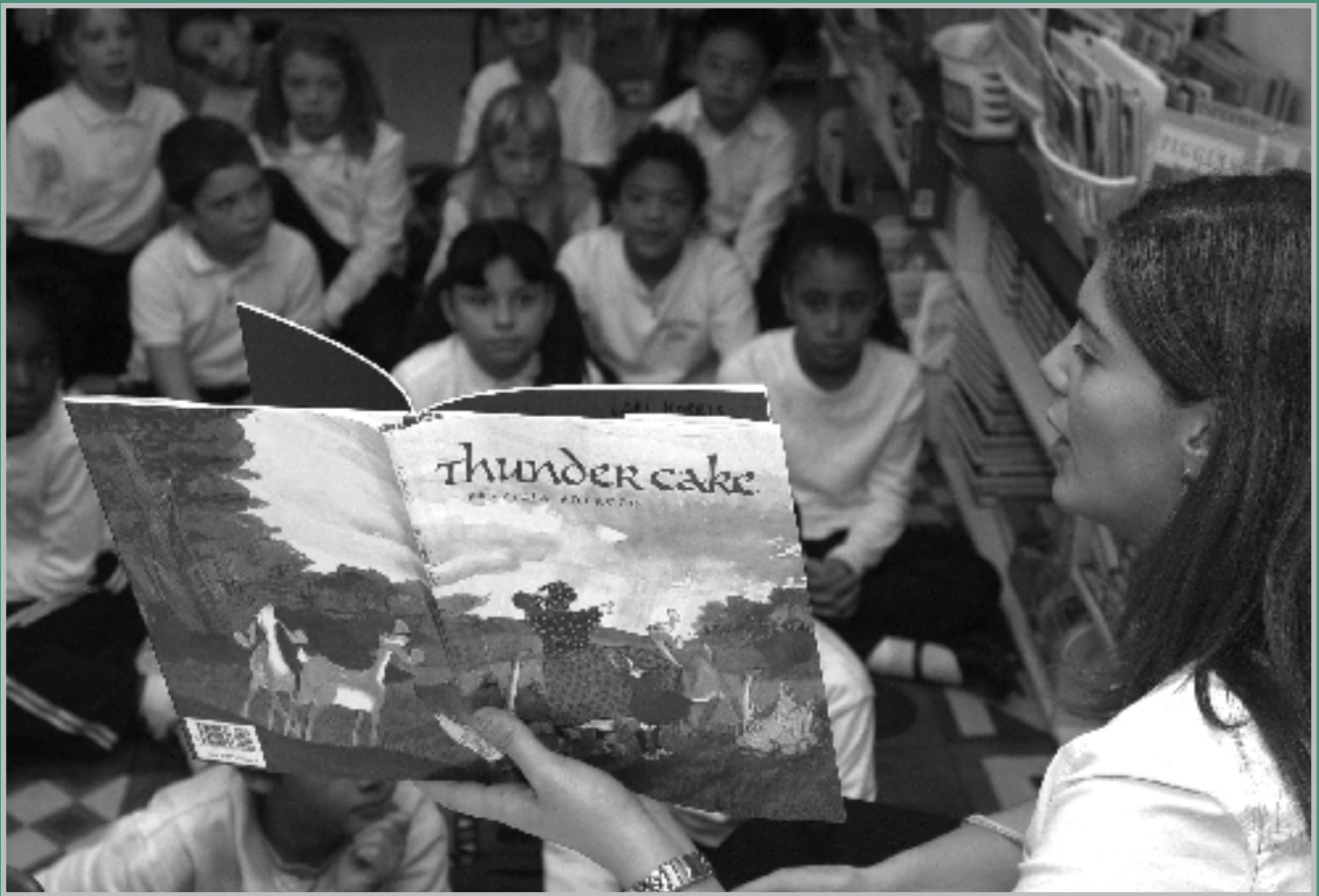


Merrimack College

Master of Education Degree Programs

2009 - 2010



School of Education


Merrimack
COLLEGE

School of Education Graduate Programs

Mission

Our mission is to enlighten minds, engage hearts, and empower lives.

