

**MASSACHUSETTS COLLEGE
OF LIBERAL ARTS**
North Adams, MA



GRADUATE EDUCATION PROGRAMS

2017



Dear Students:

Welcome to Massachusetts College of Liberal Arts (MCLA), the Commonwealth's public liberal arts college. Since our founding as the North Adams Normal School in 1894, professional preparation has been a cornerstone of who we are.

Our graduate programs are an important part of that identity. Our Masters of Education (MEd), Certificate of Advanced Graduate Study (CAGS), and Master of Business Administration (MBA), and educator licensure programs combine hands-on learning experiences and lessons from our skilled faculty, which means you'll finish your degree with connections, experience and new knowledge that will help you access new opportunities and advance your career. Your graduate studies at MCLA will strengthen and refine your critical thinking, communications, and leadership skills – the skills crucial to success in your profession and as engaged citizens in your community.



MCLA is in North Adams, in the beautiful Berkshires of Western Massachusetts, where we're in the midst of a stunning revitalization. Being right in the middle of a community known for its vibrant culture, art, and seemingly endless opportunities for natural recreation adds another dimension to the educational experience you'll have at MCLA.

You also will find that MCLA is a wonderful place to explore new interests and establish lifelong friendships. Our alumni make us proud through their important work and positive impact in Berkshire County, across Massachusetts, throughout the country, and around the world.

In this catalog, you will find information about MCLA graduate education programs that meet your interests and exceed your expectations. Use this catalog to reference information that will enhance your academic journey.

Again, welcome to MCLA.

Sincerely,

A handwritten signature in black ink that reads "James F. Birge". The signature is written in a cursive, flowing style.

James F. Birge, Ph.D.
President



Dear Students:

I am pleased to welcome you to the MCLA graduate school. MCLA has a rich tradition of preparing school teachers and school leaders since our founding in 1894. Our graduates have served in a range of roles in public schools, from teachers to superintendents. Their studies at MCLA have provided a foundation that have equipped them to advance public education in Berkshire County and beyond, creating vibrant classrooms and visionary schools that have positively impacted the lives of thousands of children.

Our graduate programs offer a range of options and opportunities for you. These programs will allow you to earn and advance your license, and earn advanced degrees including a Master of Education (MEd) and a certificate of advanced graduate study (CAGS). We strive to offer a dynamic blend of research based best practices in teaching, leading, and learning with opportunities for practical, hand-on fieldwork – all framed within a liberal arts tradition. As such, we are confident that you (our future teachers and leaders) will become equipped with the intellectual knowledge and the practical skills necessary to be effective practitioners. Equally important, learning will occur in an integrative and applied setting that values an appreciation for human cultures and the physical world, while fostering the ideals of personal and social responsibility.

At MCLA we take great pride in our history, our unique natural environment, and our connected learning community that values the unique talents and strengths that you will bring to our programs and classes. While this catalog is full of information that is a great starting point as you consider your options, our staff is ready to meet with you individually to discuss your goals and aspirations, and help you build a plan of study.

As a graduate of MCLA, I feel so fortunate to have studied and earned my MEd at MCLA. The courses I took and people I studied with had a great influence on my public education career. As your Dean, I look forward to helping you to take the next step in your professional career. Whether you are just preparing to enter into a teaching career, or are interested in earned an advanced degree, MCLA will get you there.

If I can be of any assistance, please do not hesitate to reach out. We are your college!

Sincerely,

A handwritten signature in black ink, which appears to read "Howard J. Eberwein III".

Howard J. (Jake) Eberwein III, Ed.D.
Dean of Graduate and Continuing Education

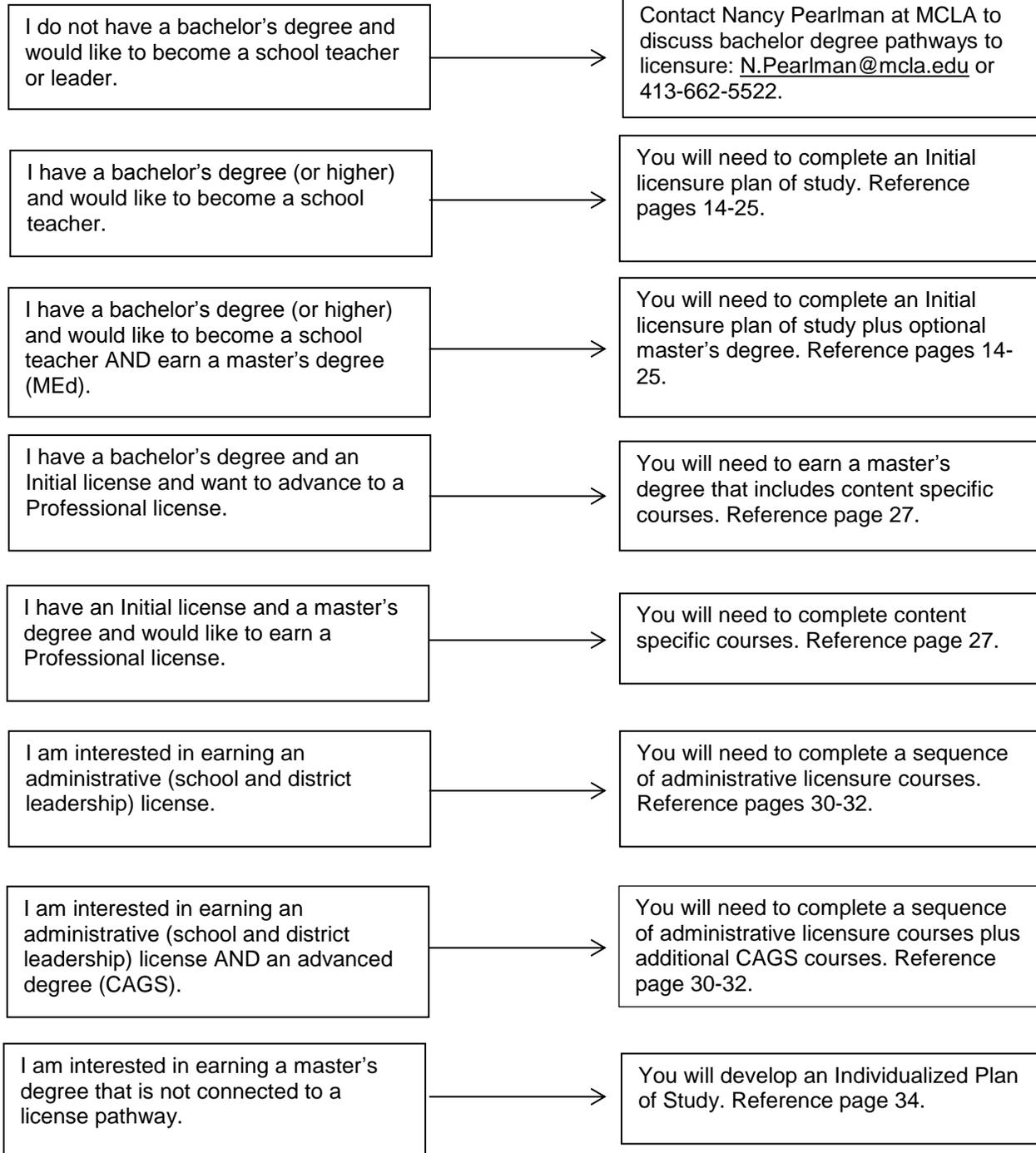
TABLE OF CONTENTS

| | |
|--|----|
| USING THIS CATALOG | 5 |
| NOTICE TO STUDENTS | 6 |
| MISSION STATEMENTS | 7 |
| THE COLLEGE AND ITS HISTORY | 8 |
| ADMISSIONS | 9 |
| EXPENSES AND FINANCIAL AID | 11 |
| GRADUATE PROGRAMS IN EDUCATION | 12 |
| I. Classroom Educators | 13 |
| Initial Teacher Licensure | 14 |
| Early Childhood Teacher | 15 |
| Elementary Childhood Teacher | 16 |
| Middle School Math/Science Teacher | 17 |
| Middle School Humanities Teacher | 18 |
| Middle School Teacher | 19 |
| Secondary Education Teacher | 20 |
| Teacher of Student with Moderate Disabilities | 21 |
| Reading Specialist | 23 |
| Master of Education (MEd) | 26 |
| Professional Teacher Licensure | 27 |
| Certificate of Advanced Graduate Study (CAGS) | 29 |
| II. Educational Leaders | 30 |
| Administrative Licensure | 31 |
| Supervisor/Director | 31 |
| Principal/Assistant Principal | 31 |
| Superintendent/Assistant Superintendent | 31 |
| Certificate of Advanced Graduate Study (CAGS) | 32 |
| III. Master of Education (MEd): Individualized Plan of Study (Non-Licensure) | 34 |
| COURSE DESCRIPTIONS | 35 |
| ACADEMIC POLICIES | 55 |
| EDUCATION ADMINISTRATION AND FACULTY | 61 |
| COLLEGE ADMINISTRATION | 62 |
| NOTICES | 63 |
| INDEX | 65 |

USING THIS CATALOG

You are here:

Go here:



NOTICE TO STUDENTS

The rules, regulations, policies, fees and other charges, courses of study, and academic requirements that appear in this catalog were in effect at the time of its publication. Like everything else in this catalog, they are published for informational purposes only, and they do not constitute a contract between the College and any student, applicant for admission or other person.

Whether noted elsewhere in this catalog or not, the College reserves the right to change, eliminate, and add to any existing (and to introduce additional) rules, regulations, policies, fees and other charges, courses of study and academic requirements. Whenever it does so, the College will give as much advance notice as it considers feasible or appropriate, but it reserves the right in all cases to do so without notice.

The listing of a course in this catalog is not a guarantee that the course will be offered in any particular semester: course offerings are subject to change in response to student enrollments, faculty availability, changes in program requirements and other circumstances.

Accreditation Statement

Massachusetts College of Liberal Arts is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that the institution meets or exceeds criteria for institutional quality, which are periodically assessed through a peer review process. An accredited school or college has the resources necessary to achieve its stated purposes through appropriate educational programs, does so substantially, and gives reasonable evidence that it will continue to do so in the foreseeable future. Accreditation also requires the demonstration of institutional integrity.

Nondiscrimination Policy

Massachusetts College of Liberal Arts is committed to maintain and promote a policy of nondiscrimination on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status, and national origin. This policy incorporates by reference and where applicable the requirements of Federal Executive Orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended; the Civil Rights Restoration Act of 1988; the Civil Rights Act of 1991; Title IX of the Higher Education Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974; and pertinent Laws, Regulations and Executive Orders; directives of the Board of Higher Education, the Board of Trustees of Massachusetts College of Liberal Arts and the Commonwealth of Massachusetts, and other applicable local, state, and federal statutes.

Information concerning the College's Affirmative Action Plan may be obtained from the Affirmative Action Office located in Mark Hopkins Hall, Room 1.

MISSION STATEMENTS

MCLA Mission

Massachusetts College of Liberal Arts (MCLA) is the Commonwealth's public liberal arts college and a campus of the Massachusetts state university system. MCLA promotes excellence in learning and teaching, innovative scholarship, intellectual creativity, public service, applied knowledge, and active and responsible citizenship. MCLA prepares its graduates to be practical problem solvers and engaged, resilient global citizens.

Graduate Programs in Education Mission Statement

The MCLA Graduate Programs in Education prepare individuals to assume leadership roles in their chosen fields, including master teachers, specialists, and administrators.

The Graduate Programs view education as a culturally and socially complex, interactive and dialectical process. Diversity is perceived in its broadest and most positive sense; every learning community is diverse in that each participant belongs to multiple social, ethnic, cultural, political and historical groups. From this perspective, teaching and learning are perceived as an exchange in which participants construct, revise, and reflect upon knowledge through interpreting and negotiating meanings from the multiple perspectives, experiences, and interests each participant brings to the classroom. This process is linked to the belief that educators have a responsibility to engage themselves and their students as critical, knowledgeable and active members of a democratic society, working toward social justice within each individual's sphere of influence.

The Graduate Programs in Education at MCLA are firmly committed to fostering in students the following lifelong "habits of mind."

- A continually evolving educational practice that connects teaching and learning to larger social purposes and fosters active participation in a pluralistic, democratic society
- A critical approach to the chosen field of study and wide knowledge of its history, theories, philosophies, ideals, purposes, practices, and principles
- The ability to engage in serious scholarship and sound research practices
- The recognition that all knowledge is partial and value-laden; a willingness to engage in dialogue in order to construct knowledge collectively; and the ability to recognize a variety of viewpoints on any given subject
- An active social conscience and social imagination
- A conviction that educators serve a vital role in maintaining the ideals of a participatory democracy and in promoting social justice and the equitable reform of schooling

THE COLLEGE AND ITS HISTORY

Since our inception as the Normal School in North Adams in 1894, Massachusetts College of Liberal Arts (MCLA) has provided educational access and exceptional learning opportunities to generations of students and alumni. Over the years, MCLA has evolved to meet the challenges and needs of changing times. In 1932, the Normal School became the State Teachers College of North Adams, reflecting the increased importance of education as an academic discipline. In 1960, we changed our name to North Adams State College and expanded our focus to include professional degrees in business administration and computer science. In 1997, with eyes focused on the horizon of a new century, the College assumed a unique mission (within the state university system) as Massachusetts College of Liberal Arts, the public liberal arts college for the Commonwealth.

Today, MCLA continues to innovate. We guide students as they develop critical thinking, communication and leadership skills both in class and through a range of high-impact experiences. Applied learning always has been part of what the College provided to students; for many, the teacher practicum was an opportunity to learn by doing and to take what they learned into the classroom out into the field. Today, teacher preparation opportunities exist alongside arts management internships with local cultural organizations, undergraduate research in collaboration with faculty members, travel courses and study abroad, community service projects, and leadership positions in clubs, organizations and athletics teams. These activities enable students to enhance academics with practical experience and prepare them for graduate study or to launch their careers in whatever field their passion leads them.

As the economy continues to evolve, MCLA expands its majors and programs to address critical needs in the marketplace. New degree programs include those in art, arts management, athletic training, chemistry and political science and public policy. Each of our degree programs is delivered in small classes by faculty who know their students well and challenge them to excel. Our newest graduate program, the Master of Business Administration, offers a flexible curriculum for working professionals that prepares them to advance in their careers as leaders and innovators.

To support expanded programs in the sciences and the teaching and learning needs of the 21st century, MCLA soon will be home to the Center for Science and Innovation. This state-of-the-art facility will support learning and research for students, faculty and community members, and connect the College to important developments in the life sciences -- one of the keys to the competitive advantage of the County and the Commonwealth.

The proof of MCLA's success can be found in the example set by our alumni. They are distinguished teachers, civic, community and business leaders, journalists, scientists, activists and entrepreneurs. They are proud of the education they received, loyal to their alma mater and dedicated to its continued success.

Though changing times present new challenges and opportunities, the essential nature of MCLA remains constant; a place that delivers a high-quality, affordable public liberal arts education in an environment that supports the development of intellectual and practical skills, promotes scholarship and inquiry, and challenges students to model personal, social and civic responsibility.

ADMISSIONS

Massachusetts College of Liberal Arts seeks to admit candidates who wish to participate in a challenging academic life and who exhibit potential for growth. The admissions requirements and procedures are designed to assist the College in selecting qualified students who can benefit from the educational experience and contribute to the Massachusetts College of Liberal Arts community. The College has a strong commitment to promoting diversity and strives to attract students from varying backgrounds.

Application to Graduate Education Programs:

Contact the MCLA Office of Admissions at:
375 Church Street, North Adams, MA 01247
800.969.MCLA or 413.662.5410
admissions@mcla.edu

Appointment for Plan of Study meeting or Preliminary Transcript Review for Initial Teacher Licensure:

Contact the Coordinator of Educator Licensure and Placement at:
375 Church Street, North Adams, MA 01247
(413) 662-5522
N.Pearlman@mcla.edu
<http://www.mcla.edu/Academics/graduate/education>

General Admission Requirements: Master of Education and Graduate Licensure Programs

The requirements and procedures outlined below are intended as general guidelines. Applicants should contact the Admissions Office or Office of Graduate and Continuing Education for additional information.

