

Department of Education

Associate Professors: Jessica de la Cruz (Chairperson), Lisa D' Souza, Eric M. Howe, Nanho S. Vander Hart; *Assistant Professors:* Samantha E. Goldman, Mary E. Kielbasa, Cathleen K. Stutz; *Lecturers:* Mark Aucoin, Kathleen Dion, Judy Evans, Casey Handfield, Anthony Lea, John Mulry, Brenda Plainte, Elizabeth Walsh (Field Placement Coordinator), Karen Weilbrenner (Licensure Program Coordinator).

Mission Statement of the Education Department

The Department of Education at Assumption College prepares its students to teach effectively in a safe classroom environment. The department also strives to educate its students to exemplify good character and integrity in their professional lives.

Program Information

To achieve excellence in teacher preparation, Assumption programs emphasize liberal arts and science study; an array of pre-professional courses; and guided field experience and supervised teaching practice [practicum] in area schools. This combination provides a mutually reinforcing program of study designed to prepare teachers who are knowledgeable, competent, and reflective. It is important to note that Education majors carry an extensive program which, in rare instances, may extend beyond the usual eight-semester time frame.

Assumption College offers the following state approved teacher preparation programs for the Massachusetts Initial license in the following areas:

- Elementary [grades 1–6]
- Biology [grades 8–12]
- Chemistry [grades 8–12]
- English [grades 5–12]
- General Science [grades 5–8]
- History [grades 5–12]
- Mathematics [grades 5–8 or 8–12]
- Spanish [grades 5–12]
- Special Education

For undergraduate students interested in Special Education, the Education Department offers a special, five-year program enabling a student to complete both a Bachelor of Arts degree in a liberal arts or science and the Master of Arts degree in Special Education. Students who successfully complete the program will be eligible for a Massachusetts Initial license as an elementary, middle, or secondary teacher as well as a Massachusetts Initial license as a Teacher of Students with Moderate Disabilities [grades PreK-8 or 5–12].

It is recommended that students meet with the Licensure Program Coordinator in the Education Department as early as their first year, if they have any interest in teacher licensure. Such advising is especially crucial for those students interested in teaching at the elementary level because of the complexity of elementary teacher licensure requirements. Students interested in teacher licensure apply to the Education major during their sophomore year. Once accepted into the Education major (Stage 2), students subsequently declare their major in elementary (1–6), elementary/middle (PreK-8), middle (5–8), middle/secondary (5–12), or secondary (8–12) education.

Students who successfully apply to the Education major are permitted to take Stage 2 courses within their respective chosen licensure option. Should a student successfully complete the Education major requirements (per the respective Education curricula and per the retention criteria) and the College Degree requirements, the student may be eligible to apply for a Massachusetts Teacher License following completion of the degree.

In the event that a student who is majoring in Education fails to satisfy one or more parameters of the retention criteria or who for various reasons decides not to teach, the student will no longer be permitted to take Stage 2 or Stage 3 courses and will be removed from the Education major.

Individuals who complete approved programs under the Education major are eligible for licensure reciprocity with the approximately 45 other states that are parties to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement.

Note: Assumption College responds to the Commonwealth of Massachusetts Department of Elementary and Secondary Education in matters of teacher licensure. The College reserves the right to modify its major in Education programs accordingly. All Assumption students are alerted to changes in the education program as is appropriate.

MINOR IN EDUCATION (6)

A minor in education is a good option for those students interested in studying the broader social and foundational dimensions of education, without the requirements for teacher licensure. A minor in Education is available in consultation with the Licensure Program Coordinator. The student who declares the minor in education must take a total of six courses (18 credits) in education and related disciplines. The following four courses are required in addition to two elective courses selected in consultation with the Licensure Program Coordinator and approved by the Education Department Chairperson.

