Our Approach
At Curry College, we believe that great teaching encompasses more than just the ability to manage a classroom and construct a lesson plan. Our M.Ed. program is designed to engage you in learning how the latest educational research and theory inform and shape good teaching practice, while also helping you build the essential skills that good teachers need to succeed. Our faculty members are dedicated to your success and bring their rich experience as teachers and educational administrators into the classroom. Our goal is to empower each M.Ed. graduate to become an outstanding educator and reflective practitioner dedicated to changing the world, one student at a time.

Master’s Concentrations and Post-Master’s Graduate Certificate
Curry College currently offers two concentrations in the M.Ed. program. These are licensure concentrations approved by the Massachusetts Department of Elementary and Secondary Education (DESE). Each of these concentrations leads to an Initial License in its area, assuming that students meet all program requirements. The licensure concentrations are:

- **Elementary (Initial License: Teacher, Grades 1-6)**
- **Special Education (Initial License: Teacher of Students with Moderate Disabilities: Pre-K-8)**

Post-Master’s Graduate Certificates:
Curry periodically offers a Post-Master’s certificate leading to an Initial License as a Reading Specialist (All Levels). The certificate is run as a cohort and consists of 21 credits taken over the course of a year (three semesters). Students in this program must have at least an initial license in another area of teaching and have taught under that license as a teacher of record in a public school for at least a year. They must also have passed the MTEL Communication and Literacy Skills Test. Call for more information.

In 2014, the Graduate Education program also introduced a Principal and Supervisor Licensure Certificate program for experienced educators seeking to take on leadership positions in the public schools. As described below, this program prepares candidates for one of three different licenses:

- **Principal/Vice Principal (Pre-K–6; 5 - 8; 9 - 12).**
- **Supervisor/Director (level depends on prerequisite license)**
- **Special Education Administrator (Pre-K - 8; 9 - 12)**

Academic Expectations & Program Components
Academic expectations for the Master of Education and Post-Master's Graduate Certificate programs include:

1. Communication Skills

**Spoken Communication and Presentations:** Teachers must be able to communicate with students, administrators, parents, and colleagues using both formal and informal means. During the course of the program, participants will be expected to present the results of their research in class, to lead discussions, and to participate in-group presentations.

**Written Communication:** In addition to speaking, teachers need to communicate on many levels using different styles of writing. They write reports on students that must be clear, concise and accurate; they prepare incident reports and submit plans to principals and superintendents for new activities they would like to try; they send letters home to parents, and they communicate with the public in many different ways, both formal and informal.

During the course of the master’s program, students will be asked to demonstrate different kinds of writing, from informal reflections to formal research papers. Success in organizing an essay or report and the ability to write clearly, effectively, and with proper grammar and syntax, are essential components of the program.
2. Academic Research
Although licensure programs are primarily directed at preparing teachers to succeed in their classroom and school roles, some familiarity with research practices is essential for anyone who aspires to earn a Master of Education degree or Post-Master's Graduate Certificate. Much research on education is generated each year – some of it well done and appropriate, and some not. Students should have enough experience to find appropriate research, be sophisticated enough to ask intelligent questions regarding its quality, and be able to produce research on their own. Some courses in the program are primarily directed at classroom skills, while others will require basic knowledge of how to research a topic, evaluate potential sources, and prepare a research paper. Professors will explain their research expectations, and are available to help students who many need it. In addition, many forms of research help are available through the Levin Library.

3. Technological Ability
Educators are often at the cutting edge of technology, as children come to school with more advanced technological skills than many adults. To succeed in the Master's program, students need computer skills in both general and educational software and equipment capable of supporting online research and classwork. This includes familiarity with word-processing, good keyboarding skills, the adaptability to learn new programs and the ability to conduct online research. Further they need access to a high-speed Internet connection. Graduate programs in education are now offered in a hybrid or blended format, using online activities in place of some face-to-face classes. It is essential to student success that they have the ability to learn and use course management systems such as Blackboard and to develop required course materials -- such as the program portfolio -- online.

4. General and Academic Expectations for Teachers
Teachers have a range of academic expectations with regard to teaching and learning, and teacher candidates are expected to perform essential professional and academic responsibilities at a high level.

- **Mastery of Content:** Teachers must be able to develop curricula, plan lessons, adapt lessons to individual learners, assess results, and plan alternate strategies.

