

EDUCATION (HIGH SCHOOL, MIDDLE SCHOOL, PreK-12) (EDHM) (ALSO SEE HSED, MSED)

EDHM 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

EDHM 210 Introduction to Teaching (3 credits)

Prospective candidates for teaching careers explore the teaching learning process in schools by examining the School of Education and Allied Studies Conceptual Framework Model and by reading, writing and analyzing research materials, by using technology, observing in the field, and by planning learning experiences. Candidates gain knowledge and experience concerning diversity, differentiated learning, special education, the Massachusetts Curriculum Frameworks, and the organizational structure of schools. Professional responsibilities, ethics, and legal aspects concerning education are also identified. Candidates will begin to develop their first portfolios as a professional in education. *Field Experience: 20 hours in appropriate settings*

EDHM 235 Learning and Motivation (3 credits)

Candidates for teaching careers will investigate contemporary psychological theories of learning and motivation as they relate to instructional strategies, classroom management and the exigencies of public school teaching. Emphasis will be placed on the practical application of research-supported constructivist principles that promote authentic learning in the increasingly diverse classroom of the 21st century. Candidates will continue to develop their professional portfolios. *Field Experience: 20 hours in appropriate settings*

EDHM 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific aca-

ademic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

EDHM 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the core curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

EDHM 335 Assessment and Planning (3 credits)

Prerequisite: EDHM 210 and EDHM 235 and admission to the Professional Education Program

This course is designed to enable candidates for teaching careers to understand and practice curriculum design, plan for instruction at a deeper level (than the introductory course), and build on assessment to include standardized testing, portfolios and authentic assessment. The students will work collaboratively and individually to create and deepen their professional knowledge of teaching pedagogy. Candidates will continue to develop their professional portfolios. *Field Experience: 20 hours in appropriate settings*

EDHM ____ Strategies for Teaching (3 credits)

Prerequisite: EDHM 210 and EDHM 235 and EDHM 335; LANG 324 for EDHM 424; and admission to the Professional Education Program

Strategies, including methods, materials and media for teaching particular disciplines are studied. Developing competency and versatility is stressed through simulations and guided teaching in area schools. A student registers for the course appropriate to the student's major according to the following schedules:

EDHM 413 Music
EDHM 424 Foreign Language
EDHM 425 Visual Art – High School
EDHM 459 Visual Art – Middle School
Also see HSED and MSED

EDHM 445 Content Area Reading, Writing and Study Skills (3 credits)

Prerequisite: EDHM 210 and EDHM 235 and EDHM 335 and admission to the Professional Education Program

Students will learn how to teach reading, writing and study skills in their content area. Furthermore, they will understand how to develop their students' critical thinking and problem solving skills. Technology is emphasized.

EDHM 490/495 Teaching Practicum (12 credits)

Prerequisite: Acceptance and good standing in the professional education program

Prospective teacher candidates are assigned appropriate student teaching stations where they work in an approved situation under an experienced supervising teacher or as a teacher of record. This is practical experience for one semester in a public school where teacher candidates are functioning as professional teachers in order to meet Massachusetts professional standards for teachers.

EDHM 499 Directed Study (1-3 credits)

Prerequisite: Consent of department; formal application required

Directed study is open to juniors, seniors and postbaccalaureate students who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. It may be taken twice for a maximum of six credits. The adviser's permission is required.

EDHM 503 Directed Study (credits to be arranged)

Prerequisite: Consent of the department; formal application required

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Directed or Independent Study" in the "School of Graduate Studies" section of this catalog.

EDHM 550 Middle and High School Theory into Practice (3 credits)

Prerequisite: Admission to Accelerated Postbaccalaureate Program

This course will focus on the philosophical and psychological foundations of secondary education with an emphasis on connecting learning theory to best practice. Developing competencies for effective, understandable and appropriate modes of communication in teaching is stressed through microteaching and other simulations. Emphasis is also placed on understanding the contemporary middle and high school, to include but not be limited to various organizational structures, curricula and teacher roles. *40 hours of fieldwork are required.*

EDHM 552 Curriculum and Instruction in Middle and High School Mathematics and Science (3 credits)

Prerequisite: EDHM 550

In this course research and best practice in mathematics and science will be studied in relation to national standards and State Curriculum Frameworks. Multiple perspectives including diversity will be considered as critical factors in curriculum and

instruction. Outcomes will focus on the nature of the discipline and what to teach, how to teach and how to assess in a learning-centered classroom.

EDHM 553 Curriculum and Instruction in Middle and High School Arts and Humanities (3 credits)

Prerequisite: EDHM 550

In this course, research and best practice in the arts and humanities will be studied in relation to national standards and State Curriculum Frameworks. Multiple perspectives including diversity will be considered as critical factors in curriculum and instruction. Outcomes will focus on the nature of the disciplines and what to teach, and how to assess in a learning-centered classroom. *40 hours of fieldwork are required. Fall semester and summer session I*

EDHM 554 Student Teaching Practicum (6 credits)

Prerequisite: EDHM 550; and EDHM 552 or EDHM 553

Graduate students are assigned appropriate student teaching stations where they work in approved situation under an experienced supervising teacher. This is a practical experience for one semester in a public school where student teachers are functioning professional teachers. A college supervisor visits to assist the student teacher. Seminars may be held to exchange experiences. Students are expected to carry a minimum responsible teaching load equal to 50% of the regular teacher's assignment. Full-time for one semester. *Either semester*

EDHM 556 Employment-Based Practicum (6 credits)

Prerequisite: EDHM 550; and EDHM 552 or EDHM 553

A minimum of 300 clock hours will be required in an 8-12 grade setting as a high school teacher. The experience must be less than full-time but at least one-fifth-time employment in the role for which licensure will be sought. Request for this course must be made to the department and the student teaching office.

EDHM 558 The Reflective Middle and High School Practitioner (3 credits)

Prerequisite: EDHM 550; and EDHM 552 or EDHM 553

Note: This course may be taken concurrently with EDHM 554 or EDHM 556.

This capstone course focuses on the candidates meeting all of the competencies needed for Massachusetts Initial Licensure for teaching. In this experience they will closely examine their own classroom learning and teaching practices that are consistent with the constructivist theory of learning. They will reflect upon and demonstrate their knowledge of the best practices that address high standards and expectations, effective instruction, assessment and classroom management. Each candidate for Initial Licensure will complete his/her professional portfolio that clearly provides the evidence of achievement of the required performance outcomes.

EDHM 560 Special Topics (variable credit)

Prerequisite: Course prerequisites may be specified depending on the nature of the topic

Special topics of current relevance in education will be offered from time to time. The topic to be addressed will be announced prior to registration. The course may be taken more than once.

tMay be taken for graduate-level credit