 GPA in all education courses; completion of PBTL 002 Field Study I, PBTL 992 Learning and Human Development\*, and PBTL 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 (2 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 on campus.**

Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education minor including PSYC 200 Psychology of Development; completion of EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with EDUC 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 GPA of 2.80 and 2.80 GPA in all education courses; completion of PBTL 002 Field Study I, PBTL 992 Learning and Human Development\*, and PBTL 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 on campus.**

Prerequisites-Undergraduates: A passing score on each portion of the Communication and Literacy Skills test of the Massachusetts Test for Educator Licensure (MTEL); overall GPA of 2.80 and 2.80 GPA in all courses in the secondary education minor including PSYC 200 Psychology of Development; completion of EDUC 200 Education in American Society with Field Study I, PSYC 200 Psychology of Development, and any courses specified by the major department. With permission of the instructor, this course may be taken concurrently with EDUC 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 GPA of 2.80 and 2.80 GPA in all education courses; completion of PBTL 002 Field Study I, PBTL 992 Learning and Human Development\*, and PBTL 997 Children, Adolescents, School and Society\*.

*\*Course descriptions are provided in the Graduate Catalog.*

### **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 on campus.**

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.*

**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**

Designed to present a variety of teaching strategies, materials, and technology for assisting future teachers. The science component gives students an opportunity to present and critique inquiry lessons based on a variety of topics from the life, physical, and earth sciences. Students learn to implement basic stages in the scientific process. A science based teaching unit helps prepare the students for their student teaching practicum. The social studies component includes several major teaching strategies, such as guided discovery, inquiry, and learning centers. Special emphasis is placed on how to utilize visual materials, integrate disciplines, and develop questioning skills. Student use technology, such as websites and digital photography. 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's learning needs, and for supporting both educators and children through consultation, collaboration and co-teaching efforts. Students develop skills in preparing, implementing, and evaluating Individualized Education Programs (IEPs). **Note: Meets for 6 hours on campus.**

Prerequisites: EDUC 322 The Child and Literacy with Field Study II, overall GPA of 2.7 and 2.7 GPA in all education courses.

Corequisite: EDUC 341 Elementary Curriculum: Mathematics with Field Study III.

**EDUC 374 Early Childhood Curriculum: Mathematics and Science with Field Study III**

Designed to help preservice teachers 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 gives students an opportunity to present and critique inquiry lessons based on a variety of topics from the life, physical, and earth sciences. Students learn to implement the basic stages in the scientific process. A science based teaching unit helps prepare the students for their student teaching practicum. A kindergarten-grade 2 placement one day per week is required. **Note: Meets for 5 hours on campus.**

Prerequisites: EDUC 320 The Young Child: Emerging Literacy with Field Study II, overall GPA of 2.7 and 2.7 in all education courses.

**EDUC 376 Early Childhood Curriculum: Reading, Social Studies, and Special Needs**

An introduction to social studies and a continuation of early childhood reading and special education curriculum. The reading component moves beyond the emergent stage of reading and writing development to address proven strategies for teaching skills in areas key to classroom instruction for the beginning and fluent reader: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The social studies component includes several major teaching strategies, such as guided discovery, inquiry, and learning centers. Special emphasis is placed on how to utilize visual materials, integrate disciplines, and develop questioning skills. Students also use technology, such as websites and digital photography. 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's learning needs, and supporting both educators and children through consultation, collaboration and co-teaching efforts. Students develop skills in preparing, implementing, and evaluating Individualized Education Programs (IEPs). **Note: Meets for 6 hours on campus.**

Prerequisites: EDUC 320 The Young Child: Emerging Literacy with Field Study II, overall GPA 2.7 and 2.7 GPA in all education courses.

Corequisite: EDUC 374 Early Childhood Curriculum: Mathematics and Science with Field Study III.

**EDUC 410 Student Teaching Practicum and Seminar I: High School (2 Course-credits)**

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

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 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.

**EDUC 411 Student Teaching Practicum and Seminar II: High School (2 Course-credits)**

A second supervised experience in teaching the student's major subject at the high school level. After an initial intensive seminar at the University 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 University supervisor. Seminar meetings are scheduled during this period. The course concludes with a period of intensive seminar at the University. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 410 Student Teaching Practicum and Seminar I: High School.

**EDUC 412 Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8 (2 Course-credits)**

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

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 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.

**EDUC 413 Student Teaching Practicum and Seminar II: Visual Art Pre-K to Grade 8 (2 Course-credits)**

A second supervised experience in teaching visual art Pre-K to 8. After an initial intensive seminar at the University 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 University supervisor. Seminar meetings are scheduled during this period. The course concludes with a period of intensive seminars at the University. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 412 Student Teaching Practicum and Seminar I: Visual Art Pre-K to Grade 8.