Required Courses for the Minor in Education (4)

- EDU 101 Schools in American Society
- EDU 260 Teaching Students with Special Needs

One of the following sets of courses:

- EDU 120 Teaching and Learning in the Elementary School
AND
- PSY 290 Psychology of Development: Infancy and Childhood
OR
- EDU 140 Teaching and Learning in Middle/ Secondary School
AND
- PSY 281 Psychology of Adolescence and Maturity

Possible Elective Courses for the Minor in Education (2)

- ABA 350: Applied Behavior Analysis: Evidence-based Interventions
- ABA 450: Applied Behavior Analysis: Implications for Practice
- BIO 140 – Inquiry Biology for Educators
- EDU 265 – Effective Classroom Management
- ENG 263 – Children’s Literature
- HRS 119 – Introduction to Human Rehabilitation Services
- HRS 121 – Human Development and Disability Across
- MAT 150 – Numbers and Operations for Educators
- MAT 151 – Algebra, Geometry and Data Analysis for Educators
- PSY 190 or PSY 181 (if not used to satisfy an above requirement)
- PSY 210 – Social Psychology
- PSY 353 – Psychology of Learning
- PSY 392 – Raising Happy and Successful Children
- SOC 121 – Principles of Sociology

Note: No more than 2 courses from a discipline other than Education (e.g. PSY, HRS...) will be counted towards the Minor in Education.

B.A./M.A. PROGRAM FIFTH YEAR OPTION FOR THE MASTER OF ARTS IN SPECIAL EDUCATION

The Education Department offers a five-year program that allows a student to complete requirements for both the Bachelor of Arts degree in a liberal arts or science **and** the Master of Arts in Special Education degree. The program leads to eligibility for the Massachusetts *Initial License* for Teacher of Students with Moderate Disabilities (PreK-8; 5–12) *as well as* a Massachusetts *Initial* license in one of Assumption's approved programs offered at the undergraduate level. Undergraduate students who are admitted to the B.A./M.A. program must be eligible for *Initial licensure* as elementary, middle, or secondary teacher. If admitted to the program, they may begin taking graduate courses during the senior year and complete the master's degree requirements in a fifth year of study at the College.

Undergraduate students who are considering applying to the B.A./M.A. program should consult with the Licensure Program Coordinator during the spring semester of the junior year to discuss eligibility and application procedures. Assumption students who are interested in enrolling in the Master of Arts in Special Education program after their undergraduate studies should consult with the Director of the Special Education program to plan a course of study. Interested students may request information about the Master of Arts in Special Education from the Office of the Graduate Admissions.

Criteria for Early Admission to the Master of Arts in Special Education

All undergraduate students who seek early admission to the Master of Arts in Special Education program must meet the following standards, and students in the Education Major are eligible and especially encouraged to apply.

- Candidates must have at least a 3.3 cumulative GPA and a 3.0 GPA in the major field of study;
- If they are not in the major in Education, candidates must have a major in one of the Core academic subjects of the liberal arts and sciences appropriate to Massachusetts teacher licensure at the 5–12 level.

To apply for early admission to the fifth-year program, candidates must submit the following to the Office of the Graduate Admissions, ordinarily by the end of the junior year:

- An official application form (fee waived for Assumption students);
- A transcript of undergraduate study;
- Three letters of recommendation;
- A current resume;
- A personal statement of interest.

Assumption students who seek a Massachusetts Initial license as elementary, middle, or secondary teacher and teacher of students with moderate disabilities must pass all of the Massachusetts Tests for Educator Licensure (MTEL) required for licensure in their specific field(s) prior to enrollment in the practicum.

Note: Assumption College responds to the Massachusetts Department of Elementary and Secondary Education in all matters of educator licensure and reserves the right to modify its programs in accordance with current state regulations. In the event that the graduate program is modified, students are notified of changes as is appropriate.