- **Pedagogy:** Teachers must be able to understand the different needs of children, including different learning styles and cultures, and the needs of children who may have learning disabilities or other special needs. They must be able to develop well-crafted curriculum units and lessons, adapt and differentiate their instructional strategies based on the children's needs, and must also understand when to seek help from other professionals in areas of specialization.

- **Classroom Structure and Management:** Successful teachers understand that creating responsive, respectful and appropriately controlled learning environments promote everyone's success. New teachers should demonstrate an awareness of classroom activity, including safety, respect among students, and whether children are participating and learning, and should be able to make adjustments to improve results.

- **Professional Disposition:** It is frequently noted that content and instructional knowledge are necessary attributes of effective teachers, but they are not sufficient. A successful teacher must have an appropriate disposition, able to interact effectively with colleagues, supervisors, parents and especially students. Put another way, teachers need both academic and interpersonal skills.

- **Fieldwork Expectations:** Teacher candidates are expected to demonstrate competence and growth in field settings, as well as a professional attitude and ethical behavior towards and respect for children, parents and colleagues.

- **Classroom Expectations:** A professional attitude extends to the college classroom as well. Teacher candidates are expected to make academic progress, interact and work effectively with classmates and professors, and demonstrate regular attendance, good listening and collaboration skills. They should be able to contribute to the academic discourse, and demonstrate the ability to reflect on both the profession and their own professional growth and development.
Program Components
In addition to ongoing classes, the Master of Education program contains the following components: testing requirements of the Mass. Department of Elementary and Secondary Education (DESE), and field experiences relative to the degree and license sought, including the development of a professional portfolio.

PLEASE NOTE: All of these components apply to Master’s candidates. Only the first two apply to Certificate candidates; certificate students do not prepare program portfolios or participate in a Master’s seminar.

Field Experiences
In accordance with both college and state expectations, the M.Ed. Programs and Post Master’s Certificate in Reading all require two fieldwork experiences. The first of these is called Reflective Practice. In this course, students observe and participate in classroom field experiences in settings appropriate to their licensure goals for a minimum of 150 hours over the course of a semester. By reflecting on those observations and activities, on the nature of teaching and learning, and on effective classroom practice, teacher candidates build analytical skills to help them refine and improve their own teaching. The second fieldwork experience is the Practicum, formerly known as Student Teaching. Teacher candidates work in an appropriate classroom setting, building the skills to take over all activities within the class and demonstrate mastery of the professional expectations for teachers. Work in the practicum involves completing the DESE’s comprehensive Pre-Service Professional Assessment (PPA) form, in which students – with assistance from supervisors and cooperating practitioners – document the specific ways in which they meet each standard. A portion of the PPA is devoted to License Specific Questions – individual questions specific to the license sought, which teacher candidates must answer individually. The practicum requires a minimum of 300 hours in the field, and is accompanied by a seminar. The College attempts to place students in different settings – urban and suburban and at different levels, to provide students with a broad range of experience.

The College’s field placement coordinators assist with and oversee these field placements for students at all campuses. Teacher candidates who are already working in a school setting may be able to complete their fieldwork at their current school, although some flexibility on the part of the school and candidate will be required. Those who are not working in a school will be placed by their field placement coordinator. Often they can be placed in their home communities, but all placements are subject to review and a final determination by the field coordinator, who must contact the school principal, arrange for an appropriate field supervisor, and complete the necessary paperwork. Each student will have a cooperating practitioner at the field placement in charge of day to day supervision, and a college field supervisor who will visit the candidate periodically to provide support and discuss progress and results.

Program Portfolio
Each teacher candidate in the M.Ed. program develops an electronic portfolio over the span of the program. The portfolio serves as a means of reflection and development throughout the master’s program; as a launching place for the capstone project; as a demonstration of skills, interests and abilities to faculty members and potential employers, and, most importantly, as a personal statement of growth and professional development. It includes the following:

- A personal statement of philosophy/purpose from the initial course work, as modified through the completion of the program, and completed/synthesized in the Master’s Seminar.
- Evidence that demonstrates the candidate’s knowledge and proficiency in each of the State’s professional standards for teachers, including the following:
  - Planning curriculum and instruction
  - Delivering effective instruction
  - Managing classroom climate and operations
  - Promoting equity
  - Meeting professional responsibilities
Master of Education

- Examples of research, writing, and other academic expectations reflected in the goals for graduate students in education as presented at the beginning of the M.Ed. Student Handbook.