Inspired by the Catholic faith and the Augustinian tradition of seeking truth through inquiry and dialogue, our vision is to

- Prepare students to adapt creatively to tomorrow's realities through excellence in the liberal arts, sciences, and the professions;
- Build a community of scholars welcoming and respecting a diversity of backgrounds, experiences, beliefs, and perspectives;
- Cultivate the intellectual, moral, spiritual, physical, and personal awareness needed to make wise choices for life, career, and service;
- Encourage and support scholarly work that contributes to the wisdom on which society bases its decisions;
- Engage other educational institutions, industry, and agencies of social change in collaborative efforts fostering a just, peaceful, and sustainable world.

While learning in the Merrimack classroom is a vital part of the program, an equally essential component for any individual in the field of education is to engage in an extended period of supervised teaching. This experience is offered in five of our eight "Option Programs" and is the capstone experience for these programs. The experience, known as a practicum, is a time when the candidate integrates and applies theory and knowledge gained in course work to the classroom. Demonstration of the five "Professional Standards for Teachers", as outlined in the Massachusetts DESE*, is a key component of the learning experience. These "Professional Standards" include:

- (a) Plans Curriculum and Instruction;
- (b) Delivers Effective Instruction;
- (c) Manages Classroom Climate and Operation;
- (d) Promotes Equity; and
- (e) Meets Professional Responsibilities.

Option Programs

Merrimack College's School of Education Graduate Programs offer eight options of study.

- **Option I:** Master of Education with initial licensure in Elementary Education (1-6)
- **Option II:** Master of Education with course work needed for the professional license in Elementary Education (1-6)
- **Option III:** Master of Education with initial licensure as a Teacher of Moderate Disabilities (PK-8)
- **Option IV:** Master of Education with the course work needed for the professional license as a Teacher of Moderate Disabilities (PK-8)
- **Option V:** Master of Education with initial licensure in Elementary Education (1-6), and as a Teacher of Moderate Disabilities (PK-8)
- **Option VI:** Master of Education with initial licensure as a Teacher of Students with Moderate Disabilities as well as the coursework needed for the professional license.
- **Option VII:** Master of Education with initial licensure in Early Childhood Education
- **Option VIII:** Master of Education with initial licensure in English as a Second Language

Introduction

The Graduate Programs at Merrimack College offer a variety of options to meet the needs of professionally employed teachers and those interested in embarking on a teaching career for the first time. Its programs include initial licensure in Elementary Education, Moderate Disabilities, Early Childhood Education, and English as a Second Language, as well as coursework leading to professional licensure.

Through the study of critical issues, the Massachusetts Curriculum Frameworks, Special Education, best practices, outcome-based learning, and assessment the Master of Education programs enable students to compete effectively in the complex school environment.

While advancing the mission of Merrimack College, the Graduate Programs in Education strive to prepare teachers who possess the competence, confidence, and compassion to be outstanding teachers and leaders.

Application Process

Applicants to the Master of Education Programs at Merrimack College must hold a bachelor degree from an accredited college or university, and submit the following materials, in order to be considered for admission.

- A completed application form along with a \$50.00 application fee.
- Official passing scores from the Communications and Literacy Massachusetts Test of Educator Licensure (MTEL) exam.
- An official undergraduate school transcript, as well as the official transcript from any graduate school previously attended.
- Official scores from the Graduate Record Exam (GRE) or Miller Analogy Test (MAT) taken within the past 12 months.
- Resume
- Three letters of reference.
- A writing sample.

Visit Merrimack College

www.merrimack.edu



Transfer of Credit

To insure the integrity of the Merrimack M.Ed. degree, no more than six (6) graduate credits may be transferred from another institution. Only credits that meet the following criteria may be considered for transfer.