Assumption College Report on Teacher Preparation for Program Year 2014-15

Title II of the Higher Education Act* requires institutions of higher education to disclose to the State and the general public the pass rate of the teacher preparation program completers on assessments required for teacher licensure, the statewide pass rate on those assessments, and other relevant information. The following details data that Assumption College submitted to the Massachusetts Department of Elementary and Secondary Education in Spring 2016, for program year 2014-15.

In academic year 2014-15, there were 107 students enrolled in the teacher preparation program, all specializations. There were 42 students in student teaching supervised by a total of 10 faculty members from the Education department as well as liberal arts and sciences departments. The student teacher/faculty ratio was 4.2:1. The average number of supervised student teaching hours required per student per week was 32; the average number of weeks of supervised student teaching required was 13. The average total number of hours of supervised student teaching required was 374.

In program year 2014-15, Assumption College had 42 program completers. The aggregate pass rate of the 50 completers who took the Communication and Literacy Skills Test of the Massachusetts Tests for Educator Licensure (MTEL) during the reporting period was 100%. The College pass rate for the reading subtest of this basic skills test was 100% and for the writing subtest, 100%.

Twenty-six of 26 program completers passed the Foundations of Reading and the General Curriculum tests required for an Elementary Initial license resulting in an aggregate pass rate of 100%. Sixteen of 16 program completers passed required academic content tests required for English, history, mathematics, the Teacher of Students with Moderate Disabilities, 5-12, or visual art Initial licensure.

In summary, Assumption College program completers passed the required Massachusetts Tests for Educator Licensure in 2014-15 with a pass rate of 100%, which exceeded the statewide pass rate of 98%.

** Title II of the Higher Education Act [Sections 207 (f) (1) and (f) (2)]*

Course Descriptions

EDU 101 SCHOOLS IN AMERICAN SOCIETY

In this course, students will gain an in-depth understanding of the role of schooling in American society. They examine the control and governance of schools by comparing the roles of the different education agencies (local, state, federal) and exploring the interaction of these different agencies. Students will also compare the structure of schools at different levels (elementary, middle, secondary) and analyze the relationship between the structure and the purpose schooling is intended to serve within society. Students also investigate the relationship between schools and society, in particular, the conflicting societal goals for schooling and the diverse societal pressures which impact on the schools' ability to achieve the intended or articulated goals. Counts in the Core Requirements. (Fall, Spring)

D'Souza, Stutz, Staff/Three credits

EDU 120 TEACHING AND LEARNING IN THE ELEMENTARY SCHOOL

This course emphasizes the interrelated aspects of teaching and learning in an elementary school. Students examine the practices of effective elementary teachers and the purposes of the elementary school in educating children. Topics such as learning environments, the application of learning theories to instruction, and classroom management specific to students in elementary school are included. (Fall, Spring)

Kielbasa/Three credits

EDU 140 TEACHING AND LEARNING IN THE MIDDLE/SECONDARY SCHOOL

This course emphasizes the interrelated aspects of teaching and learning in middle/secondary school. Students examine the practices of effective teachers and the purposes of the middle/secondary school in educating adolescents. Topics such as learning environments, the application of learning theories to instruction, and classroom management specific to middle/secondary students are included. (Fall, Spring)

Stutz/Three credits

EDU 221 SCIENCE AND TECHNOLOGY IN THE ELEMENTARY CURRICULUM

In this course, students draw from contemporary teaching and learning theories to design and implement effective science lessons and units for elementary school children. An emphasis will be placed on four domains, 1) identifying appropriate science content relative to grade level, 2) understanding the common misconceptions that children harbor about scientific topics, 3) developing inquiry-based lessons to foster children's conceptual learning, and 4) identifying varied ways of assessing children's learning. Significant attention throughout is given to understanding what it means to "do science" and how to help elementary children appreciate a scientific way of knowing about the world. Lesson design and teaching is

aligned with the Massachusetts Science and Technology/Engineering Curriculum Framework. Prerequisite: EDU 101 (Fall, Spring)