- Evidence of reflection on changes in the candidate’s thinking and on his or her progress and development as both an excellent educational professional and a thoughtful, analytical and effective leader.

Licensure and the Massachusetts Tests for Educator Licensure (MTEL)
The Commonwealth of Massachusetts has established a range of requirements for teaching, including a series of examinations known collectively as the Massachusetts Tests for Educator Licensure (MTEL). New teachers and those interested in seeking new licenses must all pass the Communications and Literacy Skills test. Therefore, a passing score on both portions of this test is required for matriculation into a license-oriented M.Ed. program at Curry College.

In addition, prospective teachers are required to pass subject matter tests in their areas of licensure. These are:

- **Elementary and Special Education Concentrations:**
  Foundations of Reading test, General Curriculum Math subtest and General Curriculum Multi-Subject subtest.

- **Reading Programs: Reading Specialist test.**
  Curry students in any licensure program should take these tests after they have completed the appropriate course work, and must pass all required tests before beginning their practicum. Students should consult with advisors in the program as to when to take the tests and what supports are available.

Cohort Enrollment Policy
Curry College’s M.Ed. is a cohort program with classes held one evening during the week and one Saturday per month. Classes meet for five consecutive semesters, and students entering the Curry M.Ed. program commit to continuous enrollment. Program pedagogy is designed for optimal learning through the cohort experience. Therefore, once enrolled, changing cohorts is not an option, except for extraordinary reasons. Extraordinary reasons, for example, are documented health or family emergencies. Students may have the option of extending the last semester by one additional semester, with permission of the M.Ed. Director, to allow enough time to complete a full-time practicum in a school and associated coursework. Students will not be allowed to delay their program or shift cohorts for issues such as management of their reimbursement funds.

Students who request to delay continuous enrollment in their cohort must make a formal request in writing to the Director of the M.Ed. Program. The request must include documentation of the pressing reason for changing the cohort sequence. The Director and/or the Dean may request further information. Decisions are made by the Director of the M.Ed. Program and all decisions are final.

Grades and Academic Standing
The minimum passing grade in each course is a B-. A grade of C+ or lower in any course is cause for academic review. Students must maintain a minimum grade point average of 3.0 to remain in good academic standing. Academic review will take place if the GPA falls below a 3.0. Students must also maintain a satisfactory rate of progress as measured by cumulative attempted credits. A student is making satisfactory progress when at least 67% of attempted credits have been completed with a passing grade. The complete Graduate Academic Standing policy can be found on the Curry website at: www.curry.edumed and select Advising and Services.
Master of Education

Elementary Education (Initial License Teachers, Grades 1-6)

Who Should Pursue This Program
This concentration prepares students to be elementary teachers, and leads to an Initial License for grades 1–6. It is appropriate for people who already serve in schools as para-professionals or aides, as well as for career changers. It also provides the coursework necessary for currently licensed teachers to obtain a professional license.

Curriculum and Course Sequence
The Master’s in Elementary Education consists of 39 credits and is offered in a cohort format. Students join a cohort starting at a particular time, and proceed through the program together. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last well past the end of the program. Courses are taken in the order offered. Below is a sample schedule for the 20-month cohort.

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<tr>
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<td>MED 6110</td>
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<td>Children with Special Needs</td>
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<td>Math Applications</td>
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<td>Classroom-Based Assessment</td>
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<td><strong>SEMESTER FOUR</strong></td>
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<td>MED 6450</td>
<td>Strategies for Classroom Management</td>
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<td>MED 6200/6400</td>
<td>Reflective Practice</td>
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<td><strong>SEMESTER FIVE</strong></td>
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<td>MED 6015</td>
<td>Sheltered English Immersion</td>
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<tr>
<td>MED 6210</td>
<td>Practicum &amp; Seminar</td>
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**Total Required Credits** 39
Master of Education
Special Education
(Initial License Teacher of Students with Moderate Disabilities, Pre-K-8)

Who Should Pursue This Program
This concentration prepares candidates to teach students with moderate disabilities, and leads to an Initial License for grades Pre-K-8. The program is appropriate for people who already serve in schools as para-professionals, aides, or teachers in other disciplines, as well as for career changers. It also provides the coursework necessary for currently licensed teachers who seek a master’s to obtain a professional license.