MCLA seeks well-qualified candidates for its graduate education programs who represent the diversity of schools and communities in our region and beyond. Evidence of academic success and proficiency will be required for admission to all programs. In addition the College will look for evidence of successful teaching and service if the applicant is currently employed as an educator.

Applicants must possess a bachelor's degree from a regionally accredited institution. Teacher licensure candidates may request a preliminary transcript review by the Coordinator of Educator Licensure and Placement to determine extent of preparation toward the license the candidate seeks and whether or not content area requirements have been met during previous studies. A minimum undergraduate GPA of 3.0 is required for immediate matriculation. If the GPA is below 3.0, students are required to successfully complete two core MEd courses with grades of B (3.0) or better before enrolling in any other courses.

To apply

Candidates may apply online or by printing and submitting the MCLA Graduate Education Application. In addition to the application the following are required:

- 1) Official transcripts of all undergraduate and graduate study completed, sent directly from College or University to the Admissions Office.
- 2) Personal essay as specified in the Graduate Education Application.
- 3) Three letters of recommendation from individuals qualified to comment on scholastic aptitude and personal and professional promise.
- 4) Application fee of \$50.00.
- 5) Resume.

Before acceptance to the program, candidates must attend an advising meeting and agree on a Plan of Study with an advisor in the Education Department.

International Candidates

Please note that international candidates should contact the Admissions Office directly.

Transfer credit

No more than 6 credits may be accepted at time of matriculation and no more than 15 semester hours of credit altogether may be accepted in transfer toward the licensure program course credits. The Graduate Curriculum Committee of the Education Department reserves the right to approve or reject any request for transfer credits. The full transfer credit policy appears in the Policies section of this catalogue (p. 59).

Plan of Study for Non-Licensure Students

Students who are not pursuing an educator license may be admitted to the MEd program following completion of an application and the approval of an Individualized Plan of Study. The Plan of Study is submitted for approval following a meeting with the Coordinator of Educator Licensure and Placement. Should the Plan of Study need to be re-written, the student will have 30 days to submit an updated plan.

Student Responsibility

The Coordinator of Educator Licensure and Placement works closely with each graduate education student to assist in the development of the student's plan of study and in the appropriate selection of courses. It is, however, the student's responsibility to articulate and write the rationale, formulate clear learning objectives, and demonstrate the relationship between stated objectives and selected courses for his/her plan of study. The student should also retain a copy of major course products - e.g., papers, projects, written assignments - as well as any correspondence with instructors and the Education Department.

Advising

When an admitted MEd student submits the program deposit, the student is assigned a faculty advisor. The Education advisor is available to assist students with plans of study and relating them to their educational and career objectives. The Education advisor also makes referrals to other college and community offices in an effort to help students best utilize available resources.

Graduate Teacher Licensure Program Grade Requirements

All graduate candidates for teacher licensure at MCLA must maintain grades of "B" or better in all Education courses as well as an overall GPA of 3.0 or better in order to be admitted to the practicum.

EXPENSES & FINANCIAL AID

Payment of College Bills

Bills will be mailed upon registration and payment must be received in the Students Accounts Office by the due date on the invoice. Checks may be payable to MCLA. The College offers a payment plan for the graduate program for the fall and spring semesters. Monthly payment plans are administered by Tuition Management Systems. You may enroll at mcla.afford.com or by calling (888) 216-4258. Information concerning account charges may be obtained by contacting Students Accounts at (413) 662-5230. The College also accepts Visa, MasterCard, Discover and American Express for payment. No payments are accepted by phone and must be done online through our secure website www.mcla.edu/studentaccounts. Payments not received by the due date will be subject to a \$75.00 late fee.

Refund Policy

A student officially withdrawing from the College prior to the first day of classes (official opening) is eligible for a 100% refund. All refunds for official withdrawal from the College after the start of school are determined on a pro-rata basis up to the 60% point of the semester. Pro-rata refunds are calculated by determining the percentage of the semester that has been completed up to and including the official date of withdrawal. Based on this calculation, the College determines the amount of financial aid that is unearned and is responsible for returning any portion necessary to the appropriate financial aid programs.

Repayment is made to the Federal Student Loan Program and any remaining credit balances will then be returned to state, institutional and student resources, in that order. Please note withdrawal from the College could result in a balance owed to the College for Federal aid that must be returned to the above programs. No refund will be made after the 60% point of the semester.

Outstanding Obligation

Official transcripts will not be issued for students or former students who have an outstanding obligation to the College. Students are also not allowed to register for further coursework. Such obligations may include but are not necessarily limited to: unreturned books or fines due in the library, incomplete loan exit counseling, unpaid tuition or fees, or outstanding parking tickets.

Health Insurance

Please note that graduate education students enrolled in seven (7) or more credits are required to either waive or accept enrollment in MCLA Student Health Insurance Plan. To complete the waiver or enrollment please visit www.mcla.edu/studentaccounts.

Financial Aid

Students matriculated into the graduate program at Massachusetts College may apply for an Unsubsidized Federal Student Loan to assist with the cost of attendance. As a graduate student, you must be enrolled in at least five credit hours of study and officially accepted into the graduate program and have an approved plan of study on file to be eligible (provisional acceptance does not qualify). In addition, you must complete the Free Application for Federal Student Aid (FAFSA). Upon completion of the required application materials, the Financial Aid Office will notify you of your eligibility and provide you with the necessary information to complete the loan process. If you have any additional questions, please feel free to contact the Financial Aid Office at (413) 662-5219.

GRADUATE PROGRAMS IN EDUCATION

The Graduate Programs in Education have as their major goal the preparation of public education teachers and leaders who will provide and promote excellence as they work in their chosen fields. The programs afford a flexible structure for the preparation of individuals. We strive to offer a dynamic blend of research based best practices in teaching, leading, and learning with opportunities for practical, hands-on fieldwork – all framed within a liberal arts tradition. As such, we are confident that you (our future teachers and leaders) will become equipped with the intellectual knowledge and the practical skills necessary to be effective practitioners. Equally important, learning will occur in an integrative and applied setting that values an appreciation for human cultures and the physical world, while fostering the ideals of personal and social responsibility.

Programs are offered in three primary domains:

I. Classroom Educators

- Initial Teacher Licensure
- Master of Education (MEd)
- Professional Teacher Licensure

II. Educational Leaders

- Administrative Certification
- Certificate of Advanced Graduate Study (CAGS)

III. Graduate Program: Individualized Plan of Study (Non-Licensure)

- Master of Education (MEd)

I. Classroom Educators

The Education Department of Massachusetts College of Liberal Arts aims to prepare teachers who can motivate, challenge, and assist children in developing the knowledge, skills, and attitudes necessary for creative citizenship and effective living. The College recognizes the importance of subject matter knowledge as an essential cornerstone of effective teaching and believes that this content knowledge should be appropriate to the task of teaching students at the early childhood, elementary, middle, and/or high school level.

The MCLA Education Department is dedicated to helping educators navigate the Massachusetts Department of Elementary and Secondary Education (DESE) licensure process. Beginning educators will earn their first license, while practicing educators advance their license and earn ongoing professional development experiences for recertification. Within Massachusetts, there are four types of license:

Preliminary License A first license granted to those who possess a bachelor's degree and have passed the Massachusetts Tests for Educator Licensure (MTEL), but have not yet completed an approved MA educator preparation program. Good for five years, non-renewable.

Initial License A license granted to those who possess a bachelor's degree, have passed the MTEL, and have completed an approved MA educator preparation program. Good for five years.

Professional License A license granted to those who have worked under an Initial license for three years, completed an induction program and 50 hours of mentoring, and completed a master's degree including 12 graduate credits in the content area. Renewed every five years.

Temporary License Granted to the individual who has worked under a license in another state for at least three years. Good for one year.

General Information for All Teacher Licensure Candidates

All license programs require that students have completed a major in the Liberal Arts and Sciences appropriate to the licensure area.

Students who have completed requirements for licensure will be able to:

- plan curriculum and instruction
- deliver effective instruction
- manage classroom climate and operation
- promote equity
- meet professional responsibilities

The objective of the education program is to provide a balanced blend of theory and practice so that a student will graduate with a solid foundation from which to begin a teaching career. The Education Department prepares students in the knowledge and skills needed to become effective teachers. A network of mentor teachers associated with the College affords the pre-professional student the opportunity to apply educational theories in a variety of settings.

Individualized areas of concentration may be developed by those students who do not require licensure. A graduate plan of study will be created in consultation with the graduate advisor.

INITIAL TEACHER LICENSURE

Licensure requirements in the Commonwealth of Massachusetts

Initial licensure is granted by the Commonwealth of Massachusetts to individuals who have completed an approved educator preparation program and received passing scores on the appropriate Massachusetts Tests for Educator Licensure (MTEL). Licensure candidates must pass all required MTEs for the license sought prior to beginning their professional semester or internship.

MCLA Pass Rates on the Massachusetts Tests for Educator Licensure: 2014-15

Basic Skills –100%

Academic Content Area - 100%

Total Pass Rate - 100%.

Licensure candidates are required to complete pre-practicum and practicum work at a variety of schools. All school districts require the completion of a CORI (Criminal Offender Record Information) check; some also require completion of a SORI (Sexual Offender Record Information) check and/or fingerprinting.

Fingerprinting is required for the student teaching practicum. CORI forms are obtained from the school district. When applying for licensure, please be advised that DESE may refuse to provide a teaching license for an individual who is convicted as an adult of a felony. Concealment or misrepresentation of information required on the CORI form may result in denial of recommendation for licensure.

MCLA Initial Teacher Licensure Programs at the Graduate Level

Early Childhood Teacher: Pre-K - Grade 2, see page 15

Elementary Teacher: Grades 1 – 6, see page 16

Middle School Humanities: Grades 5 – 8, see page 18

Middle School Mathematics/Science: Grades 5 – 8, see page 17

Teacher of Biology: Grades 5 - 8 or 8 – 12, see pages 19-20

Teacher of Chemistry: Grades 5-8, 8-12, see pages 19-20

Teacher of English: Grades 5 - 8 or 8 – 12, see pages 19-20

Teacher of General Science: Grades 5 – 8, see pages 19-20

Teacher of History: Grades 5 - 8 or 8 – 12, see pages 19-20

Teacher of Mathematics: Grades 5 - 8 or 8 -12, see pages 19-20

Teacher of Physics: Grades 5 - 8 or 8 -12, see pages 19-20

Teacher of Political Science/Political Philosophy: Grades 5 - 8 or 8 – 12, see pages 19-20

Reading Specialist: All Levels (second or additional license only), see page 23

Teacher of Student with Moderate Disabilities: Pre-K - Grade 8 or Grades 5-12, see page 21-22

Formal application for admission into the Student Teaching semester requires an overall 3.0 GPA, with no grade below a B in required licensure courses, and an assessment of oral and written communication skills. Prior to enrolling in a practicum, all students will be required to submit passing scores on the MTEs appropriate to the license they are seeking, two recommendations, and a successful interview. Students must have departmental approval to enroll in more than 12 credits during the Professional Semester.

After successfully completing an Initial licensure program at Massachusetts College of Liberal Arts, each candidate will be endorsed for licensure in Massachusetts and will have the following endorsement statement on her/his MCLA transcript: *This student has completed a State and NASDTEC approved program for (indicate license field, level and type) and is institutionally recommended in this field.*

PROGRAM REQUIREMENTS
Initial Teacher Licensure

EARLY CHILDHOOD INITIAL LICENSURE (PreK-2) WITH OPTIONAL MED

Overview of Plan of Study

Candidates for Initial licensure must have completed or plan to complete coursework in the following areas:

- Children’s Literature
- Early literacy including genres, literary elements, literary techniques, and vocabulary
- Mathematics including principles and concepts related to elementary mathematics
- Physical science*
- Life science*
- History, geography, government and economics
- Creative arts
- Health or First Aid and CPR
- Physical Education
- Child Development or Developmental Psychology

* at least one science must include a laboratory requirement

The early childhood education program prepares teachers of young children through the study of significant theories of child development and their practical implementation, along with techniques of working effectively with individual and group behavior while stressing the teaching of mainstreamed children with special needs. The curriculum stresses diverse values and various teaching and learning styles that are an important part of our multicultural society.

Requirements

| | credits |
|---|-------------------|
| EDUC 702 Ethics and the Foundations of Schooling | 3 |
| EDUC 603 Program Development for 3, 4, 5 year olds | 3 |
| EDUC 638 Reading & Language Arts | 3 |
| EDUC 610 Field Placement I | 2 |
| EDUC 648 Classroom Management and Teaching Strategies | 3 |
| EDUC 630 Teaching in an Inclusive Classroom | 3 |
| EDUC 620 Field Placement II ECHE/ELEM | 2 |
| EDUC 640 Curriculum and Instruction for ECHE | 3 |
| EDUC 604 Sheltered English Instruction ECHE/ELEM | 3 |
| EDUC 654 Seminar-Student Teaching | 3 |
| EDUC 652 Practicum PreK-K | 3 |
| EDUC 653 Practicum Grades 1-2 | 6 |
| TOTAL EARLY CHILDHOOD EDUCATION INITIAL LICENSURE: | 37 credits |

Additional 4 courses required to complete Master of Education with Initial Licensure

| | |
|---|-------------------|
| EDUC 717 Curriculum Theory & Democratic Practice | 3 |
| EDUC 719 Multicultural Education | 3 |
| EDUC 783 Philosophies & Methodologies of Inquiry | 3 |
| EDUC 784 Capstone Seminar | 3 |
| TOTAL EARLY CHILDHOOD INITIAL LICENSURE AND MED: | 49 credits |

ELEMENTARY INITIAL LICENSURE (1-6) WITH OPTIONAL MED

Overview of Plan of Study

Candidates for Initial licensure must have completed or plan to complete coursework in the following areas:

- Children’s Literature
- Adult Literature
- Early literacy including genres, literary elements, literary techniques, and vocabulary
- Mathematics including principles and concepts related to elementary mathematics (9 credits)
- Physical science*
- Life science*
- United States history including Massachusetts history, political principles, and ideals
- World history or Western Civilization
- Economic principles and concepts
- Geographical principles and concepts
- Political Science/Government
- Creative Arts
- Health or First Aid and CPR
- Physical Education
- Child Development

*At least one science must include a laboratory requirement.

The elementary education curriculum prepares students to become educated and effective elementary school teachers. The curriculum emphasizes a well-rounded education, early and continuous field experiences, and the study of research and knowledge related to effective teaching and learning of children.

Requirements

| | credits |
|---|-------------------|
| EDUC 702 Ethics and Foundations of Schooling | 3 |
| EDUC 638 Reading and Language Arts | 3 |
| EDUC 610 Field Placement I | 2 |
| EDUC 648 Classroom Management and Teaching Strategies | 3 |
| EDUC 630 Teaching in an Inclusive Classroom | 3 |
| EDUC 620 Field Placement II ECHE/ELEM | 2 |
| EDUC 642 Curriculum and Instruction ELEM | 3 |
| EDUC 604 Sheltered English Instruction ECHE/ELEM | 3 |
| EDUC 656 Practicum Grades 1-6 | 9 |
| EDUC 657 Seminar-Student Teaching | 3 |
| TOTAL ELEMENTARY EDUCATION INITIAL LICENSURE: | 34 credits |

Additional 4 courses required to complete Master of Education with Initial Licensure

| | |
|--|-------------------|
| EDUC 717 Curriculum Theory & Democratic Practice | 3 |
| EDUC 719 Multicultural Education | 3 |
| EDUC 783 Philosophies & Methodologies of Inquiry | 3 |
| EDUC 784 Capstone Seminar | 3 |
| TOTAL ELEMENTARY INITIAL LICENSURE AND MED: | 46 credits |

MIDDLE SCHOOL INITIAL LICENSURE (5-8) WITH OPTIONAL MED Mathematics and Science

Overview of Plan of Study

Candidates for Initial licensure must have a bachelor's degree with a major in mathematics or science or two minors in mathematics and/or science and have completed or plan to complete coursework in the following areas:

General science including intermediate knowledge of

- biology; chemistry and physics*
- History and philosophy of science
- Methods of research in science
- Mathematics including algebra, Euclidian geometry, trigonometry, discrete/finite mathematics, introduction to calculus
- History of mathematics
- Use of technology
- Adolescent or Developmental Psychology

*At least one science must include a laboratory requirement.

The middle school education program prepares students to become educated and competent middle school teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the preadolescent.