Howe/Three credits

EDU 222 TECHNOLOGY INTEGRATION ACROSS THE CURRICULUM

This course examines methods for applying technological tools in teaching practices to enhance student learning and support teaching. The primary goal of the course is to provide an introduction to a variety of educational technology tools and their applications within the classroom, to emphasize criteria for evaluating the benefits and drawbacks of technological tools, and to develop the ability to design lessons that effectively integrate technology, not just for the sake of technology, but to solve a problem (e.g. difficulties with engagement, classroom management, level of abstraction, productivity, assessment, meeting diverse needs). Prerequisites: Education majors only. (Spring)

de la Cruz/Three credits

EDU 260 TEACHING STUDENTS WITH SPECIAL NEEDS

This course focuses on the various types of learning needs of students in the inclusive classroom and on what to do and how to do it with respect to instructional and management challenges facing the regular classroom teacher. This course addresses individual differences in children and adolescents and the need for modification of instruction across the curriculum. The course is designed to encourage proper understanding and acceptance of children and adolescents with exceptionalities. The course may include community service learning. Prerequisites: EDU 101 and either EDU 120 or EDU 140, or concurrently. Not open to first-year students. (Fall, Spring)

Vander Hart/Three credits

EDU 265 EFFECTIVE CLASSROOM MANAGEMENT

In order to maximize student achievement, teachers must be good classroom managers. This course will use positive behavior supports as a framework to introduce students to evidence-based classroom management techniques and strategies. Students will learn about theoretical and empirical support for behavioral approaches to teaching and learning and their application in school-wide, classroom, and non-classroom settings. In addition, students will understand a proactive, multi-tier level model of behavior support, including implementation strategies that they will be able to apply in their own classrooms regardless of student age or ability level. Prerequisites: EDU 101 and either EDU 120 or EDU 140, or concurrently. Not open to first-year students. (Fall, Spring)

Goldman/Three credits

EDU 302 TEACHING ENGLISH LANGUAGE LEARNERS

This course is designed to help students learn about the particular learning needs of English Language Learners and, in turn, to design content instruction for that audience. The course will develop participants' knowledge of the context and academic landscape in which non-native English speakers learn in K-12 settings. Students will be introduced to the structural levels of language and to theories, principles, and processes of language acquisition, and they will begin to explore various pedagogical implications. Particular focus will also be given to reading of complex informational and literary texts, responding to text-based questions, writing from sources, and building academic vocabulary and background knowledge through discussion, reading, and writing. Limited to Education Majors (Stage 2). Prerequisites: EDU 101, EDU 120 or EDU 140 or taken concurrently. (Fall, Spring)

Walsh/Three credits

EDU 302F PRE-PRACTICUM TEACHING ENGLISH LANGUAGE LEARNERS

This is a supervised, field-based component of EDU 302. Students spend 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 302. (Fall/Spring)

Staff/One credit

EDU 323 HISTORY AND SOCIAL SCIENCE IN THE ELEMENTARY CURRICULUM

This course is designed to familiarize students with the history and social science curriculum at the elementary level; examine the theoretical and research bases for effective teaching and learning in the field of social studies, and apply this knowledge in the design, implementation, and evaluation of their own instructional efforts. Topics emphasize teaching about local, United States and world history, geography, economics, and government, as well as the fundamental citizenship mission of social studies. Students also examine the Massachusetts History and Social Science Curriculum Framework and use it as a guide for their lesson planning. Traditions, issues, and current curriculum concerns in social studies at the elementary level are explored

as well. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. (Fall)