- Credits earned in a graduate level course from an accredited college or university.
- Credits submitted through an official school transcript.
- Credits derived from courses with a grade of "B" or better.
- Credits that directly apply to the program to which application is made.
- Credits that receive approval from Merrimack's Program Director.

DID YOU KNOW ABOUT . . .

- Rolling admissions? Choose the term in which to apply
- Five terms a year?
- That you can earn up to 6 credits before formally applying?
- Our late afternoon, early evening, and summer classes?

FOR MORE INFORMATION CONTACT:

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Director of Graduate Education Programs
Claire.Thornton@Merrimack.edu

Phone: 1-978-837-5638

The Programs

Option I

Elementary Education Program (1-6) Initial Licensure w/ M.Ed. Degree 38 SCH w/Practicum

**Pre-requisite for Admission: Bachelor Degree*

- ED 501G Curriculum Instruction and Assessment in Social Studies and World Geography (2 Credits)
- ED 502G Curriculum Instruction and Assessment in Science, Health, and Physical Education (2 Credits)
- ED 503G Children's and Young Adult Literature and the Arts w/Field Experience (2 Credits)
- ED 507G Curriculum Instruction and Assessment in Reading and Language Arts, w/Field Experience (4 Credits)
- ED 509G Understanding Mild and Moderate Disabilities (2 Credits)
- ED 510G Developmental Issues for Children and Adolescents w/Field Experience (2 Credits)
- GRAD 500 Curriculum Instruction and Assessment in Math: Numbers and Operations (4 Credits)
- GRAD 501 Curriculum Instruction and Assessment in Math: Functions and Algebra (2 Credits)
**Pre-Requisite: GRAD 500*
- GRAD 502 Curriculum Instruction and Assessment in Math: Geometry, Measurement, Statistics, and Probability (2 Credit)
**Pre-Requisite: GRAD 500*
- ED 550G Practicum and Classroom Management Seminars for Elementary Education, 1-6, 300 hours (4 Credits)

Endorsement for Initial Licensure after the above 26 Credits

And the following 6 courses towards Professional Licensure:

- ED 531G Investigations and Problem Solving in Math and Science (2 Credits)
- GRAD 503 Reading and Writing: A Literacy Perspective (2 Credits)
- GRAD 504 The Expository Writing Challenge (2 Credits)
- GRAD 507 Elementary Life Science (2 Credits)
- GRAD 508 Elementary Earth Science (2 Credits)
- GRAD 509 Elementary Physical Science (2 Credits)

**These 6 courses for professional licensure are content courses for teacher preparation in Elementary Education (Grades 1-6).*

Option II

Elementary Education M.Ed. Program (1-6) Professional Program of Study w/ M.Ed. Degree 36 SCH

**Pre-requisite for Admission: Initial Licensure in Elementary Education*

- ED 512G Critical Perspectives on Schooling: The Intersection of Policy, Theory, and Practice (2 Credits)
- ED 518G English Language Learners: Teaching Curriculum Content (2 Credits)
- ED 525G Teaching Content Thematically: Integration of the Curriculum Frameworks (2 Credits)
- ED 527G Investigating for Multiple Intelligences (2 Credits)
- ED 529G Communication: Skills for Collaboration, Conferencing, and Leadership (2 Credits)
- ED 531G Investigations and Problem-Solving in Math and Science (2 Credits)
- ED 547G Understanding the English Language Learner: Cultural and Social Perspectives (2 Credits)
- GRAD 503 Reading and Writing: A Literacy Perspective (2 Credits)
- GRAD 504 The Expository Writing Challenge (2 Credits)
- GRAD 507 Elementary Life Science (2 Credits)
- GRAD 508 Elementary Earth Science (2 Credits)
- GRAD 509 Elementary Physical Science (2 Credits)
- GRAD 511 Geometric Concepts (2 Credits)
- GRAD 513 Algebraic Thinking (2 Credits)
- GRAD 515 Curriculum Content Utilizing Community Resources (2 Credits)
- GRAD 517 Word Power (2 Credits)
- ED 570G Reflective Teaching: Processes for Deepening Professional Practice (4 Credits)