Requirements

| | credits |
|---|-------------------|
| EDUC 702 Ethics and Foundations of Schooling | 3 |
| EDUC 636 Reading in the Content Areas | 3 |
| EDUC 610 Field Placement I | 2 |
| EDUC 650 Classroom Management and Teaching Strategies | 3 |
| EDUC 630 Teaching in an Inclusive Classroom | 3 |
| EDUC 621 Field Placement II MDS/SEC | 2 |
| EDUC 644 Curriculum & Instruction MDS/SEC | 3 |
| EDUC 605 Sheltered English Instruction MDS/SEC | 3 |
| EDUC 680 Practicum in the Content Area MDS/SEC | 9 |
| EDUC 681 Seminar-Student Teaching | 3 |
| TOTAL MIDDLE SCHOOL INITIAL LICENSURE: | 34 credits |

Additional 4 courses required to complete Master of Education with Initial Licensure

| | |
|---|-------------------|
| EDUC 717 Curriculum Theory & Democratic Practice | 3 |
| EDUC 719 Multicultural Education | 3 |
| EDUC 783 Philosophies & Methodologies of Inquiry | 3 |
| EDUC 784 Capstone Seminar | 3 |
| TOTAL MIDDLE SCHOOL INITIAL LICENSURE AND MED: | 46 credits |

MIDDLE SCHOOL INITIAL LICENSURE (5-8) WITH OPTIONAL MED Humanities

Overview of Plan of Study

Candidates for Initial licensure must have a bachelor's degree with a major in English, history or political science/political philosophy or two minors in those areas listed and have completed or plan to complete coursework in the following areas:

- English including American and British literature, language and composition
- History including United States history, world history, geography, economics and government
- Adolescent or Developmental Psychology

The middle school education program prepares students to become educated and competent middle school teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the preadolescent.

Formal application for admission into the Professional Semester (Student Teaching) requires an overall 3.0 GPA, with no grade below a B in required licensure courses, and an assessment of oral and written communication skills. Prior to enrolling in a practicum, all students will be required to receive passing scores on the Massachusetts Tests for Educator Licensure (MTEL) appropriate to the license they are seeking, two recommendations, and a successful interview. Students must have departmental approval to enroll in more than 12 credits during the Professional Semester. Upon completion of the Middle School program the student is eligible for Initial licensure (5-8).

Requirements

| | credits |
|---|-------------------|
| EDUC 702 Ethics and Foundations of Schooling | 3 |
| EDUC 636 Reading in the Content Areas | 3 |
| EDUC 610 Field Placement I | 2 |
| EDUC 650 Classroom Management and Teaching Strategies | 3 |
| EDUC 630 Teaching in an Inclusive Classroom | 3 |
| EDUC 621 Field Placement II MDS/SEC | 2 |
| EDUC 644 Curriculum & Instruction MDS/SEC | 3 |
| EDUC 605 Sheltered English Instruction MDS/SEC | 3 |
| EDUC 680 Practicum in the Content Area – MDS/SEC | 9 |
| EDUC 681 Seminar-Student Teaching | 3 |
| TOTAL MIDDLE SCHOOL INITIAL LICENSURE: | 34 credits |

Additional 4 courses required to complete Master of Education with Initial Licensure

| | |
|---|-------------------|
| EDUC 717 Curriculum Theory & Democratic Practice | 3 |
| EDUC 719 Multicultural Education | 3 |
| EDUC 783 Philosophies & Methodologies of Inquiry | 3 |
| EDUC 784 Capstone Seminar | 3 |
| TOTAL MIDDLE SCHOOL INITIAL LICENSURE AND MED: | 46 credits |

**MIDDLE SCHOOL INITIAL LICENSURE (5-8) WITH OPTIONAL MED
Biology, Chemistry, English, General Science, History, Mathematics, Physics, Political
Science/Political Philosophy**

Overview of Plan of Study

Candidates for Initial licensure must have a bachelor's degree with a major in the content area they wish to teach or a strong minor (21 credits or more) with additional experience in the content area. Candidates must have completed a course in Adolescent or Developmental Psychology.

The middle school education program prepares students to become educated and competent middle school teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the preadolescent.

Requirements

| | credits |
|---|-------------------|
| EDUC 702 Ethics and Foundations of Schooling | 3 |
| EDUC 636 Reading in the Content Areas | 3 |
| EDUC 610 Field Placement I | 2 |
| EDUC 650 Classroom Management and Teaching Strategies | 3 |
| EDUC 630 Teaching in an Inclusive Classroom | 3 |
| EDUC 621 Field Placement II MDS/SEC | 2 |
| EDUC 644 Curriculum & Instruction MDS/SEC | 3 |
| EDUC 605 Sheltered English Instruction MDS/SEC | 3 |
| EDUC 680 Practicum in the Content Area – MDS/SEC | 9 |
| EDUC 681 Seminar-Student Teaching | 3 |
| TOTAL MIDDLE SCHOOL INITIAL LICENSURE: | 34 credits |

Additional 4 courses required to complete Master of Education with Initial Licensure

| | |
|---|-------------------|
| EDUC 717 Curriculum Theory & Democratic Practice | 3 |
| EDUC 719 Multicultural Education | 3 |
| EDUC 783 Philosophies & Methodologies of Inquiry | 3 |
| EDUC 784 Capstone Seminar | 3 |
| TOTAL MIDDLE SCHOOL INITIAL LICENSURE AND MED: | 46 credits |

**SECONDARY INITIAL LICENSURE (8-12) WITH OPTIONAL MED
Biology, Chemistry, English, History, Mathematics, Physics,
Political Science/Political Philosophy**

Overview of Plan of Study

Candidates for Initial licensure must have a bachelor's degree with a major in the content area they wish to teach or a strong minor (21 credits or more) with additional experience in the content area. Candidates must have completed a course in Adolescent or Developmental Psychology.

The secondary education program prepares students to become educated and competent high school teachers. The curriculum emphasizes a solid education, early and continuous field experiences, and professional knowledge related to providing effective teaching and learning for the adolescent.

| <u>Requirements</u> | credits |
|---|-------------------|
| EDUC 702 Ethics and Foundations of Schooling | 3 |
| EDUC 636 Reading in the Content Areas | 3 |
| EDUC 610 Field Placement I | 2 |
| EDUC 650 Classroom Management and Teaching Strategies | 3 |
| EDUC 630 Teaching in an Inclusive Classroom | 3 |
| EDUC 621 Field Placement II, MDS/SEC | 2 |
| EDUC 646 Curriculum & Instruction MDS/SEC | 3 |
| EDUC 605 Sheltered English Instruction MDS/SEC | 3 |
| EDUC 692 Practicum in Student Teaching – SEC | 9 |
| EDUC 693 Seminar-Student Teaching | 3 |
| TOTAL SECONDARY INITIAL LICENSURE: | 34 credits |

Additional 4 courses required to complete Master of Education with Initial Licensure

| | |
|---|-------------------|
| EDUC 717 Curriculum Theory & Democratic Practice | 3 |
| EDUC 719 Multicultural Education | 3 |
| EDUC 783 Philosophies & Methodologies of Inquiry | 3 |
| EDUC 784 Capstone Seminar | 3 |
| TOTAL SECONDARY INITIAL LICENSURE AND MED: | 46 credits |

**TEACHER OF STUDENTS WITH MODERATE DISABILITIES;
FIRST INITIAL LICENSE (PreK-8, 5-12) WITH OPTIONAL MED
(For students who do not hold an Initial license)**

Overview of Plan of Study

The Moderate Disabilities program prepares students for the increasingly diverse roles Special Educators are asked to play. These include “pushing in” or co-teaching in general education classrooms; “pulling out” students for individualized supports; assisting colleagues in redesigning curriculum for all students, and helping to select assistive technology.

Formal application for admission into the Professional Semester (Student Teaching) requires an overall 3.0 GPA, with no grade below a B in required licensure courses, and an assessment of oral and written communication skills. Prior to enrolling in a practicum, all students will be required to receive passing scores on the Massachusetts Tests for Educator Licensure (MTEL) appropriate to the license they are seeking, two recommendations, and a successful interview. Students must have departmental approval to enroll in more than 12 credits during the Professional Semester. Upon completion of the Moderate Disabilities program the student is eligible for Initial licensure (PreK-8 or 5-12).

Requirements

| | credits |
|---|-----------------------------|
| EDUC 702 Ethics and the Foundations of Schooling | 3 |
| EDUC 630 Teaching in an Inclusive Classroom | 3 |
| EDUC 610 Field Placement 1 (co-req. with EDUC 630) | 2 |
| EDUC 638 Reading and Language Arts | 3 |
| EDUC 648/650 Classroom Management and Teaching Strategies | 3 |
| RDNG 710 Literacy Assessment I | 3 |
| SPED 622 Curriculum Development, Assessment and Instruction | 3 |
| EDUC 621 Field Placement 2 (co-req. with SPED 622) | 2 |
| SPED 624 Collaboration and Consultation in Special Education | 3 |
| EDUC 604 Sheltered English Instruction ECHE/ELEM | 3* (for the PreK-8 license) |
| EDUC 605 Sheltered English Instruction MDS/SEC | 3* (for the 5-12 license) |
| SPED 710/711 Moderate Disabilities Internship/Practicum | 6 |
| SPED 701 Student Teaching Seminar (co-req. with SPED 710/711) | 3 |
| TOTAL MODERATE DISABILITIES INITIAL LICENSE | 37 credits |

*SEI course grade level must correspond with the license grade level.

Additional 4 courses required to complete Master of Education with Initial Licensure

| | |
|--|---|
| EDUC 717 Curriculum Theory & Democratic Practice | 3 |
| EDUC 719 Multicultural Education | 3 |
| EDUC 783 Philosophies & Methodologies of Inquiry | 3 |
| EDUC 784 Capstone Seminar | 3 |
| TOTAL MODERATE DISABILITIES INITIAL LICENSURE AND MED: 49 credits | |

**TEACHER OF STUDENTS WITH MODERATE DISABILITIES;
SECOND INITIAL LICENSE (PreK-8, 5-12) WITH OPTIONAL MED
(For teachers who already hold an Initial license in another field)**

Overview of Plan of Study

The Moderate Disabilities program prepares students for the increasingly diverse roles Special Educators are asked to play. These include “pushing in” or co-teaching in general education classrooms; “pulling out” students for individualized supports; assisting colleagues in redesigning curriculum for all students, and helping to select assistive technology.

Formal application for admission into the Professional Semester (Student Teaching) requires an overall 3.0 GPA, with no grade below a B in required licensure courses, and an assessment of oral and written communication skills. Prior to enrolling in a practicum, all students will be required to receive passing scores on the Massachusetts Tests for Educator Licensure (MTEL) appropriate to the license they are seeking, two recommendations, and a successful interview. Students must have departmental approval to enroll in more than 12 credits during the Professional Semester. Upon completion of the Moderate Disabilities program the student is eligible for Initial licensure (PreK-8 or 5-12).

Requirements

| | credits |
|--|-------------------------|
| EDUC 702 Ethics and Foundations of Education | 3 |
| RDNG 710 Literacy Assessment | 3 |
| RDNG 616 Literacy Acquisition and Development | 3 |
| SPED 622 Curriculum Development, Assessment and Instruction | 3 |
| SPED 624 Collaboration and Consultation in Special Education | 3 |
| EDUC 604 Sheltered English Instruction ECHE/ELEM | 3* (for PreK-8 license) |
| EDUC 605 Sheltered English Instruction MDS/SEC | 3* (for 5-12 license) |
| SPED 718 Moderate Disabilities Half-Practicum | 3 |
| TOTAL MODERATE DISABILITIES INITIAL LICENSE | 21 credits |

*SEI course grade level must correspond with the license grade levels. This course may be waived if the student has already completed the SEI endorsement.

Additional 4 courses required to complete Master of Education with Initial Licensure

| | |
|--|---|
| EDUC 717 Curriculum Theory & Democratic Practice | 3 |
| EDUC 719 Multicultural Education | 3 |
| EDUC 783 Philosophies & Methodologies of Inquiry | 3 |
| EDUC 784 Capstone Seminar | 3 |
| TOTAL MODERATE DISABILITIES INITIAL LICENSURE AND MED: 33 credits | |

READING SPECIALIST LICENSURE WITH OPTIONAL MED (PreK - 12)

The graduate Reading program offers three options, outlined below.

OPTION 1: READING SPECIALIST LICENSURE

This option is for candidates who already have a MED and an Initial license and are pursuing a Reading Specialist License.

Prerequisites for the Program

Prior teaching license at the Initial level and one year of teaching under the license

Required Courses

| | credits |
|---|---------|
| RDNG 616 Literacy Acquisition & Development | 3 cr |
| RDNG 617 Literacy Acquisition & Dev PrePrac | 1 cr* |
| RDNG 700 The Writing Workshop | 3 cr |
| RDNG 702 Writing Workshop PrePracticum | 1 cr* |
| RDNG 710 Literacy Assessment I | 3 cr |
| RDNG 711 Literacy Assessment I PrePracticum | 1 cr* |
| RDNG 712 Literacy Assessment II | 3 cr |
| RDNG 713 Literacy Assessment II PrePracticum | 1 cr* |
| RDNG 720 Critical Literacy in the Content Areas | 3 cr |
| RDNG 721 Critical Lit in Content Areas PrePrac | 1 cr* |
| RDNG 722 Survey of Lit. Children & Adolescents | 3 cr |
| EDUC 604/605 Sheltered English Instruction | 3 cr* |
| RDNG 715 or 716 Reading Specialist Practicum | 6 cr |

**Students who do not already hold the SEI endorsement need to choose Sheltered English Instruction. Those with the SEI endorsement may choose three prepractica to be taken with Reading courses*

TOTAL READING SPECIALIST LICENSURE: 27 credits

**OPTION 2:
MASTER OF EDUCATION WITH CONCENTRATION
AS READING SPECIALIST**

This option is for candidates with an Initial license who are pursuing both a MEd and a Reading Specialist License.

Prerequisites for the Program

Prior teaching license at the Initial level and one year of teaching under the license

Required Courses

CORE COURSES

| | credits |
|--|---------|
| EDUC 702 Ethics and the Foundations of Schooling | 3 |
| EDUC 717 Cur. Theory and Democratic Practice | 3 |
| EDUC 719 Multicultural Education | 3 |
| EDUC 783 Philosophies & Methodologies of Inquiry | 3 |
| EDUC 784 Capstone Seminar | 3 |

READING COURSES

| | |
|---|----|
| RDNG 616 Literacy Acquisition & Development | 3 |
| RDNG 617 Literacy Acquisition & Dev Pre-practicum | 1* |
| RDNG 700 The Writing Workshop | 3 |
| RDNG 702 Writing Workshop Pre-practicum | 1* |
| RDNG 710 Literacy Assessment I | 3 |
| RDNG 711 Literacy Assessment I Pre-practicum | 1* |
| RDNG 712 Literacy Assessment II | 3 |
| RDNG 713 Literacy Assessment II Pre-practicum | 1* |
| RDNG 720 Critical Literacy in the Content Areas | 3 |
| RDNG 721 Critical Lit in Content Areas Pre-prac | 1* |
| EDUC 604/605 Sheltered English Instruction | 3 |
| RDNG 722 Survey of Lit. Children & Adolescents | 3 |
| RDNG 715 or 716 Reading Specialist Practicum | 6 |

**Students who do not already hold the SEI endorsement need to choose Sheltered English Instruction. Those with the SEI endorsement may choose three prepractica to be taken with Reading courses*

TOTAL READING SPECIALIST LICENSURE& MED: 42 credits

**OPTION 3:
MASTER OF EDUCATION WITH A
CONCENTRATION IN READING**

This option is for students pursuing a MEd with a concentration in Reading.