D'Souza/Three credits

EDU 324 MATHEMATICS IN THE ELEMENTARY CURRICULUM

This course examines the teaching and learning of mathematical concepts in the elementary classroom. As informed by the standards in the Massachusetts Mathematics Curriculum Framework, students will draw upon various learning theories to design and implement effective mathematics lessons that seek to promote children's conceptual awareness of mathematics concepts. Particular attention is given to developing students' understanding of the varied methods (e.g., algorithms, manipulatives, problem-solving) of expressing conceptual understanding and the multiple ways of assessing children's learning. There is a field-based component to this course. Prerequisite: MAT 150. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 324F. (Fall)

de la Cruz/Three credits

EDU 324F PRE-PRACTICUM: MATHEMATICS IN THE ELEMENTARY CURRICULUM

This is the supervised field-based component of EDU 324. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 324. (Fall)

Staff/One credit

EDU 325 LITERACY DEVELOPMENT AND INSTRUCTION

In this course, students study literacy from a developmental perspective, beginning with emergent literacy and progressing through the more advanced stages of reading and writing to learn in the middle/secondary grades. Students examine processes of reading and writing, as well as current models of and approaches to literacy instruction and assessment. This course prepares students to plan effective literacy instruction for all learners in accordance with standards-based curriculum. In particular, students use the Massachusetts English Language Arts Curriculum Framework as a guide for their own lesson preparation. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 325F. (Spring)

Kielbasa/Three credits

EDU 325F PRE-PRACTICUM: LITERACY DEVELOPMENT AND INSTRUCTION

This is the supervised field-based component of EDU 325. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 325. (Spring)

Staff/One credit

EDU 330 THE MIDDLE SCHOOL: CONCEPT AND CURRICULUM

This course is designed to provide prospective teachers with historical perspective on the concept of the middle school along with information concerning current reforms and trends related to learning and the early adolescent. The class will also investigate curriculum, grouping practices, instructional strategies, and the design of interdisciplinary units for middle level learners. Prerequisite: EDU 101. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 330F. Prerequisite: PSY 181 (Spring)

D'Souza, Staff/Three credits

EDU 330F PRE-PRACTICUM: THE MIDDLE SCHOOL: CONCEPT AND CURRICULUM

This is the supervised field-based component of EDU 330. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 330. (Spring)

Staff/One credit

EDU 333 INTEGRATED FIELDS EXPERIENCES IN SECONDARY EDUCATION

This is a field-based course, designed to help secondary Education majors observe, analyze, practice, and reflect upon effective teaching. Students will complete a pre-practicum of 25 hours in a middle-high school, working closely with a teacher in their licensure field. Students will observe mentor teachers teaching adolescents, will teach three practice lessons, and will analyze their observations and practice in light of course readings on secondary instruction, classroom assessment, and student engagement. Students will draw from their field experiences as the evidence-based principles of instruction, assessment of student learning, and the social-emotional aspects of student learning. Prerequisite: Education majors only.

Staff/one credit

EDU 341 READING AND WRITING ACROSS THE CURRICULUM (5–12)

This course emphasizes the investigation of theory and research related to the processes of reading, writing, and responding to content area text in middle/secondary education. It addresses a variety of topics such as strategy development for reading and writing to learn, methods and materials, cultural influences, assessment and evaluation, and the roles of teachers and administrators. There is a focus throughout the course on linking theory and research to practice. Prerequisite: EDU 101. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 341F. (Fall)

Stutz/Three credits

EDU 341F PRE-PRACTICUM: READING AND WRITING ACROSS THE CURRICULUM (5–12)

This is the supervised field-based component of EDU 341. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 341. (Fall)

Staff/One credit

EDU 342 CURRICULUM AND METHODS IN ENGLISH (5–12)

The course is designed to help students examine the theoretical and research bases of the teaching of English and apply that knowledge in the design, implementation, and analysis of their English teaching. Topics include teaching about literature, reading, writing, and language use. Students also examine the Massachusetts English Language Arts Curriculum Framework and use it as a guide for their own lesson preparation. As the students work their way through these components, they also complete pre-practicum field work, observing and assisting an English teacher at a local middle or secondary school. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 342F. (Fall 2018, Fall 2020)

Stutz/Three credits

EDU 342F PRE-PRACTICUM: CURRICULUM AND METHODS IN ENGLISH (5-12)