Awarding of M.Ed. Degree

**According to Massachusetts State Regulations for Teacher Preparation, this Professional Program of Study will fulfill the required coursework for the Professional License and will culminate in a Master's Degree. However, in order to receive a Professional License, the state requires a mentored experience within the employment setting that must be conducted by the school district.*

The Programs

Option III

Teacher of Students with Moderate Disabilities Program (PreK-8)
Initial Licensure w/ M.Ed. Degree
38 SCH w/Practicum

**Pre-requisite for Admission: Bachelor Degree*

- ED 501G Curriculum Instruction and Assessment in Social Studies and World Geography (2 Credits)
- ED 502G Curriculum Instruction and Assessment in Science, Health, and Phys. Education (2 Credits)
- ED 503G Children's and Young Adult Literature and the Arts w/Field Experience (2 Credits)
- ED 504G First and Second Language Acquisition and Development (2 Credits)
- ED 505G Foundations of Special Education:
 - Special Education Laws
 - Preparation, Implementation, and Evaluation of IEP's
 - Networking with Community Resources w/Field Experience (2 Credits)
- ED 506G Curriculum Adaptations for Mild and Moderate Disabilities: Models for Student Achievement (2 Credits)
- ED 507G Curriculum Instruction and Assessment in Reading and Language Arts, w/Field Experience (4 Credits)
- ED 509G Understanding Mild and Moderate Disabilities (2 Credits)
- ED 510G Developmental Issues for Children and Adolescents w/Field Experience (2 Credits)
- ED 513G Diagnostic Assessments (2 Credits)
- ED 522G Classroom Organization and Management (2 Credits)
- ED 532G Teaching Social Competence (2 Credits)
- GRAD 500 Curriculum Instruction and Assessment in Math: Numbers and Operations (4 Credits)
- GRAD 501 Curriculum Instruction and Assessment in Math: Functions and Algebra (2 Credits)
**Pre-Requisite: GRAD 500*
- GRAD 502 Curriculum Instruction and Assessment in Math: Geometry, Measurement, Statistics, and Probability (2 Credits)
**Pre-Requisite: GRAD 500*
- ED 551G Practicum as a Teachers of Students with Moderate Disabilities, PreK - 8, 300 hours (4 Credits)

Awarding of M.Ed. Degree

Option IV

Teacher of Students w/ Moderate Disabilities (PreK-8) Professional Program w/ M.Ed. Degree
36 SCH

**Pre-requisite for Admission: Initial Licensure as a Teacher of Students with Moderate Disabilities, PreK-8*

- ED 525G Teaching Content Thematically: Integration of the Curriculum Frameworks (2 Credits)
- ED 529G Communication: Skills for Collaboration, Conferencing, and Leadership (2 Credits)
- ED 533G Assistive Technologies for the Inclusive Classroom (2 Credits)
- ED 536G Differentiated Instruction and Assessment (2 Credits)
- ED 540G Individualized Educational Planning: A Case Study Approach (2 Credits)
- ED 557G The Culturally and Linguistically Diverse Student with Special Needs (2 Credits)
- ED 567G Response to Intervention Model: History, Characteristics, and Implementation (2 Credits)
- GRAD 503 Reading and Writing: A Literacy Perspective (2 Credits)
- GRAD 504 The Expository Writing Challenge (2 Credits)
- GRAD 507 Elementary Life Science (2 Credits)
- GRAD 508 Elementary Earth Science (2 Credits)
- GRAD 509 Elementary Physical Science (2 Credits)
- GRAD 511 Geometric Concepts (2 Credits)
- GRAD 513 Algebraic Thinking (2 Credits)
- GRAD 515 Teaching Content Through Community Resources (2 Credits)
- GRAD 517 Word Power (2 Credits)
- ED 570G Reflective Teaching: Processes for Deepening Professional Practice (4 Credits)