Curriculum and Course Sequence
The Master’s in Special Education consists of 39 credits and is offered in a cohort format. Students join a cohort starting at a particular time, and proceed through the program together. Cohorts allow students to get to know each other well, to support each other in the program, and to begin to develop a professional network that will last well past the end of the program. Courses are taken in the order offered. Below is a sample schedule for the 20-month cohort.

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Total Required Credits | 39
MED 6010  Education and Society  3 credits
Teaching does not take place in a vacuum. Education in America has evolved based on a long sequence of events—from changes in philosophy and technology to the historical influences of immigration, racial dynamics, economics, and changing societal structures. From the one room school house to the advent of public schools to Sputnik to No Child Left Behind, our educational systems are structured around differing philosophies, purposes, and goals. Further, whether they are aware or not, how teachers and schools conduct their business betrays an attitude towards learning, towards children, and towards the purposes of education that will influence results in the classroom. In this course, students will become aware of underlying educational philosophies, will review the major events in American history that have shaped our educational system, and will consider the various, often competing, goals and purposes ascribed to the educational process and the public schools. In so doing, students will consider their own goals, and will shape an initial purpose statement and philosophy of education that will serve as the basis for reflection, consideration and change throughout the Masters program.

MED 6015  Sheltered English Immersion  3 credits
The SEI endorsement is a key part of the Massachusetts initiative called RETELL, the intent of which is to close the achievement gap for ELL students. Every Massachusetts educator, with few exceptions will be required to obtain an SEI endorsement. The purpose of this course is to provide teachers with the knowledge and understanding to shelter their content instruction effectively so that ELLs can access curriculum and achieve success in school. This course is a hybrid course, using both in-class instruction and online instruction. Students will have the opportunity to develop and analyze lesson plans in all content areas using ELL standards. The course emphasizes the instructional competence needed to develop, evaluate and adapt teaching strategies and materials to enhance opportunities for ELL student growth.

MED 6030  Children, Families, and Community  3 credits
This course explores the contexts of the lives of learners and trains educators to become effective communicators. Participants will understand family, school, and society as social systems, and be able to apply this understanding in their relationships with children, colleagues, parents and the community.

MED 6040  Literacy and Language Arts: Strategies and Practice  3 credits
This course explores the fundamental principles, theory, research, and practice of reading and language arts. It introduces the basic components of reading, from phonology and orthography through fluency, and considers emergent literacy, how the culture impacts reading, assessment of reading skills, writing, and the needs of English Language Learners. Students will be able to demonstrate knowledge of these fundamental principles of reading, and of the relationship between reading, writing, listening and speaking.

MED 6050  Human Development and Learning  3 credits
This course examines the emotional, cognitive, social, moral, and physical development of people over the lifespan and the learning needs and issues at various stages. Participants will examine the implications of teacher and student stages of development on the learning process. (Will not be offered after the 2014-15 academic year.)

MED 6060  Integrated Curriculum Math and Science  3 credits
This course explores the theories, methods, and materials necessary for effective instruction in mathematics, technology, science, and health. Participants will become familiar with the curriculum standards and instructional practices of mathematics, science, and related disciplines. (Will not be offered after the 2014-15 academic year.)
*Prerequisite: MED 6065*

MED 6065  Integrated Curriculum - Social Studies and the Arts  3 credits
This course is the first in a series of curriculum courses. It introduces the concepts of curriculum development, and explores theories, methods, and materials necessary for effective instruction in social studies, literature, and the arts. Participants will become familiar with the curriculum standards and instructional practices of the arts, social science, literature, and related disciplines. (Will not be offered after the 2014-15 academic year.)

MED 6070  Adapting and Differentiating Instruction  3 credits
This course builds on theories of learning, curriculum, and instruction, and prepares teachers to adapt and differentiate their teaching to learner needs. Participants develop insight into how they and others learn and build skills in
creating and delivering instruction that meets high standards and student needs.

(Will not be offered after the 2014-15 academic year.)

**Prerequisite:** MED 6065; MED 6060

**MED 6110  Children, Society and Education  3 credits**

From the one-room schoolhouse to No Child Left Behind, America's schools have been shaped and re-shaped both around changing communities and changing philosophies, purposes and goals. This course explores the context in which public education takes place today, from the broad historical trends, to the lives of learners and their families. Participants consider the forces shaping the lives of children in their differing family and community cultures, how these circumstances affect individual students, and how teachers' own philosophies shape their interactions with students. Related topics of child development are also considered.