Required Courses

CORE COURSES

| | credits |
|--|---------|
| EDUC 702 Ethics and the Foundations of Schooling | 3 |
| EDUC 717 Cur. Theory and Democratic Practice | 3 |
| EDUC 719 Multicultural Education | 3 |
| EDUC 783 Philosophies & Methodologies of Inquiry | 3 |
| EDUC 784 Capstone Seminar | 3 |

READING COURSES

| | |
|---|----|
| RDNG 616 Literacy Acquisition & Development | 3 |
| RDNG 617 Literacy Acquisition & Dev Pre-prac | 1* |
| RDNG 700 The Writing Workshop | 3 |
| RDNG 702 Writing Workshop Pre-practicum | 1* |
| RDNG 710 Literacy Assessment I | 3 |
| RDNG 711 Literacy Assessment I Pre-practicum | 1* |
| RDNG 712 Literacy Assessment II | 3 |
| RDNG 713 Literacy Assessment II Pre-practicum | 1* |
| RDNG 720 Critical Literacy in the Content Areas | 3 |
| RDNG 721 Critical Lit in Content Areas Pre-prac | 1* |
| RDNG 722 Survey of Lit. Children & Adolescents | 3 |

**Choose 5 of the 3-credit RDNG courses above and 3 of the accompanying RDNG pre-practica*

TOTAL MEd: 33 credits

MASTER OF EDUCATION (MED)

The Master of Education program provides a background in foundations in education, curriculum development, instructional theory, and educational research. The program is designed to prepare educators of excellence who are equipped to positively impact the lives of children. Students can extend their Initial licensure courses to include 4-5 additional courses in order to earn the MEd. Students not in license pathways should refer to the individualized master's program of study described on page 34.

Core Courses - MEd

Master of Education students in all concentrations are required to complete all of the following core courses at MCLA:

EDUC 702: Ethics and the Foundations of Schooling (offered each fall and summer)

EDUC 717: Curriculum Theory and Democratic Practice (offered each fall and spring)

EDUC 719: Multicultural Education (offered each fall and spring)

EDUC 783: Philosophies and Methods of Inquiry

EDUC 784: Capstone Seminar

PROFESSIONAL TEACHER LICENSURE

Pathways are available for individuals who have already earned an Initial teaching license and are looking to advance their Massachusetts teaching license from Initial to Professional.

Coursework applicable to Professional licensure can be pursued in Early Childhood, Elementary, Moderate Disabilities, and a number of Middle School and Secondary content areas.

Please note: While MCLA does not offer graduate courses in all content areas, advisors work with individual students to accept transfer content credits earned in another university towards the MEd.

Licensure: MCLA students are able to meet the requirements for Professional licensure by following the indicated pathways and then applying for this license through the MA Department of Elementary and Secondary Education.

Professional licensure for teachers who wish to obtain a graduate degree

A master's degree is required to move from Initial to Professional license. In addition, holding a master's degree means greater earning potential in most school districts.

To advance from Initial to Professional licensure, individuals must do the following:

- Work for 3 years under the Initial license
- Complete an induction program
- Participate in mentoring AND
- Earn a master's degree. This will include:

| | |
|---|-------------------|
| Required Core Courses | credits |
| EDUC 702: Ethics and the Foundations of Schooling | 3 |
| EDUC 717: Curriculum Theory and Democratic Practice | 3 |
| EDUC 719: Multicultural Education | 3 |
| EDUC 783: Philosophies & Methodologies of Inquiry | 3 |
| EDUC 784: Capstone Seminar | 3 |
| Content concentration courses (12 credits). For example Biology | |
| BIOE 601: Biology Topics | 3 |
| BIOE 602: Biotechnology for Teachers | 3 |
| BIOE 650: Biology Topics II | 3 |
| ENVE 601: Environmental Topics for Educators | 3 |
| Two electives | 6 |
| Total MEd: | 33 credits |

Professional licensure for teachers who already hold a graduate degree

For teachers who hold a master’s degree in a field different from the content area they are teaching, have an Initial license, and would like to earn a Professional license (for example, a Math teacher with an MBA).

To advance from Initial to Professional licensure, individuals must do the following:

- Work for 3 years under the Initial license
- Complete an induction program
- Participate in mentoring AND
- Complete 12 graduate credits in content area.

Content concentration courses (12 credits): For example Biology

| | |
|--|-----------|
| BIOE 601: Biology Topics | 3 credits |
| BIOE 602: Biotechnology for Teachers | 3 credits |
| BIOE 650: Biology Topics II | 3 credits |
| ENVE 601: Environmental Topics for Educators | 3 credits |

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) PROGRAM

The Certificate of Advance Graduate Study (CAGS) is offered in both school/district leadership and teachers of reading. Students completing a CAGS advance their knowledge of the field through reading, discussion and analysis of literature in the field, and by completing a research project relevant to the field of study. For teachers interested in bundling a reading license with a CAGS, the full pathway is outlined here. For those interested in school leadership, please refer to page 30.

Please note that courses that have been used toward any other degree at any other institution cannot be used toward the CAGS program at MCLA.

To earn a CAGS candidates complete the following:

| | |
|---|-------------------|
| 4 Core Courses | 12 credits |
| Required Content Specific courses + Pre-practicum | 24 credits |
| Practicum | 6 credits |
| Total Credits | 42 credits |

| | |
|--|---------|
| Core Classes (12 credits) | credits |
| CAGS 802 Seminar I | 3 |
| CAGS 805, 806, 807, or 808 Literature Course in Field of Study | 3 |
| CAGS 902 Seminar II | 3 |
| CAGS 981 Action Research Seminar | 3 |

Concentration in Reading (24 credits: select 7 courses + 3 Pre-practica)

| | |
|--|---------|
| CAGS Core Requirements: 12 | credits |
| RDNG 616 Literacy Acquisition & Development | 3* |
| RDNG 617 Literacy Acquisition and Dev. Pre-practicum | 1 |
| RDNG 700 The Writing Workshop | 3* |
| RDNG 702 The Writing Workshop Pre-practicum | 1 |
| RDNG 704 Special Topics in Reading | 3 |
| RDNG 710 Literacy Assessment I | 3* |
| RDNG 711 Literacy Assessment I Pre-practicum | 1 |
| RDNG 712 Literacy Assessment II | 3* |
| RDNG 713 Literacy Assessment II Pre-practicum | 1 |
| RDNG 720 Critical Lit in the Content Areas | 3* |
| RDNG 721 Critical Lit in Content Areas Pre-practicum | 1 |
| RDNG 722 Survey of Lit for Children & Adolescents | 3* |
| RDNG 715 or 716 Reading Practicum | 6** |

***Required courses**

Candidates for MA licensure add at least 3 pre-practicum credits and the **6-credit Practicum

II. EDUCATIONAL LEADERS

Leadership Academy

Massachusetts College of Liberal Arts offers an innovative Leadership Academy providing educators with the opportunity to earn administrative certification (licensure) in an intensive low-residency program. The Leadership Academy is a cohort model that blends academic content with practical skill and knowledge development. Created to support the advancement of working professionals, the Academy is a low-residency model (two weeks in summer 1, two weekends during the school year, and four days in summer 2) with independent and online work assigned between sessions. Students earn 31 credits through pre-practicum experiences, seven courses, an administrative project, an administrative practicum, and a culminating Leadership Academy Conference.

The goal is to prepare candidates to serve as highly effective leaders of educational institutions, and active citizens in their communities. Leadership Academy graduates will be able to: shape a vision based on equity, justice, and academic success for all students; create a climate hospitable for education in schools and the community; cultivate collaborative leadership with faculty and staff; improve curriculum and instruction; and manage people, data, and processes to foster continuous school improvement

Leadership Academy courses are taught by nationally recognized educational theorists and successful school and district practitioners serving in the roles of superintendent, principal, curriculum coordinator, and department leader. Courses include a blend of social, political, and academic theories and practices in examining current trends in public education. We prepare school and district leaders who will ensure the highest quality and most equitable, just and effective learning environments for students. Activities include reading, writing, discussion, group projects, case studies, simulations, experiences in museums, lectures by prominent thinkers, project-based tasks, self-assessment, quizzes/tests, fieldwork, and application of course concepts.

Candidates must have a minimum of 3 years K-12 experience and a master's degree in order to enter the program. Students completing this program may continue their studies by earning an optional Certificate of Advanced Graduate Study (CAGS). The Academy is a high quality program offering excellent professors and classes as well as personal attention. *Please note:* Students who do not hold a master degree may earn both an administrative license and a Master of Education by submitting an individualized plan of study for approval. For more information on this combined MEd and administrative licensure option, contact Nancy Pearlman, Coordinator of Educator Licensure and Placement: n.pearlman@mcla.edu, 413-662-5522.

The administrative licensure program at MCLA is accepted via a reciprocal agreement with surrounding states. Participants may apply to their home state for licensure and are responsible for completing the licensure/certification process in their home state.

For more information visit: <http://www.mcla.edu/Academics/graduate/leadershipacademy>

Certificate of Advanced Graduate Study (CAGS)

Those students completing the administrative licensure pathway at MCLA may achieve a Certificate of Advanced Graduate Study by successfully completing the additional 9 credits (3 courses) outlined on page 32.

ADMINISTRATIVE LICENSURE/LEADERSHIP ACADEMY

SUPERVISOR/DIRECTOR INITIAL LICENSURE

**PRINCIPAL/ASSISTANT PRINCIPAL INITIAL LICENSURE
(PreK-6), (5-8), (9-12)**

SUPERINTENDENT/ASSISTANT SUPERINTENDENT INITIAL LICENSURE

Prerequisites for the Program: A current Initial (or higher) teaching license, three years' experience teaching under this license, and a master's degree.

This sequence will qualify students for a Principal/Assistant Principal license. In New York, this is comparable to the School Building Leader (SBL) license.

| <u>Requirements for the Principal License</u> | credits |
|---|-------------------|
| ADMN 626 Leading Schools in Context | 3 |
| ADMN 627 Educational Policy and Standards | 1 |
| ADMN 636 Data Analysis and Action Planning | 3 |
| ADMN 637 Data and Equity Audit | 1 |
| ADMN 646 Supervising Teaching and Learning | 3 |
| ADMN 647 Educator Evaluation | 1 |
| ADMN 656 Building School and Community Partnerships | 3 |
| ADMN 657 Organizing Schools for Teaching and Learning | 3 |
| ADMN 658 Public School Law | 2 |
| ADMN 770 Introductory Internship | 3 |
| ADMN 771 Administrative Project | 1 |
| ADMN 621 Sheltered English Instruction for Administrators | 1 |
| ADMN 772 Capstone | 3 |
| ADMN 780 Leadership Academy Conference | 3 |
| TOTAL PRINCIPAL/ASST. PRINCIPAL LICENSURE: | 31 credits |

| <u>Additional Requirements for the Superintendent License</u> | credits |
|--|---------|
| CAGS 806 Review of the Field in Educational Administration | 3 |
| ADMN 712 District Level Half-Practicum | 3 |

CERTIFICATE OF ADVANCED GRADUATE STUDIES (CAGS)

Students completing the Leadership Academy licensure program have the option to earn a Certificate of Advanced Graduate Study (CAGS). CAGS candidates will continue the study and development of their managerial skills related to the fiscal, political, personnel, and demographic challenges they may encounter as educational leaders. The CAGS summer program is a hybrid delivery model (with both residential and online/independent work), nine-credit experience. A Certificate of Advanced Graduate Study (CAGS) is the equivalent of a Certificate of Advanced Study (CAS) as designated in other states such as New York.

MCLA offers a Certificate of Advanced Graduate Study in Administration to students who have completed the Leadership Academy.

| To earn a CAGS candidates complete the following core classes | credits |
|--|---------|
| CAGS 806 Literature Course in Field of Educational Administration | 3 |
| CAGS 902 Seminar II | 3 |
| CAGS 981 Action Research Seminar | 3 |

Classes by Concentration (Choose one of three Concentrations)

Concentration in Administration (All courses are required for Administrator Licensure)

| | |
|---|---|
| ADMN 626 Leading Schools in Context | 3 |
| ADMN 627 Educational Policy and Standards | 1 |
| ADMN 636 Data Analysis and Action Planning | 3 |
| ADMN 637 Data and Equity Audit | 1 |
| ADMN 646 Supervising Teaching and Learning | 3 |
| ADMN 647 Educator Evaluation | 1 |
| ADMN 656 Building School and Community Partnerships | 3 |
| ADMN 657 Organizing Schools for Teaching and Learning | 3 |
| ADMN 658 Public School Law | 2 |
| ADMN 770 Introductory Internship | 3 |
| ADMN 771 Administrative Project | 1 |
| ADMN 772 Capstone | 3 |
| ADMN 780 Leadership Academy Conference | 3 |

Concentration in Special Ed. Admin (Select 7 courses + 3 Pre-practica)

| | credits |
|--|---------|
| ADMN 601 Fundamentals of Educational Administration | 3* |
| ADMN 602 Fundamentals of Education Administration Pre-practicum | 1 |
| ADMN 607 Leading Schools in Context | 3* |
| ADMN 607 Leading Schools in Context - Pre-practicum | 1 |
| ADMN 612 Supervision and Evaluation | 3* |
| ADMN 613 Supervision and Evaluation – Pre-practicum | 1 |
| ADMN 614 Evaluating Curriculum Programs | 3* |
| ADMN 615 Evaluating Curriculum Programs- Pre-practicum | 1 |
| SPED 716 Collaborative Schools Planning/Creating/Evaluation | 3* |
| SPED 810 Advanced Foundations of Special Education | 3* |
| SPED 811 Advanced Foundations of Special Education - Pre-practicum | 1 |
| SPED 820 Leadership in Special Education | 3* |
| SPED 821 Leadership in Special Education - Pre-practicum | 1 |
| SPED 832 Ed Children Low-Incidence Disabilities | 3 |
| SPED 834 Special Education: History, Law, Social Ethics | 3 |
| ADMN 711 Administrative Practicum | 6** |

***Required. The candidate for licensure must add at least 3 pre-practicum credits and the 6-credit ** Practicum**

Concentration in Reading (24 credits: select 7 courses + 3 Pre-practica)

| | |
|---|---------|
| CAGS Core Requirements: 12 credits | credits |
| RDNG 616 Literacy Acquisition & Development | 3* |
| RDNG 617 Literacy Acquisition and Development Pre-practicum | 1 |
| RDNG 700 The Writing Workshop | 3* |
| RDNG 702 The Writing Workshop Pre-practicum | 1 |
| RDNG 704 Special Topics in Reading | 3 |
| RDNG 710 Literacy Assessment I | 3* |
| RDNG 711 Literacy Assessment I Pre-practicum | 1 |
| RDNG 712 Literacy Assessment II | 3* |
| RDNG 713 Literacy Assessment II Pre-practicum | 1 |
| RDNG 720 Critical Lit in the Content Areas | 3* |
| RDNG 721 Critical Lit in Content Areas Pre-practicum | 1 |
| RDNG 722 Survey of Lit for Children & Adolescents | 3* |
| RDNG 715 or 716 Reading Practicum | 6** |

***Required courses. Candidates for licensure add at least 3 pre-practicum credits and the **6-credit Practicum**

III. Graduate Program: Individualized Plan of Study (Non-License)

Students who do not seek teacher or school leader licensure may choose to advance their educational credentials through the Master of Education (MEd) at MCLA.

MASTER OF EDUCATION

Students will complete a minimum of 33 graduate credits pertaining to their Individualized Plan of Study. Of these, 5 core graduate courses are required. The remaining 18 credits will include those courses and experiences developed and articulated in a plan of study that is supported by the student's graduate advisor and the Graduate Curriculum Committee.

Concentrations are currently available in Moderate Disabilities, Reading, or a combination of Moderate Disabilities/Reading.

Core Courses – MEd

MEd students in all concentrations are required to complete all of the following core courses at MCLA:

EDUC 702: Ethics and the Foundations of Schooling
EDUC 717: Curriculum Theory and Democratic Practice
EDUC 719: Multicultural Education
EDUC 783: Philosophies and Methods of Inquiry
EDUC 784: Capstone Seminar

COURSE DESCRIPTIONS

ADMINISTRATION COURSES (ADMN)

ADMN 621 Sheltered English Instruction (for Administrators) 1 credit

The purpose of this course is to prepare K-12 administrators to develop effective curriculum and instruction for English Language Learners (ELLs) in mainstream classrooms and to support classroom teachers in their efforts to help ELL students achieve high levels of academic success.

ADMN 626 Leading Schools in Context 3 credits

This course explores the impact of larger social and political forces on American education policy and major educational “reform” movements. Students will develop mission statements that reflect core values, ethical frameworks, and the visions they hope to enact in their schools. Reviews of school/district/state/federal policy will be explored as a means for understanding the context and potential of current “reform” agendas, and to inform the creation of an equity audit/action plan.