Awarding of M.Ed. Degree

**According to Massachusetts State Regulations, this Professional Program of Study will fulfill the required coursework for the Professional License and will culminate in a Master's Degree. However, in order to receive a Professional License, the state requires a mentored experience within the employment setting that must be conducted by the school district.*

The Programs

Option V

Elementary Education (1-6) - Initial Licensure Program and

Teacher of Students with Moderate Disabilities (PreK-8) - Initial Licensure Program 38 SCH w/Practicum

**Pre-requisite for Admission: Bachelor Degree*

- ED 501G Curriculum Instruction and Assessment in Social Studies and World Geography (2 Credits)
- ED 502G Curriculum Instruction and Assessment in Science, Health, and Physical Education (2 Credits)
- ED 503G Children's and Young Adult Literature and the Arts w/Field Experience (2 Credits)
- ED 507G Curriculum Instruction and Assessment in Reading and Language Arts, w/Field Experience (4 Credits)
- ED 509G Understanding Mild and Moderate Disabilities (2 Credits)
- ED 510G Developmental Issues for Children and Adolescents w/Field Experience (2 Credits)
- GRAD 500 Curriculum Instruction and Assessment in Math: Numbers and Operations (4 Credits)
- GRAD 501 Curriculum Instruction and Assessment in Math: Functions and Algebra (2 Credits)
*Pre-Requisite: GRAD 500
- GRAD 502 Curriculum Instruction and Assessment in Math: Geometry, Measurement, Statistics, and Probability (2 Credit)
*Pre-Requisite: GRAD 500
- ED 550G Practicum and Classroom Management Seminars for Elementary Education (1-6) - 300 hours - (4 Credits)

Endorsement for Initial Licensure after these 26 Credits

AND the following 6 Courses for Initial Licensure as a Teacher of Students with Moderate Disabilities (PreK-6)

- ED 504G First and Second Language Acquisition and Development (2 Credits)
- ED 505G Foundations of Special Education (2 Credits)
 - Special Education Laws
 - Preparation, Implementation, and Evaluation of IEP's
 - Networking with Community Resources w/Field Experience (2 Credits)
- ED 506G Curriculum Adaptations for Mild and Moderate Disabilities: Models for Student Achievement (2 Credits)

- ED 513G Diagnostic Assessments (2 Credits)
- ED 522G Classroom Organization and Management (2 Credits)
- ED 552G Practicum as a Teacher of Students with Moderate Disabilities, PreK-8, 150 hours (2 Credits)

Awarding of M.Ed. Degree

Option VI

Teacher of Students with Moderate Disabilities (PreK-8) Initial Licensure w/ M.Ed. Degree and

Professional Program of Study as a Teacher of Students with Moderate Disabilities 36 SCH w/ Practicum

**Pre-requisite for Admission: Initial Licensure in Elementary Education*

The following courses are required for Initial Licensure as a Teacher of Students with Moderate Disabilities (PreK-8)

- ED 504G First and Second Language Acquisition and Development (2 Credits)
- ED 505G Foundations of Special Education (2 Credits)
 - Special Education Laws
 - Preparation, Implementation, and Evaluation of IEP's
 - Networking with Community Resources w/Field Experience (2 Credits)
- ED 506G Curriculum Adaptations for Mild and Moderate Disabilities: Models for Student Achievement (2 Credits)
- ED 513G Diagnostic Assessments (2 Credits)
- ED 522G Classroom Organization and Management (2 Credits)
- ED 552G Practicum as a Teacher of Students with Moderate Disabilities, PreK-8, 150 hours (2 Credits)

The following courses are for the Professional Program of Study:

- ED 567G Response to Intervention Model: History, Characteristics, and Implementation (2 Credits)
- GRAD 503 Reading and Writing: A Literacy Perspective (2 Credits)
- GRAD 504 The Expository Writing Challenge (2 Credits)
- GRAD 507 Elementary Life Science (2 Credits)
- GRAD 508 Elementary Earth Science (2 Credits)
- GRAD 509 Elementary Physical Science (2 Credits)
- GRAD 511 Geometric Concepts (2 Credits)