**Prerequisite:** MED 6065; MED 6060

**MED 6320  Improving Reading Instruction  3 credits**

This course provides greater depth and breadth in the fundamental principles of reading, along with appropriate background in literacy, language acquisition, second language acquisition (English Language Learners), and related topics. Building on assessment and intervention skills students have gained, it focuses on the application of instructional strategies and interventions. Topics will be addressed on a K-12 spectrum, and will consider the leadership role of a reading specialist in reading instruction.

**Prerequisite:** MED 6350 Assessment and Intervention in Reading

**MED 6330  Literature for Reading, Writing and Thinking  3 credits**

This course examines the selection and use of literature in elementary and secondary classrooms and literature programs, and the range of literature-based activities that can be used to promote student success and engagement in reading. Students will explore the essential aspects of a quality literature program, including genres, literature programs, methods to support reading comprehension and enjoyment, pre-and post-reading activities, and teaching and learning strategies such as literature circles. Students will consider current theories of literacy development, and will develop a working knowledge of the Mass. ELA frameworks.

**Prerequisite:** MED 6040

**MED 6340  Teaching of Writing  3 credits**

This course reviews research on children's writing development, writing processes, and writing as it pertains to the process of language development and reading. Participants will explore instructional methods for teaching and assessing writing, and will develop a peer-reviewed portfolio of their own writing.

**Prerequisite:** MED 6040

**MED 6350  Assessment and Intervention in Reading  3 credits**

This course focuses on specific difficulties that children encounter when learning to read, including print awareness, motivation, vocabulary, fluency, phonemic awareness, and behavioral and organizational patterns. Students will become familiar with current tools and techniques in reading assessment, and will learn to determine the causes of reading problems and how to structure interventions to address them. Students will learn basic principles of assessment (validity, reliability, bias). They will learn to administer and interpret informal reading assessments, and to identify appropriate assessment instruments. They will also become familiar with, and develop initial interpretation skills for, standardized diagnostic instruments.

**Prerequisite:** MED 6040

**MED 6360  Balanced Literacy  3 credits**

In this course students build on their understanding of the components of reading from MED 6310, and learn how to structure a series of reading activities that not only address the components of reading but also respond to students individual learning styles. Using a balanced literacy approach, participants learn how to design classroom reading through a combination of reading aloud, guided reading, shared reading, independent reading, and word study. In pursuing a balanced approach, the course will also consider additional strategies for encouraging students both to enjoy reading and to understand what they have read.

**MED 6420  Models of Programs for Special Needs Students  3 credits**

This course explores the range of special education programs and services from historical, legal, ethical, social, and educational perspectives. Participants develop knowledge of federal and state laws and regulations governing special education, learn the roles and responsibilities of special educators, understand the services provided by related agencies, appreciate the various forms of programs, curriculum and instruction, and understand the educational technology related to special education students.
MED 6430  Psycho-Educational Assessment and Planning for Special Needs Students
This course examines standardized and informal methods of psycho-educational assessment of students. Participants learn procedures for documenting performance, identifying academic and cognitive strengths and weaknesses, and preparing psycho-educational reports. They learn to prepare and evaluate Individualized Education Programs (IEPs), and conduct collaborative conferences with teachers, parents, administrators and the community.
Prerequisite: MED 6440

MED 6440  Children with Special Needs  3 credits
This course is designed to give students a broad introduction to exceptional learners and their education. Included will be discussions of the characteristics of learners with varying disability types, the legal guidelines governing special education, and the processes of referral, identification and placement of special needs students. Also covered will be the psychological, social, educational, medical and cultural issues pertaining to special education, as well as discussions about current trends and controversial issues in special education today.
Prerequisite: MED 6050

MED 6450  Strategies for Classroom Management  3 credits
This course focuses on developing ways to create positive learning environments. Participants will learn effective instructional and behavioral management strategies and be able to cultivate social competence and academic achievement. Participants will become skilled at preparing special needs students for inclusion in a variety of educational situations.
Prerequisite: MED 6440

MED 6455  Conceptual Math  3 credits
This content-oriented course will improve, broaden and deepen teacher candidates’ proficiency and understanding of mathematics as an inquiry-based discipline. Successful teachers understand the connections among different branches of math, and think of math as a means for solving problems and understanding the world. Since doing mathematics often involves complex problems, young mathematicians must develop persistence and flexibility, build on one another’s ideas, and communicate and justify their findings. In order for an educator to help children develop these life-long skills, he or she must be a successful, confident problem-solver with a solid understanding of fundamental mathematics.

