

**ENDICOTT COLLEGE**  
**M ED in Elementary Education-Initial License**  
**Course Descriptions**  
Each course earns 3 graduate credits.

**EDN 500 Child and Adolescent Development** (ECE500)

This course studies the development of the child from infancy through adolescence, examining major cognitive, physiological, emotional, and social changes that occur during this period. It articulates how factors within the child, family, and broader society shape the process of development. Through classroom and field experiences students will acquire knowledge of developmental changes in children and adolescents, analyze developmental theories, examine developmental processes, interpret developmental research, and apply this knowledge to their work with children.

**SPE 525 Assistive and Augmentative Technologies** (ED581/SPN511)

This course is designed to explore a range of issues related to curricular access and learning experienced by students with severe learning and other handicapping conditions. Students will explore a wide range of technology applications for children with disabilities and consider individual needs based on the disability. Explorations of assistive and augmentative technologies focus on applications for enhanced instructional practices that maximize student learning.

**EDN 530 Sheltered English Immersion** (ED542)

The purpose of this course is to prepare Massachusetts educators with the knowledge and skills to effectively shelter content instruction so that the growing population of English language learners (ELLs) can access curriculum, achieve success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. This course is required for all Initial License students and approved by the DESE.

**RDL 510 Children's and Young Adult Literature** (RDG 511)

This course will explore the enormous impact that literature-based reading has had on our students and programs. Literature has become a powerful force in language arts instruction engaging a wide array of learners from all backgrounds and levels of ability. With children's and young adult literature as the focus, this course will examine effective literacy instructional models integrating reading, writing, speaking, listening, viewing, and presenting. Reading comprehension strategies, effective literacy instructional practices, and specific genres of children's and adolescent literature provide the framework for the course. The course will explore bibliotherapy and how rich literature can be used to address socio-emotional issues. A variety of genres will be explored including picture books, poetry, nonfiction, and fiction including traditional literature (myths, folktales, fairy tales), historical fiction, and realistic fiction with a focus on multicultural texts.

**SPE 500 Nature and Needs of Students with Moderate Disabilities** (SPN 506)

Designed to help teachers recognize and respond to individual student profiles, this course surveys the current knowledge on students with disabilities and the issues that special educators, students, and parents face. Students study the impact of racial, ethnic, socioeconomic, and linguistic differences and various types of disabilities on a child's cognitive, social, and academic development. The course defines the characteristics and needs of students with disabilities and describes the process for developing educational strategies to meet their needs. It draws from research in special education, psychology, and health sciences and emphasizes inclusive practices wherever possible.

**RDL 500 Early Literacy Development** (RDG 506)

This course will examine the role of the reflective practitioner in developing literacy experiences for early elementary school aged children. Research shows 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 will be related to the current Massachusetts Curriculum Frameworks for English Language Arts/Common Core State Standards and the findings of the National Reading Panel.

**EDN 570 Strategies for Classroom Management** (ED 502)

This course focuses on developing ways to create positive learning environments for all students. Participants will learn effective instructional and behavioral management strategies and be able to cultivate social competence and academic achievement. Participants will develop the knowledge, training and strategies necessary to administer successful classroom management and discipline for students who exhibit a wide range of behavioral needs and characteristics and will study how to prevent and address discipline problems and how to increase productive student behavior. Participants will be expected to reflect, through personal writing, their personal beliefs regarding effective classroom and school management. They will become skilled at preparing students with special needs for inclusion in a variety of educational situations and will be required to craft a classroom management plan for a student with special needs.

**ELM 550 Curriculum and Assessment in Practice: Elementary Education** (EDU 504)

This course studies the principles and techniques of assessment and curriculum development. It includes a presentation of curriculum theory and assessment with reference to curriculum-based, diagnostic, formative, and summative assessment. The goal of this course is to provide each student with opportunities to understand and integrate assessment into curriculum design, and successful practice. Activities, content, and materials are related to the current and Massachusetts Curriculum Frameworks. A 50 hour pre-practicum experience is required as part of this course.

**ELM 530 Humanities Methods in Early Childhood/Elementary Education** (EDC 525)

This course investigates the content knowledge and methods related to teaching the humanities including English, History, Social Studies and Social Science. Participants will study the relevant Massachusetts Frameworks and specifically explore ways of designing and personalizing curriculum and instruction.

**MTH 540 Early Childhood and Elementary STEM Methods** (MTH 579/SCN 571)

This course investigates the content and methods related to teaching Mathematics, Science, Engineering and Technology. Participants will study the relevant Massachusetts frameworks and specifically explore ways of designing and modifying curriculum and instruction.

**EXM 696 Comprehensive Examination**

The purpose of the comprehensive exam is to demonstrate knowledge of the substantive issues, key research questions, theories, empirical evidence, and implications related to the student’s graduate education licensure coursework and requires artifacts from across their course of study. The foundation of the exam is the Massachusetts Professional Standards for Teachers which guide all teacher licensure programs.

**ELM 565 Reflective Seminar: Teacher of Elementary Education** (ELU 511)

This seminar is taken concurrently with its respective Practicum Experience course. The seminar discussions build student's reflective capacities as they integrate knowledge of 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 the student's needs and their work in the field. Activities, content, and materials address the Massachusetts Professional Standards for Teachers.

**ELM 560 Practicum: Teacher of Elementary Education** (EDU 510)

This course consists of a 300-hour practicum experience for those pursuing an initial licensure program. Teacher candidates will apply acquired instructional methodologies in a classroom setting under the combined supervision of a supervising practitioner and the program supervisor. A minimum of three scheduled seminar meetings between the student, the program supervisor, and the supervising practitioner is also required. Guidelines for the practicum are described in the practicum handbook. The assessment of the student is based on the Candidate Assessment of Performance (CAP) and the Massachusetts Department of Education Professional Standards for Teachers (PSTs).

For Students completing a Degree Only (without Initial License) the two courses below substitute for Practicum Seminar and Practicum.
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**EDN 685 - Policy Analysis, Leadership, and Change Processes** (EDC 510)

This course will provide students an opportunity to develop a diverse set of perspectives for analyzing organizations and for taking effective leadership in them. The primary focus of the course is on understanding the various dynamics that affect the operation of educational organizations. Specifically, leadership theory, change theory, organizational behavior, and policy analysis will be introduced. Learning to use multiple perspectives in the organization will give students opportunities and skills to reflect on their roles as educators, while expanding the set of possible choices they have for taking actions and leadership.

**EDN 690 - Advanced Seminar in Education** (ED 580)

The course is designed to enhance the knowledge base for professionals in an era of school restructuring, technological innovation, and social change. Teachers and administrators will learn first-hand about innovative practices and recent research in the field. Topics include: student self-assessment, teacher reflection, cooperative learning, mentoring, the use of technology in schools, home-school communication, inclusion to support learning diversity, and the challenge of school restructuring. Areas covered include learning theory, curriculum design, classroom atmosphere, instructional strategies, among others. This course also covers the dilemma children face who are experiencing difficulty in learning situations because of ethnic group frustrations in the community, problems of social adjustment, socio-economic inequities, and learning gaps. The role of the school in facilitating the program for children of various cultures to become valued members of the community is discussed. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.