

Department of Education

Professor: Lisa D'Souza; *Associate Professors:* Jessica de la Cruz, Samantha Goldman (Chair), Nanho Vander Hart; *Assistant Professor:* Cathleen Stutz; *Assistant Professor of Practice:* Kathleen Scibelli; *Associate Professor of Practice:* Elizabeth Walsh; *Lecturer:* Kelly Benestad (Field Placement Coordinator), Karen Weilbrenner (Licensure Program Coordinator).

MISSION STATEMENT

The Department of Education at Assumption University 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.

LEARNING GOALS OF THE MAJOR IN EDUCATION

By the conclusion of their studies in the Education major, Assumption University students will demonstrate:

- conceptually sound lesson planning derived from research-based methods
- effective instructional strategies to meet the needs of all students
- competent subject matter knowledge
- the ability to improve practice based upon self-evaluation of teaching
- a commitment to professional obligations and responsibilities.

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 University 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].

ADVISING AND BECOMING AN EDUCATION MAJOR

It is recommended that students meet with the Licensure Program Coordinator (LPC), Karen Weilbrenner, in the Education Department as early as their first year, if they have any interest in teacher licensure. After a student meets with the LPC, their name is placed on the PRE-EDU major list which is sent to the Registrar's Office. Students begin by taking Stage 1 courses, which are open to all undergraduate students, but preference is given to PRE-EDU majors.

Students must meet with the LPC each semester for advising about course selection, program requirements, and their progress in the Education major. Students who intend a semester in off-campus study must also meet with the LPC to ensure that all program requirements will be met.

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), 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. The Stage 3 courses, Practicum and Seminar, are open only to Education majors who have met the retention criteria described below. Should a student successfully complete the Education major requirements (per the respective Education curricula and per the retention criteria) and the University 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 University responds to the Commonwealth of Massachusetts Department of Elementary and Secondary Education in matters of teacher licensure. The University 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.

POLICIES AND PROCEDURES FOR APPLYING TO THE EDUCATION MAJOR

Students interested in the major in Education are invited to an informational meeting held in the fall semester and are prompted to set up a meeting with the LPC. At this meeting, they are informed about relevant program requirements, department policies regarding acceptance and retention in the program, and Massachusetts licensure regulations for teachers at the elementary, middle, and secondary levels. Students receive an advising sheet that lists the required courses needed for the specific undergraduate program of study that leads to Initial licensure.

Because of the demands of the licensure programs, students should meet with the LPC for advising as early in their university studies as possible. Each semester, students will have a mandatory meeting with the LPC. During these meetings, the LPC will review student's academic record and progress in the program. The LPC will explain the application process during the first semester of their sophomore year. Students are responsible for completing all the requirements for the Education major application and submitting them to the Licensure Program Coordinator by March 15th of the sophomore year. A student's application will not be reviewed if the Education Major File requirements are incomplete.

1. Completed Assumption University Education Program Application
2. Signed acknowledgement of understanding the Assumption University Education Major Policy Overview
3. Completed Shrewsbury Public School CORI form
4. Completed Worcester Public School CORI form
5. Completed Wachusett Regional School District CORI form
6. Copy of driver's license (or a government issued photographic identification)
7. Proof of completing the SAFIS fingerprinting process
8. Completed Safe Environment Training Certificate

CRITERIA FOR ADMISSION

Admission to the Education major for all students, including transfer students, is based upon the following criteria: students must have a cumulative GPA of 2.8 to be accepted into the major, allowing enrollment in Stage 2 courses. Students must also show evidence of a time commitment to their personal goals and to professional excellence. All full-time education faculty members review the student applications for admission to the major in Education. Applicants are informed of their status by July 1st.

Students wishing to pursue certain Stage 2 and Stage 3 courses (pre-practica and practica) must maintain the retention criteria described below.