MED 6555  Math Applications  3 credits
Educators need to develop skills in problem-solving, real-world applications of mathematical concepts, and the ability to convey these concepts to children in the elementary and middle grades. Math is a subject well suited to inquiry-based teaching. This course includes applications, interpretations, and analyses of patterns, functions, algebra and statistics. Educators will use Explore Learning’s gizmos or similar tools for real world explorations and inquiry. Common Core State Standards for Mathematical Practice will be applied.

MED 6710  Fundamentals of Teaching  3 credits
This course introduces the fundamentals of teaching including Universal Design for Learning, backward mapping to build lessons with the end in mind (understanding by design), the principles of curriculum and instruction, lesson planning, Bloom’s taxonomy, individual learning styles, issues of child development and teaching strategies for student engagement. A field experience will be included.

MED 6720  Inquiry-Based Instruction  3 credits
This research-based course is designed to provide prospective teachers with the knowledge and experience necessary to use inquiry – asking questions – as an instructional strategy. Focusing on science and social studies, and using the backwards design model, prospective teachers will learn to develop and deliver lessons that encourage students to ask questions, think critically, and take ownership of their learning; that is, to learn how to learn.

MED 6730  Classroom-Based Assessment  3 credits
Assessment is a vital part of the learning process, whether in higher education or elementary school. This course explores types of external assessments and data produced within a well-organized, well-structured, positive, nurturing and supportive learning environment. It will also explore project-based learning, performance assessment, standards-based assessments, progress monitoring, and the range of assessments in use in school systems. Finally, the course will cover basic concepts of assessment such as validity and reliability, and consider state and national comparisons, including valid and inappropriate inferences from these data.

MED 7100  Independent Study  1-3 credits
Allows students to pursue particular research interest that is not normally a part of the MED curriculum. Working individually with a graduate faculty mentor, this could involve either directed reading or independent research. Approval of the MED Director required.
Master of Education

Field Work Courses
The Master of Education requires two field experiences prior to the completion of the degree. This fieldwork is also required by the state for licensure candidates, and the college’s requirements are designed to meet State standards.

MED 5490  Reflective Practice  2 credits
MED 6200
MED 6300
MED 6400

This two-credit course focuses on the development of initial teaching skills and the process of reflection as a means to enhance pedagogical practice. Students will observe and participate in classroom field experiences in settings appropriate to their licensure goals for a minimum of 150 hours over the course of a semester. By reflecting on those observations and activities, on the nature of teaching and learning, and on effective classroom practice, students will build analytical skills to help them refine and improve their own teaching.

MED 5671  Practicum and Seminar  4 credits
MED 6210
MED 6310
MED 6410

This course provides a one or two semester practicum in a field setting related to the student’s area of study. It consists of a minimum of 300 hours of classroom and related experience, with specifics depending on the program and license sought. The practicum provides students with the opportunity to integrate their professional skills in educational settings, and to reflect on the results of their efforts with other students engaged in similar activities. In the accompanying seminar, participants share, analyze and discuss their experiences on a regular basis. Students take on increasing responsibility for the class during the semester, building to a two-week “takeover period,” during which they run all aspects of the class. Licensure students prepare an evidence binder that demonstrates the competencies they have mastered, addressing the state’s Professional Standards for Teachers through the Pre-Service Performance Assessment (PPA) and responding to License-Specific Questions with evidence as to how they have met the requirements.

In addition, the practicum includes one or both of the following activities:

- **Master’s Project:**
  To evaluate and make recommendations on a current issue of concern in education; this project will entail identifying an issue in education that is important to you, analyzing, synthesizing and evaluating its history and current manifestations, and making professional recommendations toward a solution.

- **Portfolio Analysis and Summary:**
  To develop a summative analysis, synthesis and evaluation of the contribution of each course you have taken. This requires articulating the interconnectedness of the core learning’s derived from each course, the bearing that these learnings have on each other, and the resulting impact in classroom teaching and other professional educational practice.

Prerequisite: Successful completion of Reflective Practice –MED 5490, 6200, 6300, 6400 or 6600. Licensure students must have passed all applicable MTEL tests for their license/concentration prior to enrolling in the practicum.