ADMN 627 Educational Policy and Standards 1 credit

Students will collect and review policy guidebooks, contracts, mission statements, and handbooks to better understand the policy environment in which educational leaders work. The school administrator and university professor will work collaboratively to insure a holistic integration of policy standard theory and practice. The review of site-based policy documents and standards will be referenced, studies, and reconditioned in the *Leading Schools in Context* and *School Law* courses.

ADMN 634 Educational Administration Topics 1-4 credits

Examines topics relevant to Educational Administration. Emphasis is on Educational Administration content appropriate and relevant for Elementary, Middle and/or Secondary school teachers.

ADMN 636 Data Analysis and Action Planning 3 credits

This course will prepare students to lead data and action planning teams in their schools. Students will review methodologies, specifically Data Wise, to inform improvement planning. The course will include an intense review of proficiency gaps/equity in schools, accountability and the inquiry-action cycle. Students will also focus on assessments as an element of the data review and planning cycle. Pre-practicum equity audits will be used to inform course content.

ADMN 637 Data and Equity Audit 1 credit

This course will instruct students in the methods of collecting accountability and equity data and expose them to the research literature on the methods of analyzing this data. Under the supervision of a local school administrator, students will locate and collect a range of relevant equity data at the school site. Students will analyze and interpret the data online with the classroom professor and prepare a journal that connects the equity audit to continuous school improvement literature.

ADMN 646 Supervising Teaching and Learning 3 credits

This course will apply evaluation instruments collected in the pre-practicum course including the Massachusetts Model Evaluation System. Emphasis will be placed on understanding the qualities of effective instruction, models for classroom observation, effective documentation, professional feedback, assessment practices, and curriculum development, including an overview of the new Massachusetts Frameworks. Tiered Instruction research will serve as a theoretical foundation for this course.

ADMN 647 Educator Evaluation 1 credit

Students will review and analyze the supervision and evaluation instruments and practices used in schools in order to understand the local model of supervision and evaluation process. The professor will introduce

students to various case studies related to the evaluation and supervision process in a web-based online platform. This course will advance the goals of school-based mentoring and networking.

ADMN 656 Building School and Community Partnerships 3 credits

This course focuses on the theories, research, models, and best practices for involving families and other community partners in the improvement of student outcomes. A major emphasis will be placed upon (1) the development of equitable, sensitive, and responsible relationships with all members of the community, and (2) new paradigms that shift from traditional models of parental involvement to active family partnering in coordinating learning between home, school, and community.

ADMN 657 Organizing Schools for Teaching and Learning 3 credits

This course focuses on school operations and organizational best practices that will build capacity for school and district improvement. Candidates will research and discuss theories, research, models, and practices as they relate to creation of effective professional learning communities and professional development. Candidates will also assess policies and research related to creation of safe and caring work environments, technology, campus operational systems, and data management systems.

ADMN 658 Public School Law 2 credits

This online course will include an analysis of the most commonly referenced elements of school law, including: Constitutional context, human resources, tort liability, freedom of expression, special education, and religion in schools. Selected Massachusetts' laws such as anti-hazing and bullying will be reviewed. Students will be asked to prepare law lessons as part of an innovative national project aimed at equipping educational leaders to act as legal resources in their schools and districts. Students will build upon this knowledge so that they, and those they supervise, will act within legal guidelines.

ADMN 702 Ethics & the Foundations of Schooling 3 credits

Examines how teaching is shaped by social and cultural forces that extend well beyond the walls of the classroom; how teaching is influenced by the decisions of political authorities and shapes the quality of political life in society; and ultimately how teaching has moral dimensions that involve the responsible treatment of students, colleagues, parents and other community members.

ADMN 712 Administrative Half Practicum 3 credits

This 300-hour internship allows students the opportunity to fully contextualize the responsibilities associated with district leadership. It builds upon the 500-field hours completed during ADMN 770, 771, and 772. Students will work with district on-site supervisor as they shadow, observe, assist, and act in the role of district leader. Students will develop a proposal, maintain a log of experiences, document evidence of standards/indicators, and write a critical reflection of the practicum.

ADMN 770 Introductory Internship 3 credits

This 150 hour field experience will allow students opportunities to fully contextualize the range of responsibilities associated with school and district leadership. This will occur through work with their school site supervisors as they shadow, observe, and assist. Students will record a log of experiences, with the culminating assignment to include completing a functional and operational inventory and applying the site audit ESE self-assessment tools.

Corequisite: Administrative Project

ADMN 771 Administrative Project 1 credit

This 50 hour field experience affords students the opportunity to probe a particular aspect of educational leadership and allow students to conduct a deep dive into a topic of particular interest. Thus, students will gain a more thorough understanding of this administrative topic and, at the same time, develop a strategy for engaging in site based research, problem solving and inquiry that is essential in order to lead and promote a cycle of continuous school and organizational improvement.

Corequisite: Introductory Internship

ADMN 772 Capstone Experience 3 credits

The Capstone experience marks the last phase, Leading Systems, including 250 of the 500-hour fieldwork requirements. During this phase, students will have opportunities for full responsibility in leading school systems, personnel and initiatives. This Capstone experience is intended to maximize the intern's opportunities to practice and refine knowledge and skills, within a range of tasks and responsibilities that are required to successfully assume the role of school leader.

Prerequisite: Introductory Internship & Administrative Project **Corequisite:** Public School Law

ADMN 780 Leadership Academy Conference 3 credits

The Leadership Academy Conference will be held in the summer 2 residency over three days. This residency will be organized as a symposium, affording students an opportunity to meet with advisors, organize and submit portfolios, deliver final presentations, participate in peer review, reflect on the leadership development experience, compare and refine entry level plans, and foster a system of support for ongoing leadership development.

Prerequisite: Capstone Experience

EDUCATION COURSES (EDUC)

EDUC 603 Program Development for 3, 4, 5 Year Olds 3 credits

Examines theory and practice of preschool programs. Emphasis is placed on building a developmentally appropriate environment. Students will create a portfolio of curriculum materials. Issues such as professional development, parent-teacher relationships, assessment and evaluation, and children's transition into kindergarten will also be discussed. Preschool internships to be taken simultaneously. Students will complete an action research project.

Prerequisite: EDUC 702

EDUC 604 Sheltered English Instruction ELEM/ECHE 3 credits

This course focuses on preparing ELEM and ECHE pre-service teachers to shelter academic content and English language instruction for English Language Learners (ELLs). Topics include salient differences among ELLs; language structure; second language acquisition; and effective practices based on the SEI model. Students will learn to differentiate instruction for ELLs at different English proficiency levels, focusing on English Language arts, literacy skills, and academic vocabulary in various content areas.

Prerequisite: EDUC 638

EDUC 605 Sheltered English Instruction MDSC/SECE 3 credits

This course focuses on preparing Middle and Secondary pre-service teachers to shelter academic content and English language instruction for English Language Learners (ELLs). Topics include salient differences among ELLs; language structure; second language acquisition; and effective practices based on the SEI model. Students will learn to differentiate instruction for ELLs at different English proficiency levels, focusing on language and literacy skills, and academic vocabulary in relevant content areas.

Prerequisite: EDUC 636

EDUC 610: Field Placement I 2 credits

Acquaints each student with the contemporary setting of public schools. In this pre-practicum, students will be expected to be in a classroom for 48 hours. This will be the first experience in the schools for each education student. The on-campus component includes five seminar sessions. Students may be waived from hours in the school setting if appropriate documentation is provided but not from the seminars.

Corequisite: EDUC 601 or 607 or 636 or 638 or 648 or 650 or 678

Prerequisite: Department Approval; EDUC 702

EDUC 620: Field Placement II (ECHE & ELEM) 2 credits

Requires that pre-service teachers will assume a broader variety of instructional responsibilities in an early childhood/elementary classroom. Students will be expected to be in a classroom for 48 hours. The on-campus component includes four seminar sessions. Students may be waived from hours in the school setting but not from seminars.

Corequisite: EDUC 640 or 642; pass Comm. & Literacy MTEL

Prerequisite: Department Approval; EDUC 702; EDUC 610

EDUC 621: Field Placement II (MDSC & SECE) 2 credits

Requires that pre-service teachers will assume a broader variety of instructional responsibilities in a middle school/secondary classroom. Students will be expected to be in a classroom for 48 hours. The on-campus component includes four seminars sessions.

Corequisite: EDUC 644 or 646; pass Comm. & Literacy MTEL

Prerequisite: Department Approval; EDUC 702; EDUC 610

EDUC 630: Teaching in an Inclusive Classroom 3 credits

Introduces values, laws and principles underlying special education, including the rights of parents/guardians. Identifies the role of general educators in securing supports and services for individual students, and in developing and implementing IEPs. Highlights strength-based assessment, peer supports, assistive technology, Universal Design for Learning (UDL), promoting social competence, and collaboration with families, paraeducators, special educators, and clinicians.

Prerequisite: Department Approval; EDUC 702

EDUC 634 Education Topics 1-4 credits

Examines topics relevant to education. Emphasis is on education content appropriate and relevant for Elementary, Middle and/or Secondary school teachers. Not open to undergraduate students.

Prerequisite: permission of instructor

EDUC 636 Reading in the Content Area 3 credits

Examines effective strategies to support middle and secondary students' ability to use language to learn. In addition to reading and writing text, alternative modes of demonstrating learning will be explored. Technology will be included through e-mail assignments among other resources. Reflection and professional growth are concurrent goals.

Prerequisite: Department Approval; EDUC 702

EDUC 638 Reading and Language Arts 3 credits

Emphasizes an integrated, constructivist approach to teaching the language arts based on cognitive, psycholinguistic, and sociolinguistic theories about how children learn language. Teaching strategies are introduced that help children learn to communicate effectively using listening, talking, reading and writing. Organizational patterns of instruction that emphasize literature, theme cycles, and workshop approaches are explored.

Prerequisite: Department Approval; EDUC 702

EDUC 640 Curriculum and Instruction for Early Childhood 3 credits

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments.

Corequisite: EDUC 620

Prerequisite: Department Approval; EDUC 702

EDUC 642 Curriculum and Instruction (ELEM) 3 credits

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and

create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units, and assessments.

Corequisite: EDUC 620

Prerequisite: Department Approval; EDUC 702

EDUC 644 Curriculum and Instruction (MDSC) 3 credits

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units and assessments.

Corequisite: EDUC 621

Prerequisite: Department Approval; EDUC 702

EDUC 646: Curriculum and Instruction (SECE) 3 credits

Plan, develop and assess instructional units designed for understanding. Link designs to state standards and create a continuum of assessment methods. Pre-service teachers will be active learners as they participate in designing developmentally appropriate lessons, units, and assessments.

Corequisite: EDUC 621

Prerequisite: Department Approval; EDUC 702

EDUC 648 Classroom Management and Teaching Strategies (ECHE/ELEM) 3 credits

Prepares one to design educational environments that support all learners and to see classrooms from the learner's perspective including the learner whose cultural, linguistic, social, psychological, or economic background is different from the teacher or from the mainstream. Demonstrates that managing classrooms requires attention to physical, social, temporal, auditory, and visual dimensions. Provides strategies to build the social competence of learners who present behavior difficulties.

Prerequisite: Department Approval; EDUC 702

EDUC 650 Classroom Management and Teaching Strategies (MDSE/SECE) 3 credits

Prepares one to design educational environments that support all learners and to see classrooms from the learner's perspective including the learner whose cultural, linguistic, social, psychological, or economic background is different from the teacher or from the mainstream. Demonstrates that managing classrooms requires attention to physical, social, temporal, auditory, and visual dimensions. Provides strategies to build the social competence of learners who present behavior difficulties.

Prerequisite: Department Approval; EDUC 702

EDUC 652 Practicum Student Teaching Preschool 3 credits

Provides the culminating Pre-K field experience for teacher licensure. Students spend five full days per week in a preschool classroom for approximately one third of the semester and the remainder of the semester in a grade 1 or 2 classroom (EDUC 653). In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities.

Corequisite: EDUC 653, EDUC 654

Prerequisite: Department Approval; grade of B or better in all licensure courses

EDUC 653 Practicum Student Teaching (ECHE) 6 credits

Provides the culminating field experience for teacher licensure. Students spend five full days per week in a school classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities.

Corequisite: EDUC 652, EDUC 654

Prerequisite: Department Approval; EDUC 702; grade of B or better in all licensure classes

EDUC 654 Student Teaching Seminar (ECHE) 3 credits

While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced Massachusetts College of Liberal Arts mentor, this seminar provides students with opportunities to share and to reflect on their efforts to successfully merge theory and practice. The seminar will require students to conduct action research in their classes. To be taken concurrently with Practicum Student Teaching.

Corequisite: EDUC 652, EDUC 653

Prerequisite: Department Approval; EDUC 702; grade of B or better in all licensure classes

EDUC 656 Practicum Student Teaching (ELEM) 9 credits

Provides the culminating field experience for teacher licensure. Students spend five full days per week in a school classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities.

Corequisite: EDUC 657

Prerequisite: Department Approval; EDUC 702; grade of B or better in all licensure classes

EDUC 657 Student Teaching Seminar (ELEM) 3 credits

While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced Massachusetts College of Liberal Arts mentor, this seminar provides students with opportunities to share and to reflect on their efforts to successfully merge theory and practice. The seminar will require students to conduct action research in their classes. To be taken concurrently with Practicum Student Teaching.

Corequisite: EDUC 656

Prerequisite: Department Approval; EDUC 702; grade of B or better in all licensure classes

EDUC 658 Student Teaching Half-Practicum (ELEM) 1-5 credits

Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, they work with individual children. This half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a two-semester period of time. Student will register for 3-4 credits one semester and 3-5 credits the second semester.

Corequisite: EDUC 657

Prerequisite: Department Approval; EDUC 702; grade of B or better in all licensure classes

EDUC 680 Practicum Student Teaching (MDSE) 9 credits

Provides the culminating field experience for teacher licensure. Students spend five full days per week in a school classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities.

Corequisite: EDUC 681

Prerequisite: Department Approval; EDUC 702; grade of B or better in all licensure classes

EDUC 681 Student Teaching Seminar (MDSE) 3 credits

While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced Massachusetts College of Liberal Arts mentor, this seminar provides students with opportunities to share and to reflect on their efforts to successfully merge theory and practice. The seminar will require students to conduct action research in their classes. To be taken concurrently with Practicum Student Teaching.

Corequisite: EDUC 680

Prerequisite: Department Approval; EDUC 702; grade of B or better in all licensure classes

EDUC 685 Student Teaching Half-Practicum (MDSE) 1-5 credits

Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, they work with individual children. This half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a two-semester period of time. Student will register for 3-4 credits one semester and 3-5 credits the second semester.

Corequisite: EDUC 681

Prerequisite: Department Approval; EDUC 702; grade of B or better in all licensure classes

EDUC 692 Practicum Student Teaching (SECE) 9 credits

Provides the culminating field experience for teacher licensure. Students spend five full days per week in a school classroom. In the role of classroom teacher, the practicum student works with individual children, teaches both small and large group lessons, plans and implements several units of instruction, and carries out a variety of other responsibilities.

Corequisite: EDUC 693

Prerequisite: Department Approval; EDUC 702; grade of B or better in all licensure classes

EDUC 693 Student Teaching Seminar (SECE) 3 credits

While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced Massachusetts College of Liberal Arts mentor, this seminar provides students with opportunities to share and to reflect on their efforts to successfully merge theory and practice. The seminar will require students to conduct action research in their classes. To be taken concurrently with Practicum Student Teaching.

Corequisite: EDUC 692

Prerequisite: Department Approval; EDUC 702; grade of B or better in all licensure classes

EDUC 694 Student Teaching Half-Practicum (SECE) 1-5 credits

Provides the culminating field experience for teacher licensure. Students spend five half days per week in a school classroom. In the role of classroom teacher, they work with individual children. This half-practicum is designed to be used on very rare occasions when a student needs to do a practicum over a two-semester period of time. Student will register for 3-4 credits one semester and 3-5 credits the second semester.

Corequisite: EDUC 693

Prerequisite: Department Approval; EDUC 702

EDUC 695 New Teacher Induction 1-3 credits

This course provides new teacher orientation and mentoring as well as workshops and seminars in selected topics.