CRITERIA FOR RETENTION

Students accepted into the program are held to the same standards required for admission. Additionally, students are expected to demonstrate exemplary behavior and maintain a strong record in the professional sequence of study to continue in the Education major. Students who do not satisfy one or more of the above criteria may not be permitted to enroll in one or more pre-practicum courses during Stage 2 of the major. Because a strong record in the professional sequence of studies is required, students in the Education major must take each Education course for a letter grade except for pre-practicum. To remain in the program, and be eligible for the practicum, all Education majors must:

1. Provide official evidence of taking the Communication and Literacy MTEL by the first day of class in the junior year.
2. Provide official evidence of passing **OR** having taken the Communication and Literacy MTEL at least twice by December 13th of the junior year.
3. Provide official evidence of taking the required subject matter knowledge MTEL by the 1st day of class in the senior year.
4. Provide official evidence of passing all required subject matter knowledge MTEL **OR** of having taken the required subject matter MTEL at least twice by December 13th of their senior year to be eligible to enroll in the practicum during the spring semester of their senior year (Stage 3).
5. Have at least a 3.0 GPA in the Education Major.
6. Middle/secondary education majors must have at least a 3.0 GPA in their content major.

Important: To be eligible for a Massachusetts teaching license, students must pass all required MTEL for their intended teaching license.

TEACHER LICENSURE AREAS

- Elementary, grades 1-6: Teacher candidates must choose a content major in biology, chemistry, English, environmental science, history, mathematics or Spanish
- Middle, grades 5-8: Teacher candidates must choose a content major in general science, mathematics
- Middle/Secondary, grades 5-12: Teacher candidates must choose a content major in English, history, Spanish
- Secondary, grades 8-12: Teacher candidates must choose a content major in biology, chemistry, mathematics

Below are the curricular requirements that pertain to each of the licensure options. Students interested in one of the options should plan accordingly when selecting courses of study as early as the Stage 1 courses (prior to applying to the major).

ELEMENTARY GRADES 1-6, TEACHER LICENSURE

Students planning to seek licensure as elementary teachers (1–6) should meet with the Licensure Program Coordinator during their first-year for program advising and declare their intent to apply by the fall of the sophomore year. Students must apply to the major during their sophomore year. Part of the application includes meeting with the Licensure Program Coordinator. Prior to formal admission into the major, students may enroll in introductory Education courses (Stage 1) during the first year and sophomore year.

Regular and careful advising is crucial for those students seeking an Elementary teaching license. Once admitted to the major, students must meet with the Licensure Program Coordinator each semester for advising about course selection, program requirements, and their progress in the Education major. Students who intend a semester in off-campus study must also meet with the Licensure Program Coordinator to ensure that all program requirements will be met. Because Massachusetts licensure requirements stipulate competency in a breadth of liberal arts subject knowledge per State Regulations, the Education Department may require students to take additional liberal arts subject courses in addition to those stipulated within the Elementary requirements given below and Assumption's Foundations Program.

Students wishing to pursue the Elementary Education Major must complete the following required courses and must obtain a concurrent major in one of the following core academic disciplines: English, Spanish, history, math or science, following the Elementary Education Track within that discipline (where indicated), as listed in the *Academic Catalog and Advising Guide*.

REQUIRED COURSES FOR THE ELEMENTARY EDUCATION MAJOR

| STAGE 1: open to all undergraduate students | Field-based training |
|--|---------------------------------|
| • EDU 101 Teachers and Teaching in American Schools | Instructor's discretion |
| • EDU 120 Teaching and Learning in the Elementary School | Instructor's discretion |
| • EDU 221 Science in the Elementary Curriculum | Instructor's discretion |
| • EDU 260 Teaching Students with Special Needs | Yes; Community Service-Learning |

| STAGE 2: open only to Education majors | Field-based training |
|--|-----------------------------|
| • EDU 302 Teaching English Language Learners | Yes; EDU 302F (25 hours) |
| • EDU 323 History and the Social Sciences in the Elementary Curriculum | Instructor's discretion |
| • EDU 324 Mathematics in the Elementary Curriculum | Yes; EDU 324F (25 hours) |
| • EDU 325 Literacy Development and Instruction | Yes; EDU 325F (25 hours) |

