

## Department of Education

### DEGREE AND LICENSURE PROGRAMS OFFERED

**Bachelor of Arts:** *Early Childhood Education; Elementary Education; Secondary/Middle School Education; Teacher of Students with Moderate Disabilities (TSMD)*

Students seeking a Massachusetts Initial License in the teaching areas described below are required to complete a double major, one major in their chosen teaching area (Early Childhood, Elementary, Moderate Disabilities, High School) and a content major. The Early Childhood, Elementary and Moderate Disabilities candidates, in addition to the Education major, earn a Liberal Arts major. In addition to the Education major, Candidates seeking to teach at the high school/middle school level, earn a second major in their chosen discipline (Biology, Chemistry, History, Mathematics and Physics).

#### MISSION:

The mission of the Division of Teacher Education is to prepare graduates who are professional educators in a globally diverse society. We believe that the process of educating teachers must value both academic preparation grounded in the best available research, theory, and practice, and the immediate application of these concepts, placing future teachers early and often in the public and private schools of the Greater Boston area. We foster professional responsibility which will manifest itself in continued educational growth, deep sensitivity to the needs of others, and true respect for each individual. Students entering the teaching profession will develop and demonstrate a high level of teaching competency in the classroom.

#### GOALS:

1. Teacher education candidates will develop skills in problem solving, professional exploration and reflective teaching.
2. Teacher education candidates will develop skills to collaborate and cooperate with peers in the program as well as with the staff of the school in which prepracticum and practicum experiences occur.
3. Teacher candidates will understand the integration of content knowledge, teaching pedagogy, process, and their inherent relationships as part of their development toward professional educators.
4. Teacher candidates will understand that foundation studies for all Teacher Education includes a broadly-based liberal arts core curriculum, professional education studies and an understanding of the values and beliefs of the Christian world view.
5. Teacher candidates will develop skills as reflective, effective, skilled facilitators of learning who are prepared to process information in a technologically advanced society and to adapt to different teaching settings, varying exceptionalities, and diverse cultural backgrounds.
6. Teacher candidates will understand and model in the classroom a wide range of effective teaching/learning techniques, computer-based multimedia technologies, and the application of current and established research on teaching and learning.
7. Teacher candidates will develop skills to foster effective interaction, engagement and building of partnerships with families/caregivers and communities.

#### **Liberal Arts Major – Early Childhood, Elementary Education, Teacher of Students with Moderate Disabilities (TSMD)**

- Students who seek general licensure in Early Childhood and Elementary Education, and/or Teacher of Students with Moderate Disabilities (Pre K–8 and 5–12) must successfully complete the Liberal Arts major outlined in each set of degree requirements. Students must follow the designated Liberal Arts major.

#### **Second Major – Subject Area Licensure – Middle School and Secondary Education**

- The following majors qualify for students who wish to gain subject area licensure for the secondary (8–12) level: Biology, Chemistry, History, Mathematics, and Physics.

#### **Education Core Requirements for all programs**

- ED210 Philosophical and Sociological Foundations of Education
- ED243 Educational Technology
- ED310 Educational Psychology
- ED320 Classroom Management
- ES320 ELL Curriculum and Methods
- SN311 Human Exceptionalities
- SN420 Psychological and Educational Assessment of the SN Child

### **Early Childhood Initial Course Requirements**

- EC325 Early Childhood Curriculum and Methods I
- EC330 Early Childhood Curriculum and Methods II
- RE441 Teaching Reading and Children's Literature
- EC499 Practicum: Preschool/Kindergarten (100 hrs) minimum
- EC499 Practicum: Grades 1–2 (200 hrs)
- ED499z Student Teacher Seminar, 3 credits

### **Elementary Education Initial Course Requirements**

- EL325 Elementary Curriculum and Methods I
- EL330 Elementary Curriculum and Methods II
- RE441 Teaching of Reading and Children's Literature
- EL499 Practicum: Elementary Education
- ED499z Student Teaching Seminar

### **Secondary Education Initial Course Requirements**

- RE462 Reading in the Content Area
- SE420 General Curriculum and Methods of Secondary Education
- SE499 Practicum: Secondary Education
- ED499z Student Teaching Seminar

### **Teacher of Students with Moderate Disabilities Pre K/GR12 Education Initial Course Requirements**

- RE441 Teaching of Reading and Children's Literature
- SN325 Special Needs Curriculum and Methods I
- SN330 Curriculum and Methods Elementary Special Needs II **OR** SN335 Curriculum and Methods Secondary Special Needs II SN499E **OR** SN499s Practicum Special Education
- ED499z Student Teaching Seminar

### **ADMISSION TO TEACHER EDUCATION PROGRAM**

Students planning to teach should formally apply for admission to the Teacher Education Program no later than the spring semester of their sophomore year. Admission to the program is necessary if the student is to proceed in the professional sequence of upper division education courses. A student must maintain good standing (2.75 GPA) in the Teacher Education Program in order to continue in the teacher preparation program. Applications are acted upon by the Teacher Education Faculty Committee, which is composed of faculty in the Division of Teacher Education. Careful consideration is given to the student's professional interest, personality, emotional stability, character, scholarship, competence in communication, and physical health. The following requirements must be met prior to admission:

1. A quality point average of 2.75 or better.
2. Satisfactory recommendations from faculty and members of the committee.
3. Satisfactory completion of ED210 Foundations of Education, PS342 Child Development or PS343 Adolescent Development, and ED310 Educational Psychology.
4. Pass the Massachusetts Communication and Literacy Skills Exam (earn a score of P on each component).
5. Application to and completion of the testing requirement (see #4) to be admitted to the Teacher Education Program.
6. Setting up a MEPID account in the ELAR System through the Massachusetts Department of Elementary and Secondary Education.
7. Approval of teacher education faculty.

## **ADMISSION TO STUDENT TEACHING PRACTICUM**

Application for the student teaching practicum must be made through the Education Office three months in advance of the desired time for student teaching. Only seniors who have completed the professional sequence satisfactorily and have maintained good standing in the Teacher Education Program will be considered for student teaching. Applications are acted on by the teacher education faculty.

*Prerequisites for admission to student teaching are as follows:*

1. Admission to and in good standing (2.5 GPA) in the Teacher Education Program.
2. Presentation of the growth portfolio during the junior year.
3. Completion of the professional sequence.
4. Satisfactory completion of the required courses for each selected major in teacher education.
5. Successful completion of the MTEL: Communication and Literary Skills Test and all applicable MTEL Content Tests before being placed in the Practicum.
6. Approval of teacher education faculty regarding professional aptitude.
7. Endorsement of major departments.

## **Field Experiences**

Candidates are required to do two different kinds of field experiences, a prepracticum and practicum/student teaching. Candidates will observe teachers and students at work. The actual participation in teacher activities with conferences and reports is emphasized. The practicum/student teaching is done under supervision in public schools in Quincy, on the South Shore, and in the greater Boston area.

A weekly seminar is required for all those who are registered for their first student teaching practicum. This seminar will address the issues that arise out of the practicum experience. Resource persons will be used to address specific topics.