**EDUC 414 Student Teaching Practicum and Seminar I: Middle School (2 Course-credits)**

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

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 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.

**EDUC 415 Student Teaching Practicum and Seminar II: Middle School (2 Course-credits)**

A second supervised experience in teaching the student's major subject at the middle-school level. After an initial intensive seminar at the University 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 University supervisor. Seminar meetings are scheduled during this period. The course concludes with a period of intensive seminars at the University. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 414 Student Teaching Practicum and Seminar I: Middle School

**EDUC 417 Student Teaching Practicum and Seminar I: Health/Family and Consumer Sciences All Levels (2 Course-credits)**

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

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 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.

**EDUC 418 Student Teaching Practicum and Seminar II: Health/Family and Consumer Sciences All Levels (2 Course-credits)**

A second supervised experience in teaching health/family and consumer sciences. After an initial intensive seminar at the University 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 University supervisor. Seminar meetings are scheduled during this period. The course concludes with a period of intensive seminars at the University. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 417 Student Teaching Practicum and Seminar I: Health/Family and Consumer Sciences All Levels.

**EDUC 421 Student Teaching Practicum and Seminar I: Modern Languages Grades 5-12 (2 Course-credits)**

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

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 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.

**EDUC 422 Student Teaching Practicum and Seminar II: Modern Languages Grades 5-12 (2 Course-credits)**

A second supervised experience in teaching modern languages for licensure as a teacher of foreign languages. After an initial intensive seminar at the University 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 University supervisor. Seminar meetings are scheduled during this period. The course concludes with a period of intensive seminars at the University. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 421 Student Teaching Practicum and Seminar I: Modern Languages Grades 5-12.

**EDUC 423 Student Teaching Practicum and Seminar I: Visual Art Grades 5-12 (2 Course-credits)**

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

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); 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.

**EDUC 424 Student Teaching Practicum and Seminar II: Visual Art Grades 5-12 (2 Course-credits)**

A second supervised experience in teaching visual art. After an initial intensive seminar at the University 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 University supervisor. Seminar meetings are scheduled during this period. The course concludes with a period of intensive seminars at the University. No other courses may be taken while enrolled in this course.

Prerequisite: A passing score on the appropriate subject area test of the Massachusetts Test for Educator Licensure (MTEL); EDUC 423 Student Teaching Practicum and Seminar I: Visual Art Grades 5-12.

**EDUC 431 Early Childhood Professional Practicum A (2 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 University 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 1<sup>st</sup> for spring semester and February 15<sup>th</sup> for fall semester.

Prerequisites-Undergraduates: Passing scores on all Massachusetts Tests for Educator Licensure (MTEL) tests required for the Early Childhood license; EDUC 374 Early Childhood Curriculum: Mathematics and Science with Field Study III; EDUC 376 Early Childhood Curriculum: Reading, Social Studies and Special Needs; overall GPA of 2.80 and 2.80 GPA for all courses in the coordinate major, including PSYC 200 Psychology of Development.

Prerequisites-Post baccalaureates: Passing scores on all Massachusetts Tests for Educator Licensure (MTEL) tests required for the Early Childhood license; EDUC 374 Early Childhood Curriculum: Mathematics and Science with Field Study III; EDUC 376 Early Childhood Curriculum: Reading, Social Studies and Special Needs; overall GPA of 2.80 and GPA of 2.80 for all education courses.

**EDUC 432 Early Childhood Professional Practicum B (2 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 University 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 1<sup>st</sup> for spring semester and February 15<sup>th</sup> for fall semester.

Prerequisite: Satisfactory completion of EDUC 431 Early Childhood Professional Practicum A.

**EDUC 437 Elementary Professional Practicum A (2 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 University 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 1<sup>st</sup> for spring semester and February 15<sup>th</sup> for fall semester.

Prerequisites-Undergraduates: Passing scores on all Massachusetts Tests for Educator Licensure (MTEL) tests required for the Elementary license; EDUC 341 Elementary Curriculum: Mathematics with Field Study III; EDUC 346 Elementary Curriculum: Reading, Social Studies and Special Needs; overall GPA of 2.80 and 2.80 GPA for all courses in the coordinate major, including PSYC 200 Psychology of Development.

Prerequisites-Post baccalaureates: Passing scores on all Massachusetts Tests for Educator Licensure (MTEL) tests required for the Elementary license; EDUC 341 Elementary Curriculum: Mathematics with Field Study III; EDUC 346 Elementary Curriculum: Reading, Social Studies and Special Needs; overall GPA of 2.80 and 2.80 GPA for all education courses.

**EDUC 438 Elementary Professional Practicum B (2 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 University 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 1<sup>st</sup> for spring semester and February 15<sup>th</sup> for fall semester. Prerequisite: Satisfactory completion of EDUC 437 Elementary Professional Practicum A.

**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 3.00 GPA, 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.