The Programs

GRAD 513 Algebraic Thinking (2 Credits)

GRAD 515 Curriculum Content Utilizing Community Resources (2 Credits)

GRAD 517 Word Power (2 Credits)

ED 570G Reflective Teaching: Processes for Deepening Professional Practice (4 Credits)

Awarding of M.Ed. Degree

**According to Massachusetts State Regulations, this Professional Program of Study will fulfill the required coursework for the Professional License and will culminate in a Master's Degree. However, in order to receive a Professional License, the state requires a mentored experience within the employment setting that must be conducted by the school district.*

Option VII

**Early Childhood Education (PreK-2)
Teacher of Children With and Without Disabilities
Initial Licensure with M.Ed. Degree
36 SCH w/Practicum**

**Pre-requisite for Admission: Bachelor Degree*

ED 503G Children's and Young Adult Literature and the Arts (2 Credits)

ED 504G First and Second Language Acquisition and Development (2 Credits)

ED 505G Foundations of Special Education (2 Credits)

ED 506G Curriculum Adaptations: Models for Student Achievement (2 Credits)

ED 510G Developmental Issues for Children and Adolescents (2 Credits)

ED 522G Classroom Organization and Management (2 Credits)

ED 537G Curriculum Instruction and Assessment in Early Childhood Reading and Language Arts (4 Credits)

ED 538G Curriculum Instruction and Assessment in Early Childhood Math (4 Credits)

ED 539G Administration of Early Childhood Centers (2 Credits)

ED 561G Integrated Curriculum I: Science, Health, and Physical Education (2 Credits)

ED 562G Integrated Curriculum II: Social Studies and the Arts (2 Credits)

ED 563G Play: The Foundation of Social and Emotional Development (2 Credits)

ED 564G Assessment in Early Childhood Education (2 Credits)

ED 565G Current Issues and Trends in Early Childhood Education (2 Credits)

ED 566G Practicum in Early Childhood Education, (PreK-2), 300 hours (4 Credits)

Option VIII

**English as a Second Language Program (PreK-6)
Initial Licensure with M.Ed. Degree
36 SCH w/Practicum**

**Pre-requisite for Admission: Bachelor Degree*

**Candidates must also demonstrate knowledge or study of a language other than English.*

An educator who holds the Pre K-6 ESL license may:

- Teach as the teacher-of-record in a self-contained classroom in which only Limited English Proficient (LEP) students are enrolled, and which focuses on English language acquisition; or
- Teach English language skills (ESL) to small groups of LEP students in 'pull-out' settings or in self-contained ESL classrooms. During the remainder of the day, these LEP students would be enrolled with English proficient students in a general education classroom in which they would receive sheltered content instruction; or
- Co-teach with the licensed teacher of a general classroom in which both LEP and English proficient students are enrolled.

ED 504G Language Acquisition and Development (2 Credits)

ED 522G Classroom Organization and Management (2 Credits)

ED 546G Foundations for ELL Education (2 Credits)

ED 547G Understanding the English Language Learner: Cultural and Social Perspectives (2 Credits)

ED 548G Language and Linguistics (2 Credits)

ED 553G Assessment of English Language Learners: Equity in Formative and Standardized Assessment Practices and Placement (4 Credits)

ED 554G Teaching Language Proficiencies to English Language Learners (2 Credits)

ED 555G Teaching Reading and Writing Skills to English Language Learners (4 Credits)

The Programs

- ED 556G Teaching Content to English Language Learners (4 Credits)
- ED 557G The Culturally and Linguistically Diverse Student with Special Needs (2 Credits)
- ED 558G Literature in the Culturally and Linguistically Diverse Classroom (4 Credits)
- ED 559G Current Issues and Trends for ELL (2 Credits)
- ED 560G Practicum for the English as a Second Language (ESL) Educator License (PreK -6) 300 hours - (4 credits)

