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 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.

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.
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.

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.
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
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 6420  Models of Programs and Services 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.
Prerequisite: MED 6440

MED 6430  Psycho-Educational Assessment and Planning for Special Needs Students  3 credits
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 6460  Promoting Academic Performance  3 credits
This course examines strategies and techniques for supporting the development of learning in mathematics, science, social studies and related areas for students with special needs, specifically in elementary and middle school, and across the lifespan when appropriate. Drawing upon curriculum frameworks and standards, participants will develop strategies for selecting and adapting materials, promoting skill development, and facilitating students’ ability to apply knowledge and learning in these content areas.
Prerequisite: MED 6440
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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.

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.

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.

Master’s Seminar
MED 7200  Master’s Seminar – Project  3 credits
This Capstone Seminar provides the occasion for students to reflect on the contribution that each course has made to their overall experience, to make some personal sense of the complex roles of the educator in contemporary culture, and to envision a proactive role for yourself. Thus, building on and culminating in the portfolio initiated at the beginning of the program, there are three educational goals:

• 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.

Masters students also have a choice of fulfilling the Capstone requirement through the development of a master’s thesis. This option generally requires an additional 3-credit course on research methods beyond the expectations of the cohort described above. Students interested in pursuing this option should contact the Program Director.