EDUC 702 Ethics and the Foundations of Schooling 3 credits

Examines how teaching is shaped by social and cultural forces that extend well beyond the walls of the classroom; how teaching is influenced by the decisions of political authorities and shapes the quality of political life in society; and ultimately how teaching has moral dimensions that involve the responsible treatment of students, colleagues, parents, and other community members.

EDUC 710 Assessment in the Classroom 3 credits

Provides students with a repertoire and a vast array of tools to measure student growth. Participants will have the opportunity to reflect on assessment practices currently used in the classroom and engage in peer discussion about quality assessment.

EDUC 717 Curriculum Theory and Democratic Practice 3 credits

Focuses on how social movements, economic conditions, political power, aesthetic sensibilities, spirituality, and ethical frameworks influence curriculum development. Students will develop a greater awareness of the existence of competing curricular theories and world views, including postmodernism, existentialism, hermeneutics, critical theory, and feminism. The aim is for students to link their philosophies of curriculum to the enhancement of democratic practice in school.

EDUC 718 Curriculum Theory and Democratic Practice Pre-practicum 1 credit

Provides students with the opportunities to further study, apply, and evaluate some of the ideas and theories discovered in Curriculum Theory and Democratic Practice. Students are expected to develop and present a philosophy, framework, and pedagogical process that reflect a commitment to debate, intellectual rigor, civic involvement, and broader democratic practices.

Corequisite: EDUC 717

EDUC 719 Multicultural Education 3 credits

Provides a basic introduction to the historical, sociological and philosophical foundations of multicultural education. Its general goals are to examine from different theoretical perspectives the nature of intergroup relations in U.S. society; to promote the study of the historical and contemporary experiences and contributions of marginalized, dominated, and underrepresented groups in the United States.

EDUC 720 Multicultural Education Pre-practicum 1 credit

Effective school leaders must be knowledgeable about multicultural education. In this 25 hour pre-practicum students will have the opportunity to increase their understanding of multicultural education.

Corequisite: EDUC 719

EDUC 722 Ethics and the Foundations of Schooling Pre-practicum 1 credit

Focuses on creating an ethical school and moral and ethical behavior of educational leaders. In no less than 25 hours of field based collaboration with a school leader, students will describe instances in which there was an ethical dilemma in their respective schools and describe the resolution and/or possible resolutions.

Corequisite: EDUC 702

EDUC 783 Philosophies and Methods of Inq. 3 credits

Writing intensive seminar introduces research and the principal methods employed in the study of educational problems and issues, with an emphasis on qualitative methods. The course focuses on the skills needed to understand, interpret, and critique research literature in education and related fields. Students will also be introduced to the concept of the literature review, and to the process of writing a literature review, after which they will construct an initial literature review.

EDUC 784 Capstone Seminar 3 credits

Building on an interest that emerges from Master of Education course work or field-based experiences, students will propose and execute a substantial project that blends theory with practice. Project outcomes may take the form of text, visual media, performance, websites, or other. Projects may address school/family, community, or cultural issues; teaching approaches; or school-wide, district-wide, or statewide practices or policies

Prerequisite: Departmental approval

EDUC 805 Review of Literature in Curriculum and Instruction 3 credits

Provides an overview of the research basis for issues on Curriculum and Instruction. Both historical and contemporary work will be reviewed across several curriculum and instruction perspectives (e.g., race; gender; political; phenomenological; poststructural; autobiographical; aesthetic). Current directions for education will be considered and their implications for both research and practice will be explored.

EDUC 812 Curriculum Study 3 credits

This course will introduce the study of curriculum within an historical and socio-cultural context. We will explore the perennial curriculum question, “What knowledge is of most worth?” (Herbert Spencer), but with a modification of the wording to, “What knowledge best enables us to care for ourselves, one another, and the non-human environment?”

EDUC 814 Educ. Tech. and the ‘New Literacies’ 3 credits

Students today are inundated with mass media texts to an unprecedented degree, including television, film, music, Web-based media, and other audio-visual texts. The explosion in technology-based information and educational software also provides a wealth of resources for learners and teachers who have the expertise to take advantage of them.

EDUC 816 Lang. Research in Educational Settings 3 credits

Language is a primary tool used in learning as well as in the socio-cultural construction of identities, ideologies, and frameworks of cultural understanding. Literacy practitioners and specialists can deepen their understanding and gain unique insights into their students’ cognitive development and literacy acquisition by becoming familiar with both qualitative educational research has been greatly influenced by socio-and psycholinguistics.

EDUC 818 Lang. Research in Educational Settings II 3 credits

In the second phase of a two-semester course, participants will conduct a semester-long classroom-based research project using a combination of theories, methods, analytical and interpretive techniques introduced in Part I. Participants will complete a written research report, present an overview of their projects and findings, write reviews of research articles related to their projects, and complete a conference presentation proposal.

Prerequisite: EDUC 816

READING COURSES (RDNG)

RDNG 616 Literacy Acquisition & Development 3 credits

Focuses on current theories related to language development and learning; programs and practices for literacy development and acquisition; knowledge of language structure; the history and evolution of English; literacy acquisition for non-native English speakers; and the socio-cultural contexts that influence language development and literacy acquisition. Participants develop a portfolio of resources, teaching strategies and assessment tools.

RDNG 617 Literacy Acquisition & Development Pre-practicum 1 credit

Work directly with learners, developing curriculum, pedagogical approaches and assessment strategies for literacy instruction that support the literacy needs of learners from a variety of backgrounds.

Corequisite: RDNG 616

RDNG 620 Teaching Methods for ELL Classrooms 3 credits

Participants in this course will acquire knowledge and expertise for teaching English language learners in bilingual or multilingual classrooms from primary grades to adult learners. Based on current theories and practices, this course familiarizes participants with methods for supporting English language learners' literacy development in English – listening, speaking, reading, and writing for social and academic purposes – as well as supporting their achievement in content areas.

RDNG 621 Teaching Methods for ELL Classrooms Pre-prac 1 credit

Participants in this course will acquire knowledge and expertise for teaching English language learners in bilingual or multilingual classrooms from primary grades to adult learners. Based on current theories and practices, this course familiarizes participants with methods for supporting English language learners' literacy development in English – listening, speaking, reading, and writing for social and academic purposes – as well as supporting their achievement in content areas.

Corequisite: RDNG 620

RDNG 622 Curriculum Dev for ELL Classrooms 3 credits

Participants will learn to develop effective curriculum for English language learners in bilingual or multilingual classrooms from primary grades to adult learners. Based on current theories and practices, this course familiarizes participants with methods for supporting English language learners' literacy development in English – listening, speaking, reading, and writing for social and academic purposes – as well as supporting their achievement in content areas.

RDNG 623 Curriculum Development for ELL Classrooms Pre-prac 1 credit

Participants will learn to develop effective curriculum for English language learners in bilingual or multilingual classrooms from primary grades to adult learners. Based on current theories and practices, this course familiarizes participants with methods for supporting English language learners' literacy development in English – listening, speaking, reading, and writing for social and academic purposes – as well as supporting their achievement in content areas.

Corequisite: RDNG 622

RDNG 700 The Writing Workshop 3 credits

Explores a variety of approaches for teaching reading and writing that address the diverse literacy needs and strengths of students from a variety of language and cultural groups. Critical pedagogy is explored, an approach that re-envision traditional notions of the teacher-student relationship in order to draw on student-generated themes and understandings.

RDNG 702 The Writing Workshop Pre-practicum 1 credit

Employ a range of developmentally appropriate, process oriented, student centered instruction models for reading and writing; develop an understanding of the relationship between reading, writing and cognition; review fiction and non-fiction literature for children and adolescents; and apply assessment strategies that address the diverse literacy needs and strengths of learners from a variety of language and cultural groups.

Corequisite: RDNG 700

RDNG 704 Reading Topics 1-4 credits

Provides the opportunity for offering periodic studies of special topics or issues in the area of Reading, Literacy and/or Writing.

Prerequisite: permission of instructor

RDNG 710 Literacy Assessment I 3 credits

Provides teachers with a theoretical foundation to conceptualize and enact assessment as an on-going, reflective, constructive process to inform their educational practice. By understanding the theoretical underpinnings of assessment and educating the whole child, teachers will be able to contribute to individuals' literacy development by designing curricular approaches based on individuals' strengths and interest.

RDNG 711 Literacy Assessment I Pre-practicum 1 credit

Investigates, by observation and administration, the strengths and weaknesses of a variety of formal and informal literacy assessments. Participants will complete a small case study involving one student.

Corequisite: RDNG 710

RDNG 712 Literacy Assessment II 3 credits

Explores how the role of the literacy specialist is ever-changing in today's schools. A person with a Master's degree with any type of concentration in reading education will be expected to provide specialized reading and writing instruction, assessment in cooperation with other professionals (special educators, speech and language teachers, school psychologists, etc.), and diagnosis to students at a broad range of levels.

RDNG 713 Literacy Assessment II Pre-practicum 1 credit

Explores the evolving role of today's literacy specialists. In doing so, students will continue to investigate, by observation and administration, the strengths and weaknesses of a variety of formal and informal literacy assessments. Participants will design a professional development plan to share with classmates, principals, and other colleagues.

Corequisite: RDNG 712

RDNG 715 Reading Practicum Internship 6 credits

Full year experience. In cooperation with school districts, MCLA offers internships/practica for licensure candidates. The placement should be designed around the thirteen standards for licensure.

Prerequisite: Department Approval

RDNG 716 Reading Practicum 6 credits

One semester experience. In cooperation with school districts, MCLA offers internships/practica for licensure candidates. The placement should be designed around the thirteen standards for licensure.

Prerequisite: Department Approval

RDNG 717 Reading Half-Practicum 3 credits

In cooperation with school districts, MCLA offers interns/practica for licensure candidates. The placement would be designed around the thirteen standards for licensure. Interns must be full time reading teachers and obtain a letter from DESE stating need for 150 hours of supervised internship.

Prerequisite: Department Approval

RDNG 720 Critical Literacy in the Content Areas 3 credits

Explores pedagogical approaches and assessment strategies to support students at all grade levels in developing literacy across all academic subject areas. Participants will extend understanding of developmentally appropriate literacy curriculum by integrating literature, visual arts and other media into content areas for grades K-12.

RDNG 721 Critical Literacy in the Content Areas Pre-practicum 1 credit

Provides field base learning opportunities in literacy and is to be taken concurrently with RDNG 720. Each student arranges to spend a minimum of twenty-five hours in the field investigating and completing activities for this purpose.

Corequisite: RDNG 720

RDNG 722 Survey of Literature for Children and Adolescents 3 credits

Investigates ways for teachers to help children and young adults read literature with greater pleasure and to increase their critical abilities by becoming conversant with a variety of genres, locating texts within sociopolitical and historical contexts, examining textual assumptions and biases, and engaging in author studies.

RDNG 808 Review of Literature in Reading 3 credits

Provides students the opportunity to review current research in reading. Students will discuss trends and issues in reading education and the paradigms which guide them.

SPECIAL EDUCATION (SPED) COURSES

SPED 601 Children & Adolescents with Moderate Spec. Needs 3 credits

The content of this course will be based upon MA 603 CMR 7.06 (25) (c) & (d). The course examines the many facets of persons with special needs. For each disability, definitions, causes, and characteristics are discussed as well as legislation. There is an emphasis on the needs of the child with disabilities in the classroom, formal and informal assessment, and IEP's.

SPED 602 Children & Adolescents with Moderate Spec. Needs: Pre-prac 1 credit

Provides opportunities for students to observe and work with children with all types of special needs. Students analyze materials for cognitive language, motor skills, self-help, socialization, and emotional development. IEP's will be developed. This pre- practicum is required for Special Education licensure.

Corequisite: SPED 601

SPED 622 Curriculum Development, Assessment, and Instruction 3 credits

Guides students in the development of curriculum, instruction, and assessment for learners with disabilities across the spectrum of environments in which special educators deliver services and programs. Emphasizes Universal Design for Learning (UDL), peer-mediated instruction, assistive technology, and curriculum-based assessment.

SPED 623 Curriculum Development, Assessment, and Instruction Pre-practicum 1 credit

Provides field based learning opportunities in Modification of Curriculum. To be taken concurrently with SPED 622. Each student arranges to spend a minimum of twenty-five hours in the field investigating and completing activities for this purpose.

Corequisite: SPED 622

SPED 624 Collaboration and Consultation 3 credits

The content of this course will be based upon Massachusetts 603 CMR 7.08 (b) & (e), specifically how one collaborates with colleagues to improve instruction, assessment and student achievement of students with moderate disabilities, and works actively to involve parents in their child's academic activities and performance, and communicates clearly with them. Co-teaching, consulting-teaching, and trainer-of-trainers models will be addressed.

SPED 625 Collaboration and Consultation Pre-practicum 1 credit

Provides field based learning opportunities in Collaboration and Consultation and is to be taken concurrently with SPED 624. Each student arranges to spend a minimum of twenty-five hours in the field investigating and completing activities for this purpose.

Corequisite: SPED 624

SPED 630 Assessment of Learning Problems/IEPs 3 credits

Assessment and Educational planning for students with special needs are developed on the basis of identification and on-going evaluation. Emphasis is on formal and informal screening and assessment, design of Individual Education Plans, and an understanding of the interactional aspects of learning problems.

SPED 631 Assessment of Learning Problems/IEP Pre-practicum 1 credit

Provides opportunities for students to gain field experience in assessment interpreting results and developing IEPs. Requires a minimum of 25 hours of field experience.

Corequisite: SPED 630

SPED 634 Special Education Topics 1-4 credits

Examines topics relevant to special education. Emphasis is on special education appropriate and relevant for Elementary, Middle and/or Secondary school teachers. Not open to undergraduate students.

Prerequisite: permission of instructor

SPED 701 Student Teaching Seminar 3 credits

While engaged in the practicum semester, student teachers have a need to be reflective of this experience. Under the guidance of an experienced Massachusetts College of Liberal Arts mentor, this seminar provides students with opportunities to share and to reflect on their efforts to successfully merge theory and practice. The seminar will require students to conduct action research in their classes. To be taken concurrently with Practicum Student Teaching.

Corequisite: SPED 710 or 711

Prerequisite: Department Approval

SPED 710 Moderate Disabilities Internship 6 credits

Occurs half-time over a full teaching year and includes substantial duties in the role of Teacher of Students with Moderate Disabilities. This course is intended for candidates already employed by a school or district. Licensure candidates must maintain a log of their experiences and demonstrate that they have exceeded the recommended hour requirements of direct responsibilities as a special education teacher as set forth in the Regulations for Educator Licensure.

SPED 711 Moderate Disabilities Practicum 6 credits

Occurs full-time for a semester and includes substantial duties in the role of Teacher of Students with Moderate Disabilities. Licensure candidates must maintain a log of their experiences and demonstrate that they have exceeded the recommended hour requirements of direct responsibilities as a special education teacher as set forth in the Regulations for Educator Licensure.

SPED 716 Collaborative Schools: Creating, Implementing and Evaluating 3 credits

Explores the fundamentals of collaboration and the factors that must be explored to create, implement and evaluate collaborative programs in school settings. A multidimensional framework will be utilized identifying four basic collaborative functions: Facilitative, supportive, informative and prescriptive. Basic communication skills will be taught and utilized as the foundation of all collaborative work. The link between theory and practice will be explored.

SPED 718 Moderate Disabilities Half-Practicum 3 credits

The 3-credit Moderate Disabilities half-practicum occurs for a semester and includes substantial duties in the role of Teacher of Students with Moderate Disabilities. Licensure candidates must maintain a log of their experiences and demonstrate that they have met or exceeded the recommended hour requirements of responsibilities as a special education teacher as set forth in the Regulations for Educator License.

Prerequisite: Department Approval

SPED 810 Advanced Foundations of Special Education 3 credits

Provides students of special education with advanced knowledge and skill necessary to design and implement collaborative programs of instruction to support the learning of students with special needs.

SPED 811 Advanced Foundations of Special Education Pre-practicum 1 credit

Focuses on designing and implementing collaborative programs of instruction in school and home. The student will spend at least 25 hours in the field designing and implementing an age appropriate collaborative program for students with special needs in school or home. This should be taken concurrently with SPED 810 Advanced Foundations of Special Education.

