
EDUCATION-MASTER'S CORE (EDMC)

EDMC 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.

EDMC 530 The Teacher as Researcher (3 credits)

This course is designed to provide graduate students in education with an introduction to the research process. Emphasis will be placed upon acquiring pragmatic skills that can be used throughout one's career. Students will be expected to read and interpret statistical parts of standardized tests but not to be expected to run statistical programs. The course will stress the development of skills required for the critical evaluation of current research studies. Students are expected to become informed and critical consumers of research literature and become familiar with the methods and technology surrounding scientific inquiry.

EDMC 531 The Standards-Based Classroom: Curriculum (3 credits)

This course focuses on constructivism and other key theories and concepts of curriculum design, development, and program evaluation in relation to national standards and the Massachusetts Frameworks. Curriculum issues and classroom applications will be studied in detail as well. As a final experience, students will work independently and collaboratively to present and defend a curriculum unit that is relevant to their area of licensure.

EDMC 532 The Teacher as Leader: From Issues to Advocacy (3 credits)

This course addresses the critical social, economic, political and sociocultural issues challenging educators and society today. Issues are examined from a variety of vantage points, including theoretical underpinnings, research findings and the position taken by professional organizations. Students are expected to articulate a personal position on critical issues and to practice school leadership and community advocacy on issues of concern.

EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners (3 credits)

This course focuses on effective, differentiated instruction as well as on the purposes of educational assessment, both formal and informal. Current trends in instructional strategies and assessment as related to diverse learners and to effective classroom management will be examined in detail.

EDMC 538 The Professional Teacher (3 credits)

Prerequisite: EDMC 530 and EDMC 531 and EDMC 532 and EDMC 533

This course is designed to be the capstone course taken at the end of the student's program. This course addresses the changing context of teaching in view of the BSC Conceptual Framework, mentoring, peer coaching and the national standards for professional teachers. Students will analyze the impact of educational reform efforts aimed at improving the teaching, learning and professional development of teachers in the educational environment. Reflective practice and written communication are key components of the course.
