

**ENDICOTT COLLEGE**  
**M ED in Elementary Education-Initial License**  
**Course Descriptions**

Each course earns 3 graduate credits.

### **ED 502 Effective Classroom Strategies in Elementary Education**

This course will examine the role of the effective elementary education teacher. Topics covered will include study in developing effective learning and instruction critical to the child's developmental level using active modes of learning within an integrated curriculum. Students will develop skills in identifying relevant subject material from early literacy, language arts, mathematics, science, social studies, and the arts, and they will learn how to adapt instruction for special needs students. Activities, content, and materials are related to the current Massachusetts Curriculum.

### **ED 581 Technology in Education**

This course explores the major concepts related to instructional computing as well as the impact technology has on education. Required of all graduate students as they begin to integrate curriculum trends into their awareness of current sources for information and their role in a technologically-rich learning environment. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for Technology.

### **ED 542 Sheltered English Immersion**

This course identifies the key factors affecting second language acquisition students, the relationship of cultural differences and teaching/learning experiences in the classroom, instructional strategies and tasks in sheltered content instruction, and reading and writing in sheltered content classrooms. This course is required for all Initial License students and approved by the DESE.

### **RDG 511 Children's Literature**

This course will explore the enormous impact that literature-based reading has had on our students and programs. The integration of reading strategies with literature will be discussed. As children's literature is being included as the centerpiece of reading and writing instruction in the elementary grades, literature has become a powerful force in language arts instruction in schools. A variety of literary forms will be explored including picture books, folk tales and fairy tales, fantasy, realistic fiction, historical fiction, and poetry. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for English.

### **RDG 506 Emergence of Literacy**

This course will examine the role of the "reflective practitioner" in developing literacy experiences for elementary school aged children. We have come to realize that children progress along a developmental continuum that reveals their gradual or "emerging" construction of knowledge about reading and writing. The importance of the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) to the emergence of literacy will be examined. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for English Language Arts.

### **EDC 525 Social Context in American Education**

Focuses on the role of schools in reproducing and reinforcing prevailing social, political, and economic relationships and inequalities. The course examines the origins of educational change

movements, the organizational culture of public and private education, and the impact of schooling on the sub-cultures of American society. Students will examine competing interpretations of the impact of race, class, and gender on education and the issues of continuity and change in policy and practice. It will include exploration of social science concepts for the analysis of educational, cultural, and social institutions, organizations, and processes of different peoples of the world. This course is interdisciplinary, drawing upon social history, anthropology, and sociology.

## EDU 504 Theories of Curriculum Design & Evaluation

A study of the principles and techniques of curriculum management analyzing both empirical/behavioral and re-conceptualist approaches with field-based applications. This course will examine and appraise the elementary curriculum. It includes a presentation of basic curriculum models with reference to formative and summative evaluation. A pre-practicum experience is included. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks.

## MTH 579 Developing Math Ideas With Applications

This course is designed to support a standards-based math program in grade 1-6 and 5-12 classrooms. The combination of math-based content is designed to help teachers use inquiry-based learning to deepen understanding of mathematics. The syllabus appropriately references “standards-based math program”, as a mathematics curriculum that reflects the content of the Math Framework, must address the standards detailed in the document and the standards articulated in the National Council of teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. The phrase “inquiry based” captures the essence of the Guiding Philosophy and Guiding Principles of the Framework that espouse “...requires the (problem) solver to search for a method...”, “making and testing mathematical conjectures ...”, “activities should build on curiosity and prior knowledge...”, etc. Participants read cases about mathematics in classroom settings, view videotapes, explore mathematical concepts, analyze lessons and student work, and read current research applicable to these issues. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for Mathematics for the appropriate grade level.

## SCN 571 Methods of Teaching Science to Children

This course is a hands-on learning experience about ecology, life sciences, and physical sciences using the marine ecosystem and marine mammal biology. Food chains, life and physical science, basic oceanographic concepts, animal behavior, general research methods, data assimilation and analysis, and technological applications to education are studied. Local resources such as the coastal ecosystem, the organisms that inhabit the coastal environment and research techniques will be used. Scientific applications, basic scientific concepts, general research methods, data assimilation and analysis, and technological applications to education will be studied and applied. Classroom and field methods of teaching these concepts to children are integrated in the course. Activities, content, and materials are related to the current Massachusetts Curriculum Frameworks for Science.

## EXM 699 Comprehensive Examination

The purpose of the comprehensive exam is to demonstrate knowledge of the substantive issues, key research questions, theory, empirical evidence, and implications related to a specific area.

## EDU 511 Reflective Seminar: Teacher of Elementary Education

This seminar, which consists of weekly sessions, is taken concurrently with EDU 510 Practicum Experience. The seminar discussions build participants’ reflective capacities as they integrate knowledge of elementary level students, assessment, and curriculum into effective pedagogies. It

provides a forum for introspection, professional dialogue, and collaborative problem solving. The specific course outline is jointly created by students and the faculty in response to students' needs and their work in the field. Each student is required to complete a multi-faceted study that combines methodologies, theories, and current research about teaching and learning based on his/her practicum experience. The assessment of the student is based on the Massachusetts Department of Education Professional Standards for Teachers.

## **EDU 510 Practicum: Teacher of Elementary Education**

A 300-hour practicum experience for those pursuing the Initial Licensure program in a grades 1–6 school setting that allows for application of acquired concepts and methodologies in the classroom under the combined supervision of a cooperating practitioner and the College supervisor. A minimum of three regularly scheduled seminar meetings between the student, the College supervisor, and the cooperating practitioner is also required. Guidelines for the practicum are described in the Practicum Handbook. The assessment of the student is based on the Massachusetts Department of Education Professional Standards for Teachers.