Corequisite: SPED 810

SPED 818 Seminar in Low Prevalence Exceptionalities 3 credits

Examines current issues and trends in the education of individuals whose disability is manifested in 2% or less of the general population. Topics will be introduced with some discussion. Students will respond by writing a position paper on an issue of their choice related to the topic. The course will in addition focus on research issues with low prevalence exceptionalities: students will lead discussions in their area of research interest.

SPED 820 Leadership in Special Education Administration 3 credits

Looks at the new leadership needed to support Special Education from policy to programs. It will focus on linking theory and practice by identifying best practice in the school reform movement, including; site based management, outcome-based curriculum frameworks, staff development to foster links between regular and Special Education staff, interagency cooperation to ensure unified support for children and their families, litigation prevention.

SPED 821 Leadership in Special Education Administration Pre-practicum 1 credit

Identifies best practices in the school reform movement and should be taken concurrently with SPED 820. The student will spend at least 25 hours investigating and completing duties of the Special Education leader that are related to site based management, outcome based curriculum, staff development, interagency cooperation, and program monitoring and evaluation.

Corequisite: SPED 820

SPED 822 Special Education Law 3 credits

Examines the legal basis for Special Education and the current court cases that shape school policy and procedure. Administrators, teachers and special educators are called upon to interpret the legal rights of students with disabilities on a daily basis. A critical analysis of pertinent laws, regulations and case law will be examined.

SPED 830 Critical Issues in Special Education 3 credits

The content of this course will be based upon MA 603 CMR 7.06 (25) (c) & (d) with specific interest in how the public education system has struggled to accommodate the varying, and sometimes conflicting principles, ideals, values, beliefs, and backgrounds of various cultures involved in the special education system. Federal and state laws, societal attitudes, and hidden forms of discrimination will be explored in the context of the education of children with disabilities.

SPED 832 Educating Children with Low-Incidence Disabilities 3 credits

The content of this course will be based upon MA 603 CMR 7.06 (25) (c) & (d), with specific emphasis on federal and state laws pertaining to education, IEPs, education and personality theories, assessment, and multicultural views of education. By understanding how and why children behave the way they do, teachers can more effectively reach children in order to better teach them.

SPED 834 Special Education: History, Law and Social Ethics 3 credits

The content of this course will be based upon MA 603 CMR 7.06 (25) (c) & (d), with emphasis on the history and treatment of people with disabilities in the context of the principles, ideals, institutions and processes of their development. It will explore those individuals, attitudes and laws leading up to the present educational entitlements and protections.

SPED 836 Disability and the Family System 3 credits

The content of this course will be based upon MA 603 CMR 7.06 (12) and (25) with specific emphasis on all aspects of human growth and development, family and interpersonal relationships, federal and state laws and regulations pertaining to special education, and knowledge of services provided by agencies other than schools that take a family systems view of disability.

CONTENT AREA COURSES

ARTE 601: Studio Art Topics, 3 credits

Employs advanced studio art techniques to create original artworks. Method and technique vary by semester and may include art forms such as portraiture, engraving, manipulated photography, book arts, sculpture, or other advanced specialty topics. K-12

BIOE 601: Biology Topics, 1-4 credits

Examines topics in the life sciences including cell biology, organismal biology, ecology, and evolution. The topics offered will emphasize biology content related to Elementary and/or Middle School Biology. Not open to Biology majors.

BIOE 650: Biology Topics, 1-4 credits

Examines topics in the life sciences such as cell biology, ecology, evolution, and organismal biology. The topics offered will emphasize biology content related to High School Biology. This course is intended for secondary school teachers.

CHME 650: Chemistry Topics, 1-4 c credits

Emphasis is on chemistry content appropriate and relevant for Middle and/or Secondary school teachers. Not open to undergraduate majors in chemistry.

ENGE 601 English Topics, 1-4 credits

Examines topics relevant to English. Emphasis is on English content appropriate and relevant for Elementary, Middle and/or Secondary school teachers. Not open to undergraduate majors in English.

ENGE 700 The Writing Workshop 3 credits

Based on a review on significant theories, practices, and programs for developing writing skills, course participants will employ a range of developmentally appropriate, process-oriented, student-centered instruction models; develop an understanding of the relationship between reading, writing, and cognition; review fiction and non-fiction literature for children and adolescents; and apply assessment strategies that address the diverse literacy needs and strengths of learners from a variety of language and cultural groups.

ENGE 722 Survey of Literature for Children and Adolescents credits

Children and adolescents shape their views of the world through literature written specifically for them. This course investigates ways to help children and young adults read literature with greater pleasure and to increase their critical abilities, to locate literature within sociopolitical contexts, examine its assumptions, and derive relevant philosophical questions from it.

ENVE 601 Environmental Topics for Educators, 1-4 credits

Examines topics relevant to environmental sciences. Emphasis is on environmental science content appropriate for Elementary and/or Middle School teachers. Not open to Environmental Studies majors.

ENVE 651: Upper Housatonic River Valley Experience 3 credits

Through place-based educational experiences, this course introduces and integrates various aspects of the heritage of the Upper Housatonic River Watershed - the natural, social, cultural, economic and industrial history of the valley, the ecology of the river throughout that history, and the symbiotic relationship between that history and ecology. Field trips to local natural, cultural, environmental, and business sites and presentations by guest lecturers will be a major portion of the course.

HSTE 601 History Topics 1-4 credits

Examines topics relevant to history. Emphasis is on history content appropriate and relevant for Elementary, Middle and/or Secondary school teachers. Not open to undergraduate majors in history.

HSTE 651 Upper Housatonic Valley Experience 3 credits

Through place-based educational experiences, this course introduces and integrates various aspects of the heritage of the Upper Housatonic River Watershed – the natural, social, cultural, economic, and industrial history of the valley, the ecology of the river throughout that history, and the symbiotic relationship between that history and ecology. Field trips to local natural, cultural, environmental, and business sites and presentations by guest lecturers will be a major portion of the course.

HSTE 652 Europe in the Twentieth Century 3 credits

This course is designed to both familiarize students with the important events and dynamics of Europe in the twentieth century and provide the content and tools to analyze important issues in greater depth. In this class, we are all historians, wrestling with evidence and struggling to draw conclusions that help us understand the past better; in doing that, we hope to better understand some of the forces and events in our own world.

HSTE 653 Reading the American Revolution 3 credits

This course focuses on three topics: political developments in North America and the British empire and the arguments for and against independence, culminating in the Declaration of Independence; the Revolutionary War as a military, social, and cultural event in the development of the American nation and state; and the United States under the articles of confederation.

HSTE 654 History of Social Movements 3 credits

This graduate course in History focuses on global social movements from the 19th to the 21st century. It examines the development of political theories, organizational models and repertoires of social/political actions performed by participants in collective movements pursuing social, political, and economic justice. Students will reflect on the commonalities and differences of various social movements throughout history: their roots, patterns, imperatives, outcomes, and legacies.

MATE 601: Math Topics for Educators 1-4 credits

Examines topics addressed in middle school mathematics and more advanced math topics, at the sophomore math major level, from one of these four areas: (1) Problem solving, reasoning, and numeration (2) Properties of patterns and relations, and algebra (3) Euclidean geometry and measurement (4) Integration of the above areas with probability and statistics. Not open to math majors.

MATE 602: History of Mathematics 3 credits

Provides an overview of the development of mathematical concepts. The focus will be on those key moments when new discoveries, challenges, and situations expanded or changed the field of mathematics.

MATE 651: Calculus for High School Teachers 3 credits

Designed for high school teachers of calculus and precalculus. The key elements of functions, limits, derivatives, and integrals will be reviewed. There will be extensive exploration upon the numerous manners in which these objects can be introduced, defined, depicted, and explained to students. Common areas of difficulty for students will be discussed, along with tricks, proofs, illustrations, and demonstrations designed to overcome these difficulties

MATE 652: Understanding Math Concepts Using Technology 3 credits

Presents content and methods for teaching mathematic concepts to students using technology to enhance understanding. It is designed for teachers who are currently teaching middle and high school mathematics courses or are in a teacher preparation program.

MATE 653: Algebra 3 credits

The key features, formulas, and concepts of algebra will be discussed in detail, along with proofs and illustrations. The prerequisite material for algebra learners will be examined, as well as ways to review it efficiently. Common areas of difficulty in algebra will be discussed, along with tricks, proofs, stories, games,

illustrations, activities, and demonstrations designed to overcome those difficulties.

MATE 654: Geometry 3 credits

The key areas covered are vocabulary, formulas, transformations, proofs, and compass-and-straight-edge constructions. There will be extensive exploration of the various ways these geometric objects and concepts can be introduced, defined, depicted, and explained. Common areas of difficulty in geometry will be discussed, along with tricks, proofs, illustrations, activities, and demonstrations designed to overcome those difficulties.

PHDE 601: Special Topics in Health and Physical Education, 3 credits

Examines topics relevant to health and physical education. Emphasis is on content appropriate and relevant for Elementary, Middle and/or Secondary school teachers.

PHDE 602: Legal Concerns for Physical Educators and Coaches, 3 credits

Allows administrators, school administrators, coaches and directors of recreational programs to examine legal issues, concerns and responsibilities associated with providing and maintaining educationally sound physical education and athletic programs for amateur athletes and other sport participants. Concepts will be explored from both theoretical and applied perspectives.

PHDE 603: Current Issues in Coaching, 3 credits

Examines current trends and issues in athletics, sport and coaching. The concepts will be explored from both theoretical and applied perspectives. through a series of presentations, reading, videos, internet activities and discussions, students will gain insight into a variety of timely topics.

PHYE 601: Physical Science Topics for Educators 1-4 credits

Examines topics in the physical sciences such as motion, thermodynamics, electricity and magnetism, and light. Emphasis is on content appropriate for elementary and/or middle school teachers. Not open to physics majors.

CERTIFICATE OF ADVANCED GRADUATE STUDY COURSES (CAGS)

CAGS 802 Seminar I 3 credits

Assists students in developing skills of reflection through self-appraisal, professional development planning, and personal assessment. Students will address real work problems and personal experience as a context for applying knowledge and develop arguments, solve problems and construct explanations. The seminar will also help students begin preparation for their culminating experience and oral presentation in the CAGS program.

CAGS 805 Review of Literature in Curriculum and Instruction 3 credits

Provides an overview of the research basis for issues on Curriculum and Instruction. Both historical and contemporary work will be reviewed across several curriculum and instruction perspectives (e.g., race; gender; political; phenomenological; poststructural; autobiographical; aesthetic). Current directions for education will be considered and their implications for both research and practice will be explored.

CAGS 806 Review of the Field in Educational Administration 3 credits

Provides an overview of the current research basis for issues in Educational Administration. Historical and contemporary works will be reviewed across several Educational Administrative perspectives dealing with topics such as leadership, decision making, finance, organizational culture/structures, personnel, decision making, coping with change, Federal and State Governments and issues of local control, among other topics.

CAGS 807 Review of Literature in Special Education 3 credits

This course provides students the opportunity to review current research in Special Education. Students will discuss trends and issues in Special Education and the paradigms which guide them.

CAGS 808 Review of Literature in Reading 3 credits

Provides students the opportunity to review current research in reading. Students will discuss trends and issues in reading education and the paradigms which guide them.

CAGS 816 Curriculum in the Era of Poststructuralism 3 credits

Provides an in-depth exploration of the nature of modern curriculum theories (e.g., poststructuralism; postmodernism on classroom practice of teaching and learning). Provides how contemporary curriculum theory and practice challenge and demystify the existing beliefs and concepts and organizational structures and hierarchies. Provides ways in which contemporary curriculum theory becomes a foundation for teacher empowerment.

CAGS 902 Seminar II 3 credits

Provides students opportunities for syntheses of their overall program by offering a forum in which students may discuss and integrate their experiences in the CAGS program, their knowledge of schools, and their skills in research so that they will be better prepared to deal with the issues of improving teaching and learning. This experience will also guide students through their culminating project in the CAGS program.

CAGS 981 Action Research Seminar 3-6 credits

Provides background, theory, issues, design and implementation of an action research project employed in the study of an educational problem. Required of all CAGS candidates, this course meets regularly and includes formal presentations, group discussions, and individual advising regarding theories, methods, analyses, and purpose of action research.

CAGS 982 Clinical Experience 3 credits

A cooperatively guided experience that focuses on the student's course of study. Students submit a plan of administrative/supervisory objectives to their advisor, graduate committee, and internship supervisor. These objectives are to be agreed upon by the supervisor, advisor, and the school or district supervisor.

Registration upon approval of advisor. This clinical experience occurs near the end of the CAGS program and is to be taken concurrently with CAGS 902 Seminar II.

Corequisite: CAGS 902

ACADEMIC POLICIES

Academic Honesty

A college is a community of students and faculty interested in the search for knowledge and understanding. Essential to that search is a commitment to honesty and integrity. Honesty on the part of every college student has and always shall be an integral part of the plan of higher education at Massachusetts College of Liberal Arts. Acts of dishonesty conflict with the work and purpose of the entire College and are not merely a private matter between student and instructor.

Violations of academic honesty include but are not limited to:

- plagiarism (as defined below)
- submitting the work of others as one's own
- communication during an examination
- using crib notes in an exam, except as allowed by the instructor
- obtaining prior knowledge of examination questions
- substitution of another student in an examination
- altering College academic records
- knowingly using false statements for academic benefit
- collaborating on material after being directed not to collaborate
- forging a signature of a College official or faculty member
- soliciting an official signature under false pretense

Plagiarism

The academic departments of the College have varying requirements for reporting the use of sources, but certain fundamental principles for the acknowledgment of sources apply to all fields and levels of work. The use of source materials of any kind and the preparation of essays or laboratory reports must be fully and properly acknowledged. In papers or laboratory reports, students are expected to acknowledge any expression or idea that is not their own. Students submitting papers are implying that the form and content of the essays or reports, in whole and in part, represent their own work, except where clear and specific reference is made to other sources. Even if there is no conscious intention to deceive, the failure to make appropriate acknowledgment may constitute plagiarism.

Any quotation - even of a phrase - must be placed in quotation marks and the precise source stated in a note or in the text; any material that is paraphrased or summarized and any ideas that are borrowed must be specifically acknowledged. A thorough reordering or rearrangement of an author's text does not release the student from these responsibilities. All sources that have been consulted in the preparation of the essay or report should be listed in the bibliography.

Upon an occurrence of alleged academic dishonesty instructors may exercise their discretion in imposing a sanction. Instructors may further file charges with the Graduate Education Council against students if they believe that additional sanctions would be appropriate. Instructors shall notify the Registrar in writing of any occurrence of academic dishonesty whenever they have imposed sanctions. Such notification shall include the student's name, course title, date of occurrence, type of dishonesty, sanction(s) being imposed, and any further action requested.

This notification shall be effected within fourteen (14) days after discovery of the incident. A copy of said notice shall be sent to the student involved, including the charges made against the student and the grounds, if proven, that would justify failure or other academic sanction. If the student involved wishes to appeal the sanction imposed by the instructor, the student must initiate an appeal within two weeks after receipt of this notification. The Graduate Education Council shall consider as a basis for a hearing that: a) the student

claims not to have been academically dishonest; b) the student claims the instructor imposed an inappropriate sanction; c) the nature of the offense merits further action.

In academic dishonesty cases the Council may receive requests for hearings from students, from individual faculty and staff members, and from the Registrar. The Graduate Education Council reserves the right not to hear any appeal in any case where data are not sufficient, the necessary steps have not been followed, and/or when the Council jurisdiction is not clear.

Further information regarding instructor and student rights and responsibilities and appropriate procedures to be followed in applying this policy may be obtained from the Office of the Dean of Academic Affairs or the Registrar.

Academic Standards

Graduate education degree candidates shall be required to maintain a grade average of B (3.0) or better. A student who receives more than two grades below a "B" (3.0) will be dismissed from the program. All graduate candidates for teacher licensure at MCLA must maintain grades of "B" or better in all Education courses required for licensure in order to be admitted to the practicum. A graduate education student who has been denied permission for further study may petition the Education Department Graduate Committee for reinstatement. The student should submit her/his petition along with reasons for such request to the Dean of Academic Affairs and the Dean of Graduate and Continuing Education. If the decision of the Deans is not satisfactory to the student, she/he may submit an appeal to the Graduate Education Council.

Add-Drop Procedures

Registration in summer and weekend graduate education courses must be completed two weeks prior to the commencement of the first class.