| Required Prior to STAGE 3: open to all undergraduate students | Field-based training |
|---|-----------------------------|
| • ENG 130 Writing in the University | No |
| • ENG 140 Literature and its Interpretation (preferred) or LTC 140 or SPA 204 | No |
| • ENG 263 Children's Literature | No |
| • MAT 114 Elementary Functions (or higher) | No |
| • MAT 150 Numbers and Operations for Educators | Instructor's discretion |
| • PSY 290 Psychology of Development: Infancy and Childhood | No |
| • One three-credit course in Art or Music that satisfies the Foundations Program requirements | No |
| • One natural science course, which must have a laboratory component. It may be an integrated lab. BIO 140 Inquiry Biology for Educators is strongly recommended. | Instructor's discretion |
| • One history course: HIS 180 (strongly recommended), HIS 181, HIS 114, HIS 116, HIS 150R (taught in Rome), HIS 115, HIS 117. These courses are listed in order of recommendation based on coverage of History and Social Science Subject Matter Knowledge. | No |

| STAGE 3: open only to Education majors who have completed all retention criteria | Field-based training |
|---|-----------------------------|
| • EDU 420 and 420S Practicum and Seminar in Elementary Education | Yes (360 hours) |

| Optional, but recommended: | Field-based training |
|---|-----------------------------|
| • EDU 222 Technology Integration Across the Curriculum | Instructor's discretion |
| • EDU 265 Effective Classroom Management | Instructor's discretion |
| • EDU 330 The Middle School: Concept and Curriculum (5-8) Prerequisite: PSY 281 Psychology of Adolescence and Maturity | Yes; EDU 330F |
| • MAT 151 Algebra, Geometry and Data Analysis for Educators | Instructor's discretion |
| • Courses that cover History and Social Science Subject Matter Knowledge in order of most coverage: HIS 359, HIS 180, HIS 181, HIS 116, HIS 114, POL 201. Additional options with limited coverage of frameworks: HIS 115, HIS 117, ECO 110, GEO 100, POL 110 | No |

S.T.E.M. CONCENTRATION FOR ELEMENTARY EDUCATION MAJORS (6)

Students interested in deepening their content and pedagogical knowledge of science, technology, and mathematics beyond the elementary education major are encouraged to consider concentrating in Elementary STEM. Students completing this program will equip themselves with specific knowledge of the STEM subjects they will teach as elementary school teachers, as well as the capability to spark the interest and ability of future STEM students.

REQUIRED COURSES

BIO 140 Inquiry Biology for Educators
MAT 150 Numbers and Operations for Educators
MAT 151 Algebra, Geometry, and Data Analysis for Educators
EDU 221 Science in the Elementary Curriculum
EDU 222 Technology Integration Across the Curriculum
EDU 324 Mathematics in the Elementary Curriculum

MIDDLE/SECONDARY: SUBJECT-SPECIFIC TEACHER LICENSURE (5-8, 5-12, 8-12)

Assumption offers state-approved programs in the following fields and at the following levels:

biology (8-12)
chemistry (8-12)
English (5-12)
general science (5-8)
history (5-12)
mathematics (5-8; 8-12)
Spanish (5-12)

Students planning to seek licensure as a subject-specific middle/secondary teacher should meet with the Licensure Program Coordinator during their first-year for program advising and declare their intent to apply by the fall of the sophomore year. Students must apply to the major during their sophomore year. Part of the application includes meeting with the Licensure Program Coordinator. Prior to formal admission into the major, students may enroll in introductory Education courses (Stage 1) during the first year and sophomore year.

Students wishing to pursue the Middle/Secondary Education major must complete the following REQUIRED COURSES and must also complete a major of study in their chosen academic discipline: biology, chemistry, English, history, mathematics, or Spanish, as listed in the *Academic Catalog and Advising Guide*.