This is the supervised field-based component of EDU 342. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 342. (Fall 2018, Fall 2020)

Staff/One credit

EDU 343 CURRICULUM AND METHODS IN FOREIGN LANGUAGES (5–12)

This course is designed to help students examine the languages, and apply that knowledge to the design and implementation of foreign language curricula. Topics include the evolution of foreign language pedagogy, theory of second-language acquisition, the role of grammar in contextualized instruction, understanding proficiency and the ACTFL guidelines, teaching for cultural understanding, the relationship between foreign languages and other areas of the curriculum, and state and national standards, including the Massachusetts Foreign Languages Curriculum Framework. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 343F. (Fall 2016, Fall 2018)

Staff/Three credits

EDU 343F PRE-PRACTICUM: CURRICULUM AND METHODS IN FOREIGN LANGUAGES (5–12)

This is the supervised field-based component of EDU 343. Students spend at least 40 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 343. (Fall 2018, Fall 2020)

Staff/One credit

EDU 344 CURRICULUM AND METHODS IN HISTORY AND SOCIAL SCIENCE (5–12)

This course is designed to help students become familiar with the history and social science curriculum at the middle/secondary level, examine the theoretical and research bases for effective teaching and learning in the field of social studies, and apply this knowledge in the design, implementation, and evaluation of their own instructional efforts. Topics emphasize teaching about local, United States and world history, geography, economics, and political science as well as the fundamental citizenship mission of social studies. Students also examine the Massachusetts History and Social Science Curriculum Framework and use it as a guide for their lesson preparation. Traditions, issues, and current curriculum concerns in social studies are explored as well. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 344. (Fall 2018, Fall 2020)

D'Souza/Three credits

EDU 344F PRE-PRACTICUM: CURRICULUM AND METHODS IN HISTORY AND SOCIAL SCIENCE (5–12)

This is the supervised field-based component of EDU 344. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 344. (Fall 2018, Fall 2020)

Staff/*One credit*

EDU 345 CURRICULUM AND METHODS IN MATHEMATICS (5–12)

This course considers the teacher's role and responsibilities in teaching mathematics at the middle/secondary level. Emphasis is placed on curriculum, instructional techniques, and materials for mathematics instruction in middle/secondary education in accordance with standards set by the National Council of Teachers of Mathematics (NCTM) and the Massachusetts Mathematics Curriculum Framework. The overall goal of this course is to prepare the student to teach middle/secondary level mathematics effectively. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 345F. (Fall 2018, Fall 2020)

de la Cruz/*Three credits*

EDU 345F PRE-PRACTICUM: CURRICULUM AND METHODS IN MATHEMATICS (5–12)

This is the supervised field-based component of EDU 345. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 345. (Fall 2018, Fall 2020)

Staff/*One credit*

EDU 346 CURRICULUM AND METHODS IN SCIENCE AND TECHNOLOGY (5–12)

This course is designed to provide students with an understanding of the role and responsibilities of the middle/secondary teacher of science. Emphasis is placed on curriculum, instructional techniques, and materials for middle/secondary science instruction. Drawing on their knowledge of the developmental stages of the adolescent, students design, implement, and evaluate instructional material to develop effective science lessons. Topics emphasized include methods and materials for teaching science, assessment of learning, relationships among the different disciplines of science, and professional development. Students also examine the Massachusetts Science and Technology/Engineering Curriculum Framework and use it as a guide in lesson preparation. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 346F. (Fall 2018, Fall 2020)

Howe/*Three credits*

EDU 346F PRE-PRACTICUM: CURRICULUM AND METHODS IN SCIENCE AND TECHNOLOGY (5–12)

This is the supervised field-based component of EDU 346. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 346. (Fall 2018, Fall 2020)

Staff/*One credit*

EDU 399 SPECIAL TOPICS IN EDUCATION

This course addresses contemporary issues and instruction in PreK-12 education. It responds to specific interests designated by students, extensions of topics addressed in a general or discipline-specific education course (e.g., English, history, literacy, mathematics, science), or faculty research interests. Topics are selected based on timeliness, and relevance to elementary, middle, and/or secondary school education. The course allows students opportunities to investigate current PreK-12 issues and instruction in greater depth than is possible in existing courses within the discipline. A special topics course may have prerequisites.