Graduate education students have one class meeting to drop from a full semester course with no academic penalty and no notation that they were enrolled in the course on their records. Courses running less than an entire semester will have varying withdrawal dates based on the length of the course. Forms for this purpose are available in the Registrar's Office. Graduate education students who withdraw between the second meeting and the course midpoint of a regular semester will incur no penalty as far as the quality point average is concerned but will have a notation of "W" on their permanent records. No student may withdraw from a course during a regular semester after the course midpoint.

Note: A course is not officially added or dropped until the appropriate form has been completed by the student and instructor and has been validated by the Registrar's Office. This is the responsibility of the student. Any student not attending a course and not officially withdrawing will be issued a grade of "F" on his/her record. The "F" grade will be used in computing the student's grade point average.

Addition of Courses

For full semester courses (fall/spring), students may add into a class with the instructor's permission. No class can be added after the second class meeting. Forms for this purpose are available in the Registrar's Office.

Advising

As soon as a candidate is admitted to a graduate education degree program, the student is assigned an advisor. The graduate advisor is available to assist students in planning individual programs of study and relating them to their educational and career objectives. The graduate advisor also makes referrals to other college and community offices in an effort to help students best utilize available resources.

Attendance Policy

Class attendance is taken very seriously, and students may be penalized within the grading process for unexcused absences. Graduate education students are expected to attend classes regularly, since this is a necessary means of learning and of attaining the educational objectives of the College. Since course design and objectives vary, attendance policies are set forth in each instructor's course syllabus.

Attendance criteria for a particular course are at the discretion of the instructor and should be announced during the first class session. Work missed through absences is expected to be made up; however, permission to make up work is not automatic and is subject to the discretion of the instructor.

Students who register for weekend, hybrid, or intensive summer classes must attend all classes as one absence is the equivalent of missing up to three weeks of a traditional class schedule.

Audit Policy

A graduate education student may audit a course with the approval of the chairperson of the department and the consent of the instructor. Auditors are subject to any conditions established by the department or the instructor. No credit is awarded for audited courses. Such courses are officially reported on the student's transcript with the notation "AU" (Audit-No Credit) when all course conditions are met. Auditor status cannot be changed.

Students register for audit during the first week after the Add Period. A student who wishes to attend class before audit registration may do so with the consent of the instructor. Students are responsible for all course fees when auditing a course. Students who have registered for a grade have enrollment preference over auditing students.

Course Load

Graduate education students having full-time teaching, supervisory, or administrative responsibilities may not take more than eight (8) semester hours during a fall or spring term (excluding internship credit).

Grade Appeals Policy

In cases involving grade appeals, a student is allowed 21 days after release of grades by the Registrar's Office to initiate an appeal concerning grades earned in a regular fall or spring semester. No grade appeals can be made after the above deadline. The student initiates the appeal by obtaining a Graduate Grade Appeal Form from the Registrar's Office.

The student presents a Graduate Grade Appeal Form and written request for grade appeal to the instructor or Department Chairperson. The student and instructor discuss the issues indicated by the statement provided. The instructor must provide, in writing, a statement of his/her decision and transmit to the Registrar.

Step 1 Resolution: If the student accepts the Step 1 Resolution the appeal will not move to Step 2. If the student does not accept the Step 1 Resolution, the appeal moves to Step 2.

Step 2: The Registrar presents Graduate Grade Appeal Form, written request for grade appeal, and the instructor's response to the Department Chairperson. The Chairperson must respond in writing within two weeks of receipt. The Chairperson must provide, in writing, a statement of his/her recommendation and transmit to the Registrar. If the student accepts STEP 2 resolution the appeal will not move to Step 3. If the student does not accept Step 2 resolution the appeal will move to Step 3.

Step 3: The Registrar transmits Graduate Grade Appeal Form, written request for grade appeal, instructor's response, and the Department Chairperson's response to the Chairperson of the Graduate Education Council. The Chairperson of the GEC will call a meeting within 30 academic days of the receipt of material from the Registrar. The Council must review all material and confer with all parties. The student will be notified in

writing of the GEC recommendation within 30 days following the meeting. If the student accepts Step 3 resolution the appeal will not move to Step 4. If the student does not accept Step 3 resolution the appeal will move to Step 4.

Step 4: The Registrar transmits Graduate Grade Appeal Form, written request for grade appeal, instructor's response, Department Chairperson's response, and the Chairperson of the Graduate Education Council's response to the Dean of Academic Affairs. The Dean of Academic Affairs must respond to the appeal within 10 days after receipt and attach his/her written response to the Graduate Grade Appeal Form. The student and the Dean of Academic Affairs must sign the Graduate Grade Appeal Form.

Grading System

Grades in graduate education courses are recorded on college records in the following manner:

Grade Description/ Grade Value

| | |
|-----------------|--------------------------|
| A Excellent 4.0 | C Poor (must repeat) 2.0 |
| A- 3.7 | F Failure 0.0 |
| B+ Good 3.3 | P Pass |
| B 3.0 | PC Pass/Continue |
| B- Fair 2.7 | W Withdrawn |
| C+ 2.3 | INC Incomplete |

Graduate Student Status

The College describes graduate student status as follows:

Full-Time Student: A student registered for 9 or more credit hours that semester.

Part-Time Student: A student registered for fewer than 9 credit hours that semester.

Matriculated Student: A student who has been accepted in the graduate program and who is subject to all the normal academic regulations and policies of the College.

Graduation

It is the student's responsibility to file for commencement within published deadlines. Forms are available from the Registrar's Office. Diplomas are awarded once each year at the May Commencement. Students completing their program at the end of the fall or summer semesters may request a transcript certifying completion of degree requirements.

Incompletes

An incomplete (INC) is recorded in the student's record when a portion of the assigned work, as clearly indicated in the course outline, syllabus, or project proposal, has not been completed because of the necessary absence of the student or for other reasons equally satisfactory to the instructor, and then only when the instructor judges the work already done by the student to be of passing quality.

The course work must be completed by a date specified by the instructor. This date cannot exceed six (6) weeks after the start of the following semester. The INC is then changed to a permanent letter grade. The obligation rests with the student to ask the instructor what work must be completed and what conditions, if any, must be met. The instructor and the student will sign a standardized contract specifying the nature of the coursework to be completed. If the course work is not completed before the deadline specified in the contract, the INC will be changed to an "F".

Plan of Study - MEd

The MEd candidate must complete a Plan of Study providing the rationale, objectives, and selected courses or learning experiences for her/his individual program of study. It is recommended that the student meet with her/his graduate advisor in advance of the deadline to discuss the format and substance of this important document. The Plan of Study guides the student's program and helps to provide a rationale for the selection

of courses. N.B. Courses carrying an “INSV” prefix and/or the course number “690” will **not** be accepted toward any degree or licensure program.

Program Changes in Plan of Study

Graduate education students wishing to make changes in the Plan of Study must do so with the approval of their Graduate Advisor. A Plan of Study Amendment Form is available for this purpose. Teacher licensure candidates must follow a DESE approved program.

Registration

Course schedules and registration information are published on the MCLA website. Fall and spring schedules are available at www.mcla.edu/Academics/registrar, and summer schedules here: www.mcla.edu/Academics/summer. Please note that the act of registering is not the same as completing an application for admission. You must apply in order to register.

Repeat Policy

A graduate education course may be repeated in which a grade of B- or lower was earned. If the course is required and the student earned a C or lower, the course *must* be repeated. The grade earned in a repeated course replaces the original grade in the student's quality point average even if the repeated grade is lower. (The grade earned each time the student took the course remains on the student's transcript, but the course is marked "Repeated," and the originally attempted credit is not calculated into the quality point average). Students must complete a Repeat Course Form for each course they repeat. Repeat course work taken off campus must be approved **prior** to the course being taken. Forms to be completed include: off-campus approval and repeat course. Both forms are available in the Registrar's Office.

Request for Transcripts

To request a copy of a student's transcript please visit www.mcla.edu/registrar or call (413) 662-5216.

Transfer Credit Policies

Graduate education students who have completed graduate work at another recognized institution may transfer it to MCLA to apply toward the completion of a graduate program under the following provisions:

- The credits must be from an accredited graduate program, be of graduate level at the school where taken and have a minimum grade of "B."
- The credits must have been earned within five years prior to the time of the student's admission to this institution as a graduate student.
- The credits must meet the six-year limitation for the fulfillment of all degree requirements. For example, a student who completed coursework five years ago that is approved for transfer has one (1) year to fulfill all degree requirements.
- The credits must fit into the student's Plan of Study. That is, the courses must be consistent with the expressed rationale and objectives that the student has written for her/his area of concentration and overall program of study.
- Not more than 6 credits may be accepted at time of matriculation and no more than 12 semester hours of credit altogether may be accepted in transfer.
- The Graduate Curriculum Committee of the Education Department reserves the right to approve or reject any request for transfer credits. Students will be notified in writing whether or not credit has been accepted.
- Students seeking transfer credit approval must complete the Off-Campus Course Approval form available in the office of Graduate and Continuing Education.
- An official transcript must be sent to the office of Graduate and Continuing Education upon completion of the course.

Waiver Process

The Massachusetts regulations for the Licensure of Educational Personnel allows the waiver of components for a student who can demonstrate that s/he has acquired the competency in courses or other experiences completed outside the state approved program. Students who wish to participate in this process should meet with the Coordinator of Educator Licensure or the Dean of Graduate and Continuing Education for an unofficial review of previous courses and/or experiences to determine whether a request for a waiver would be appropriate.

Upon determination of the advisor to proceed, the student must complete the waiver form plus one individual review sheet for each course/pre-practicum experience for which a waiver is requested. Students are required to provide official transcripts, letters from employers, course descriptions, syllabi, course products and a narrative description of the course/experience that document how the competencies usually met through coursework have been fulfilled. For example, a course in American School Law taken at another university could be used to waive ADMN 607 Leading Schools in Context, or employment as a department chair with responsibilities to supervise and evaluate faculty could be used to waive the supervisor pre-practicum experience.

A waiver of a course or credit does not reduce the number of credits a student needs for her/his MEd program. It can reduce the number of courses/pre-practicum experiences required for Licensure. For example, if a student who already possesses a master's degree received 15 credits of waivers in the school principal program that comprises 36 credits, s/he needs only take 21 credits ($15+21=36$) to complete the Licensure program. On the other hand, if the student does not possess a master's degree, s/he must still complete the requirements for same to be licensed.

Withdrawals and Inactivity

Graduate education students intending to withdraw from the graduate program must send a letter to the office of Graduate and Continuing Education relating their intention to withdraw. Students who are inactive for a period of one and one-half years will be administratively withdrawn.

EDUCATION ADMINISTRATION AND FACULTY

DEAN OF GRADUATE AND CONTINUING EDUCATION

Howard Jacob Eberwein III
B.A., Skidmore College
M.Ed., Massachusetts College of Liberal Arts
Ed.D., University Massachusetts, Amherst

PROFESSORS

Ellen P. Barber: gender, ethics, education leadership, foundations
B.S., State University of New York
M.Ed., North Adams State College
Ed.D., Hofstra University

Dana Rapp: curriculum theory, teachers and civil disobedience, democratic practice
B.A., Alliance Francaise
B.A., Indiana University
M.A., James Madison University
Ph.D., Indiana University

Ann C. Scott: literacy, multicultural education, language acquisition
B.A., Smith College
M.Ed., University of Massachusetts, Amherst
Ed.D., University of Massachusetts, Amherst

ASSOCIATE PROFESSORS

Dale Fink: early childhood education, special education
A.B., Harvard College
M.Ed., Antioch University of Open Education
Ph.D., College of Education, University of Illinois at Urbana-Champaign

Nicholas Stroud: Curriculum, Science Education
B.S., University of Wisconsin - Madison
M.A., Stony Brook University
Ph.D., Columbia University Teachers College

ADJUNCT FACULTY

Mary Lou Accetta, MEd
Alicia Ginsberg, MEd
Holly Goodrich, MEd, CAGS
Phyllis Hakeem, MA
Erin Hattaway, MA
Justin Kratz, MA
Steve Smachetti, MEd

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Molly Fannon Williams, Interim Vice President for Institutional Advancement
Monica Joslin, Dean of Academic Affairs
Catherine B. Holbrook, Vice President of Student Affairs

NOTICES

Policy for Reasonable Accommodations for Persons with Disabilities

MCLA is committed to providing equal access to educational opportunities and employment for otherwise qualified persons with disabilities. The College recognizes that individuals with disabilities may need reasonable accommodations to have equally effective opportunities to participate in or benefit from educational programs, services, activities, and employment.

1. **Individual with a Disability.** An individual with a disability is a person who has a physical or mental impairment substantially limiting one or more major life activities, has a record of such an impairment or is regarded as having such an impairment. Major life activities are activities an average person can perform with little or no difficulty such as walking, breathing, seeing, hearing, speaking, learning, and working.
2. **Qualified Individual with a Disability.** A qualified student with a disability is someone who possesses the skills necessary to complete the essential academic requirements of a course and/or degree program with or without reasonable accommodation. The essential academic requirements of a course and/or degree program are the knowledge and skills that must be acquired and demonstrated in order for a student to successfully meet the learning objectives of the course or degree program.
3. **Reasonable Accommodation.** Modifications or adjustments to an application process, job, work environment, the way in which work is customarily performed or a course of study that permits a qualified individual with a disability to perform the essential functions of a position or to enjoy the benefits and privileges of employment or education equally with persons without disabilities. Reasonable accommodations in education may include, but are not limited to: in-class aids such as note takers; extended time for examination; quiet rooms or alternate locations for testing; alternatively formatted testing; alternatively formatted textbooks and other course materials; and/or access to assistive technology. Possible course reductions or substitutions on the basis of a disability will be carefully evaluated. Students with disabilities must meet the essential requirements of all academic degree programs.

Any student of the College seeking reasonable accommodation for a disability may contact the Learning Specialist in the Center for Student Success & Engagement for more information.

An Act Excusing the Absence of Students for their Religious Beliefs

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any such examination or study or work requirement, shall be provided with an opportunity to make up such examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his/her availing him/herself of the provisions of this section.

INFORMATION RELEASE

Family Educational Right and Privacy Act

Parents and students are hereby notified that Massachusetts College of Liberal Arts complies with the provisions of federal laws governing the privacy and disclosure of student information. The College has adopted a policy for assuring this privacy. This policy defines types and locations of education records, stipulates student and parent rights, describes procedures for parents and students to review and inspect educational records and provides a procedure to file complaints concerning alleged failures by the institution to comply with the federal law. The following chart indicates which personal information about students the College may legally release and which information is restricted by law and may not be released. For more information about this policy contact the Office of the Registrar.

INDEX

Academic Appeals, 57
Academic Honesty, 55
Academic Policies, 55-60
Academic Standards, 56
Accreditation Statement, 6
Add-Drop Procedures, 56
Administration, 61-62
Administrative Licensure, 30-31
Admission, 9-10
Advising, 10, 56
Application Process, 9-10
Attendance Policy, 57
Audit Policy, 57
CAGS, 29, 32-33
College History, 8
Course Descriptions, 35-54
Course Load, 57
Early Childhood Teacher Licensure, 15
Elementary Teacher Licensure, 16
Expenses, 11
Faculty Listing, 61
Financial Aid, 11
Grading System, 58
Graduation, 58
Incomplete Grades, 58
Information Release, 64
Individualized Plan of Study, 34
Initial Teacher Licensure Areas, 14
Leadership Academy, 30-31
MEd Core Courses, 26, 39
Middle School Licensure, 17-19
Mission Statement, 7
MTEL Pass Rates, 14
Nondiscrimination Policy, 6
Plagiarism, 55
Plan of Study - MEd, 10, 58
Principal/Assistant Principal Initial Licensure, 31
Professional Teacher Licensure, 27-28
Reading Specialist Initial Licensure, 23-25
Reasonable Accommodations for Persons with Disabilities, 63
Registration, 59
Religious Beliefs, 63
Repeat Policy, 59
Secondary Initial Licensure, 20
Supervisor/Director Initial Licensure, 31
Superintendent/Assistant Superintendent Initial Licensure, 31
Teacher of Students with Moderate Disabilities, 21-22
Teacher Licensure Requirements, 14
Transcripts, 59
Transfer Credit, 59
Waiver Process, 60