REQUIRED COURSES FOR THE MIDDLE/SECONDARY EDUCATION MAJOR

| STAGE 1: open to all undergraduate students | Field-based training |
|--|--|
| <ul style="list-style-type: none">EDU 101 Teachers and Teaching in American Schools | Instructor's discretion |
| <ul style="list-style-type: none">EDU 140 Teaching and Learning in the Middle/Secondary Schools | Instructor's discretion |
| <ul style="list-style-type: none">EDU 260 Teaching Students with Special Needs | Yes; Community Service-Learning |
| Required Prior to STAGE 3: open to all undergraduate students | Field-based training |
| <ul style="list-style-type: none">PSY 281 Psychology of Adolescence and Maturity | No |
| STAGE 2: open only to Education majors | Field-based training |
| <ul style="list-style-type: none">EDU 302 Teaching English Language Learners | Yes, EDU 302F (25 hours) |
| <ul style="list-style-type: none">One subject specific methods course from the following, depending on the content major: EDU 342 Curriculum and Methods in English (5-12) EDU 343 Curriculum and Methods in Foreign Languages (5-12) EDU 344 Curriculum and Methods in History and Social Science (5-12) EDU 345 Curriculum and Methods in Mathematics (5-8; 8-12) EDU 346 Curriculum and Methods in Science and Technology (5-8; 8-12) | Yes (25 hours) EDU 342F EDU 343F EDU 344F EDU 345F EDU 346F |

| | |
|---|--------------------------|
| <ul style="list-style-type: none"> EDU 330 The Middle School: Concept and Curriculum (5-8) Optional, but REQUIRED for 5-8 and 5-12 licensure. Prerequisite: PSY 281 Psychology of Adolescence and Maturity. | Yes, EDU 330F (25 hours) |
| <ul style="list-style-type: none"> EDU 332F (5-8) (1-credit field experience, taken in place of EDU 302F and EDU 330F if enrolled in EDU 302 and EDU 330 concurrently) | Yes, EDU 332F (30 hours) |
| <ul style="list-style-type: none"> EDU 333F (5-12) (1-credit field experience for math, science, and Spanish majors) | Yes, EDU 333F (25 hours) |
| <ul style="list-style-type: none"> EDU 341 Reading and Writing Across the Curriculum (5-12) (English and history majors). | Yes, EDU 341F (25 hours) |

| | |
|--|-----------------------------|
| STAGE 3: open only to Education majors who have completed all retention criteria | Field-based training |
| <ul style="list-style-type: none"> EDU 440 and 440S Practicum and Seminar in Middle/Secondary Education | Yes (360 hours) |

| | |
|--|-----------------------------|
| Optional, but recommended | Field-based training |
| <ul style="list-style-type: none"> EDU 222 Technology Integration Across the Curriculum | Instructor's discretion |
| <ul style="list-style-type: none"> EDU 265 Effective Classroom Management | Instructor's discretion |
| <ul style="list-style-type: none"> MAT 151 Algebra, Geometry, and Data Analysis for Educators (recommended for math majors) | Instructor's discretion |

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 (4)

EDU 101 Teachers and Teaching in American Schools
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

ELECTIVES (2)

EDU courses—selected in consultation with the Licensure Program Coordinator and approved by the Education Department Chair

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

HUS 119 Introduction to Human Rehabilitation Services

HUS 121 Human Development and Disability Across

MAT 150 Numbers and Operations for Educators

MAT 151 Algebra, Geometry and Data Analysis for Educators

PSY 290 or PSY 281 (if not used to satisfy requirement above)

PSY 210 Social Psychology

PSY 253 Psychology of Learning

PSY 392 Raising Happy and Successful Children

Note: No more than two psychology courses may 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 University.

Undergraduate students who are considering applying to the B.A./M.A. program should consult with the Licensure Program Coordinator during 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 University 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.