Staff/*Three credits*

EDU 420 PRACTICUM IN ELEMENTARY EDUCATION

The student will perform practicum activities under the general direction of a program supervisor and under the immediate guidance of a supervising practitioner. The practicum student will spend full school days at the field site for the spring semester. Practicum students follow the elementary school calendar during their practicum and therefore are expected to be at the elementary school each day it is in session, including those days when Assumption College classes may not be in session. Prior to the beginning of the practicum, practicum students may request approval to attend Assumption College sponsored events. Such requests must be made in writing and addressed to the Licensure Program Coordinator, and, if approved, the practicum student will extend his or her practicum placement beyond the typical ending date for the practicum. Limited to Elementary Education majors who have satisfied all retention criteria, including passing all required Massachusetts Tests for Educator

Licensure (MTEL) by December 31 of the senior year. Students must concurrently take the associated 3-credit seminar, EDU 420S. Education Practicum Fee: \$500 (Spring)

Dion, Evans, Plante/*Nine credits*

EDU 420S SEMINAR: PRACTICUM IN ELEMENTARY EDUCATION

Practicum students are required to attend a weekly seminar, where they will integrate theories and practices of elementary teaching and learning, discuss pedagogical issues, and reflect upon their development as pre-service teachers. Students must be concurrently enrolled in EDU 420. (Spring)

Dion, D'Souza, Lawrence, Plante/*Three credits*

EDU 440 PRACTICUM IN MIDDLE/SECONDARY EDUCATION

The student will perform practicum activities under the general direction of a program supervisor and under the immediate guidance of a supervising practitioner. The practicum student will spend full school days at the field site for the spring semester. Practicum students follow the middle or secondary school calendar during their practicum and therefore are expected to be at the middle or secondary school each day it is in session, including those days when Assumption College classes may not be in session. Prior to the beginning of the practicum, practicum students may request approval to attend Assumption College sponsored events. Such requests must be made in writing and addressed to the Licensure Program Coordinator, and, if approved, the practicum student will extend his or her practicum placement beyond the typical ending date for the practicum. Limited to Middle/Secondary Education majors who have satisfied all retention criteria, including passing all required Massachusetts Tests for Educator Licensure (MTEL) by December 31 of the senior year. Students must concurrently take the associated 3-credit seminar, EDU 440S. Education Practicum Fee: \$500. (Spring)

de la Cruz, Lea, Howe, Stutz/*Nine credits*

EDU 440S SEMINAR: PRACTICUM IN MIDDLE/SECONDARY EDUCATION

Practicum students are required to attend a weekly seminar, where they will integrate theories and practices of middle/secondary teaching and learning, discuss pedagogical issues, and reflect upon their development as pre-service teachers. Students must be concurrently enrolled in EDU 440. (Spring)

de la Cruz, Lea, Howe, Stutz/*Three credits*

EDU 444 HONORS THESIS IN EDUCATION

In this course the student will conduct the research project that was proposed and approved during the Honors Seminar (HON 300). The research project will be an original research thesis or creative work under the supervision of a faculty mentor. A summary of the capstone work will be presented at the Honors Colloquium at the end of the semester. This course will count as an elective in the Education Major. Prerequisite: HON 300; membership in Honors Program

Staff/*Three credits*

EDU 499 INDEPENDENT STUDY

Open to all qualified junior and senior education majors with permission of the instructor, the Chairperson of the Education Department, and the Dean of Studies.

Staff/*One to Three credits*