

ENDICOTT COLLEGE
M ED in Secondary Education (5-12)
(Initial License or Non-License)
Course Descriptions
(Each course earns 3 Graduate credits)

SEC 530 – Curriculum in Secondary Education

This initial-level graduate course addresses the MA Professional Teaching Standards and Curriculum Frameworks in a specific discipline. The primary focus is on the best structural and instructional strategies for designing meaningful student learning activities in secondary schools, as well as assessing student performance. The course will address a broad range of contemporary issues facing teachers, particularly those in relation to national standards and the MA Professional Teaching Standards. Students will become familiar with and practice personalized and interdisciplinary instruction. Several resources will be used including textbooks, the MA curriculum frameworks, district-based discipline-specific standards, and the Internet.

EDN 500 - Child and Adolescent Development

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. 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.

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.

EDN 680 - Research Methods

This course is designed to acquaint graduate students with the design, analysis, and interpretation of research in the social sciences with a focus in the area of reading. Emphasis will be given to the development of empirical questions from theory, research design and control, construction of survey instruments, statistical analysis, and interpretation of results. Activities, content, and materials are related to the current and relevant Massachusetts Curriculum Frameworks.

SPE 525 – Assistive and Augmentative Technologies

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.

SEC 550 - Curriculum and Assessment in Practice

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.

EDN 570 – Strategies for Classroom Management

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.

EDN 685 - Policy Analysis, Leadership, and Change Processes

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.

SPE 500 - Nature and Needs of Students with Moderate Disabilities

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.

SEC 535 - Methods in Secondary Education

This course is a hands-on experience about teaching within the licensure candidate's content area. Classroom and field methods of teaching these concepts to early adolescents and adolescents are integrated within the course. Activities, content, and materials are related to the particular Massachusetts Department of Elementary and Secondary Education Curriculum Frameworks. Each candidate's experience will be differentiated around the methodology

particular to that content area. Consistent across each content area will be best practices for instruction, particularly those supporting literacy.

RDL 515 - Writing Instruction

Learning to read and to write are reciprocal processes. Children's writing levels can be as diverse as their reading levels. Writing should be natural and authentic, with space and materials provided, to allow natural expression to occur. The notion of process writing and the integration of listening, speaking, reading, writing, and critical thinking will be addressed. A strong focus will be on the value of integrating writing across all disciplines as supported by research and on writing as a tool for learning and enhancing content understanding. This course will demonstrate methods of including writing, as well as higher level organizational and critical thinking skills, in all disciplines within the curriculum. Students will investigate writing development - private, guided, and reflective, the inclusion of narrative essay responses, and meaningful feedback in an expeditious and focused manner. Class members will investigate the use of alternative assessments and open-ended essays, and will create rubrics to evaluate student writing. Activities, content, and materials will be related to the Massachusetts Curriculum Frameworks/Common Core State Standards for English Language Arts.

RDL 505 – Adolescent Literacy

There is a pivotal shift that occurs as students go from learning to read in the early elementary years to using reading as a vehicle for learning in the secondary content areas. Some students do not make the shift, and continue to struggle with learning to read, while being expected to also acquire complex content. This is one of the many challenges facing middle and high school teachers. An alarming number of students are entering secondary schools as struggling readers. Adolescent learners have unique needs that differ from younger students. Content area teachers must be well equipped to support the diverse needs of students. This class will address adolescent development and the specific literacy needs of this population. In addition, this course will begin to address the distinction between content area literacy and disciplinary literacy. Students will discuss several strategies, appropriate for all content areas, while researching discipline specific strategies for their area of specialty. As a reading specialist or a content area teacher, you may be asked to share resources with your colleagues, work with struggling readers or even design content to meet the needs of all students.

EDN 690 – Advanced Seminar in Education

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.

EXM 696 – Educator Licensure 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.

SEC 565 – Reflective Seminar in Secondary Education

This seminar, which consists of weekly online sessions, is taken concurrently with SEC 560 Practicum in Secondary Education. 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 Professional Standards for Teachers.

SEC 560 – Practicum in Secondary Education

The Secondary Education Practicum consists of a 300-hour experience within the candidate’s content area that allows for application of acquired content area knowledge, as well as application of pedagogical concepts and methodologies in the classroom. Evaluation for this course is based on the DESE Candidate Assessment of Performance (C.A.P.). Regularly scheduled meetings and announced/unannounced observations will reflect the candidate’s readiness to meet the guidelines of the C.A.P. and the indicators outlined in the Professional Standards for Teachers.