COURSE DESCRIPTIONS

EDU 101 TEACHERS AND TEACHING IN AMERICAN SCHOOLS

In this course students will gain an understanding of the role of teachers and teaching in American society. Students will explore the lives and vocations of teachers through teacher narratives, as well as articles highlighting the choices, challenges, and

satisfactions of teaching. Over the course of the semester, students will examine five themes: (1) School Structure, Governance, and Purposes; (2) Curriculum; (3) Students, Families, and Community; (4) Building and Sustaining Positive School Cultures; (5) Teaching as a Vocation/Profession. Each theme will be developed through an examination of essential questions. EDU 101 is an introductory education course and fulfills a requirement for the Social and Historical Pillar of the Foundations program. The course is open to any interested student. It also serves as a beginning course in the sequence of Education courses for those students intending to declare their Education major. As such, the course-content correlates with some of the *Massachusetts Professional Standards for Teachers*. Counts in the Foundations Program as a social science. (Fall, Spring)

Benestad, 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)

Walsh, Staff/*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. (Spring)

Stutz, Staff/*Three credits*

EDU 190: FACILITATING A MATH ACADEMY II

This course is the second part of a 2-course sequence intended to prepare students to facilitate/lead the Assumption Institute of Mathematics (Camp AIM) in Summer 2025. The first course is MAT 190 Facilitating a Math Academy I. Students will select and refine activities, form instructor teams, establish team facilitation responsibilities, and finalize daily AUMA teaching plans. They will develop a theme for the Camp AIM program, select high school-level activities, and learn about how to facilitate groups of students in a collaborative team environment. This course will meet for one hour a week. (Spring)

De la Cruz/*One credit*

EDU 221 SCIENCE 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, Pre-Edu or Education majors only (Fall, Spring)

Scibelli /*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: Pre-Edu or Education majors only. (Spring)

de la Cruz, Staff/*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. There is a field-based component to this course. Limited to Education Majors (Stage 2). Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 302F or EDU 332F. (Fall for elementary, Spring for middle/secondary)

Walsh, Tellier/*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)

Benestad, Scibelli/*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. 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)

Walsh/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: PSY 281. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 330F or EDU 332F. (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 332F PRE-PRACTICUM: INTEGRATED FIELD EXPERIENCES IN MIDDLE SCHOOL AND ENGLISH LANGUAGE LEARNERS (5-8)

This is a supervised field-based component of EDU 302 and EDU 330. Students spend at least 30 hours at the field site and complete required pre-practicum tasks. Students must be enrolled in EDU 302 and EDU 330 concurrently. (Spring)

Staff/One Credit

EDU 333F INTEGRATED FIELD EXPERIENCES IN SECONDARY EDUCATION (5-8; 8-12; 5-12)

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. Limited to Education majors who have satisfied all the retention criteria. (Fall 2023, Fall 2025)

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. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 341F. *This course is offered during alternate odd fall semesters. (Fall 2025, Fall 2027)*

Stutz, Staff/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. *This course is offered during alternate odd fall semesters.* (Fall 2025, Fall 2027)

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. *This course is offered during alternate even fall semesters.* (Fall 2024, Fall 2026)

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 2024, Fall 2026)

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 world language curricula. Topics include the evolution of world 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 world languages and other areas of the curriculum, and state and national standards, including the Massachusetts World 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. *This course is offered during alternate even fall semesters.* (Fall 2024, Fall 2026)

Ferdella/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 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 343. *This course is offered during alternate even fall semesters.* (Fall 2024, Fall 2026)

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 344F. *This course is offered during alternate even fall semesters.* (Fall 2024, Fall 2026)

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. *This course is offered during alternate even fall semesters.*

(Fall 2024, Fall 2026)

D'Souza/One credit

EDU 345 CURRICULUM AND METHODS IN MATHEMATICS (5–8; 8–12)

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. This course is offered during *alternate even fall semesters*. (Fall 2024, Fall 2026)

de la Cruz/Three credits

EDU 345F PRE-PRACTICUM: CURRICULUM AND METHODS IN MATHEMATICS (5–8; 8–12)

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 2022, Fall 2024)

Staff/One credit

EDU 346 CURRICULUM AND METHODS IN SCIENCE AND TECHNOLOGY (5–8; 8–12)

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. *This course is offered during alternate even fall semesters*. (Fall 2024, Fall 2026)

Scibelli/Three credits

EDU 346F PRE-PRACTICUM: CURRICULUM AND METHODS IN SCIENCE AND TECHNOLOGY (5–8; 8–12)

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. *This course is offered during alternate even fall semesters*. (Fall 2024, Fall 2026)

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

EDU 420 includes twelve weeks of supervised candidate teaching in an elementary classroom. Each candidate is matched with a supervising practitioner (classroom teacher). Under the direct supervision of both a program supervisor (University supervisor) and supervising practitioner, the candidate observes, assists, and teaches elementary school pupils. The candidate is responsible for designing and teaching a range of lessons in the core academic subjects to elementary pupils with diverse learning needs. The candidates' lesson plans and instructional units will demonstrate their connection to the Massachusetts Curriculum Frameworks.

Over the course of the practicum, each candidate's performance will be assessed jointly by both the program supervisor and supervising practitioner through the Massachusetts Candidate Assessment of Performance (CAP) for the Initial License. The candidate will spend full school days at the field site for the spring semester. Teacher candidates 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 University classes may not be in session. Prior to the beginning of the practicum, practicum students may request approval to attend Assumption University sponsored events. Such requests must be made in writing and addressed to the Licensure Program Coordinator, and, if approved, the practicum student will extend the practicum placement beyond the typical ending date for the practicum. Limited to Elementary Education majors who have satisfied all retention criteria, including taking all required Massachusetts Tests for Educator Licensure (MTEL) by December 13 of the senior year. Students must concurrently take the associated 3-credit seminar, EDU 420S. Education Practicum Fee: \$545 (Spring)

Staff/Nine credits

EDU 420S PRACTICUM SEMINAR IN ELEMENTARY EDUCATION

Practicum students are required to attend a weekly seminar, where they will integrate theories and practices of elementary teaching and learning. The seminar affords candidates opportunities to discuss a range of pedagogical issues, and to reflect upon their own growth as beginning teachers. Program supervisors will focus on CAP requirements and may identify themes for candidates' discussion and analysis. Candidates may also identify particular teaching issues for further discussion. Students must be concurrently enrolled in EDU 420. (Spring)

Staff/Three credits

EDU 440 PRACTICUM IN MIDDLE/SECONDARY EDUCATION

EDU 440: Practicum in Middle/Secondary Education includes twelve weeks of supervised candidate teaching in a middle/secondary classroom. Each candidate is matched with a supervising practitioner (classroom teacher). Under the direct supervision of both a program supervisor (University supervisor) and supervising practitioner, the candidate observes, assists, and teaches middle/secondary school pupils. The candidate is responsible for designing and teaching a range of lessons to pupils with diverse learning needs. The candidates' lesson plans and instructional units will demonstrate their connection to the Massachusetts Curriculum Frameworks. Over the course of the practicum, each candidate's performance will be assessed jointly by both the program supervisor and supervising practitioner through the Massachusetts Candidate Assessment of Performance (CAP) for the Initial License. The teacher candidates will spend full school days at the field site for the spring semester. Teacher candidates 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 University classes may not be in session. Prior to the beginning of the practicum, practicum students may request approval to attend Assumption University sponsored events. Such requests must be made in writing and addressed to the Licensure Program Coordinator, and, if approved, the practicum student will extend the practicum placement beyond the typical ending date for the practicum. Limited to Middle/Secondary Education majors who have satisfied all retention criteria, including taking all required Massachusetts Tests for Educator Licensure (MTEL) by December 13 of the senior year. Students must concurrently take the associated 3-credit seminar, EDU 440S. Education Practicum Fee: \$545. (Spring)

Benestad, Stutz/Nine credits

EDU 440S PRACTICUM SEMINAR IN MIDDLE/SECONDARY EDUCATION

EDU 440S: Seminar in Middle/Secondary Education requires candidates to meet each week with their program supervisor to discuss, analyze, and evaluate their own and others' teaching. The seminar affords candidates opportunities to discuss a range of pedagogical issues, and to reflect upon their own growth as beginning teachers. Program supervisors will focus on the CAP requirements and may identify particular themes for candidates' discussion and analysis. Candidates may also identify particular teaching issues for further discussion. Students must be concurrently enrolled in EDU 440. (Spring)

Benestad, 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 the d'Amour College of Liberal Arts and Sciences.

Staff/One to Three credit