Program A

Elementary Education (1-6) Initial Licensure Program 26 SCH w/Practicum

**Pre-requisite for Admission: Bachelor Degree*

- ED 501G Curriculum Instruction and Assessment in Social Studies and World Geography (2 Credits)
- ED 502G Curriculum Instruction and Assessment in Science, Health, and Physical Education (2 Credits)
- ED 503G Children's and Young Adult Literature and the Arts w/Field Experience (2 Credits)
- ED 507G Curriculum Instruction and Assessment in Reading and Language Arts, w/Field Experience (4 Credits)
- ED 509G Understanding Mild and Moderate Disabilities (2 Credits)
- ED 510G Developmental Issues for Children and Adolescents w/Field Experience (2 Credits)
- GRAD 500 Curriculum Instruction and Assessment in Math: Numbers and Operations (4 Credits)
- GRAD 501 Curriculum Instruction and Assessment in Math: Functions and Algebra (2 Credits)
- GRAD 502 Curriculum Instruction and Assessment in Math: Geometry, Measurement, Statistics, and Probability (2 Credit)
- ED 550 Practicum and Classroom Management Seminars for Elementary Education, 1-6, 300 hours (4 Credits)

Endorsement for Initial Licensure after the above 26 Credits

Program B

Early Childhood Education Initial Licensure Program PreK-Grade 2 Teacher of Children With and Without Disabilities 28 Credits

The ECE Initial Licensure Program will prepare the candidate to teach PreK-Grade 2 students.

**Pre-requisite for Admission: Bachelor Degree*

- ED 503G Children's and Young Adult Literature and the Arts (2 Credits)
- ED 504G First and Second Language Acquisition and Development (2 Credits)
- ED 505G Foundations of Special Education (2 Credits)
- ED 506G Curriculum Adaptations: Models for Student Achievement (2 Credits)
- ED 510G Developmental Issues for Children and Adolescents (2 Credits)
- ED 537G Curriculum Instruction and Assessment in Early Childhood Reading and Language Arts (4 Credits)
- ED 538G Curriculum Instruction and Assessment in Early Childhood Math (4 Credits)
- ED 561G Integrated Curriculum I: Science, Health, and Physical Education (2 Credits)
- ED 562G Integrated Curriculum II: Social Studies and the Arts (2 Credits)
- ED 563G Play: The Foundation of Social and Emotional Development (2 Credits)
- ED 566G Practicum in Early Childhood Education, PreK-2, 300 hours (4 Credits)

The Programs

Program C

English as a Second Language Initial Licensure Program (PreK-6) 26 Credits

**Pre-requisite for Admission:*

- Bachelor Degree
- Candidates must also demonstrate knowledge or study of a language other than English.

An educator who holds the Pre K-6 ESL license may:

- Teach as the teacher-of-record in a self-contained classroom in which only Limited English Proficient (LEP) students are enrolled, and which focuses on English language acquisition; or
- Teach English language skills (ESL) to small groups of LEP students in 'pull-out' settings or in self-contained ESL classrooms. During the remainder of the day, these LEP students would be enrolled with English proficient students in a general education classroom in which they would receive sheltered content instruction; or
- Co-teach with the licensed teacher of a general classroom in which both LEP and English proficient students are enrolled.

ED 504G Language Acquisition and Development (2 Credits)

ED 546G Foundations for ELL Education (2 Credits)

ED 547G Understanding the English Language Learner: Cultural and Social Perspectives (2 Credits)

ED 548G Language and Linguistics (2 Credits)

ED 553G Assessment of English Language Learners: Equity in Formative and Standardized Assessment Practices and Placement (4 Credits)

ED 554G Teaching Language Proficiencies to English Language Learners (2 Credits)

ED 555G Teaching Reading and Writing Skills to English Language Learners (4 Credits)

ED 556G Teaching Content to English Language Learners (4 Credits)

ED 560G Practicum for English as a Second Language (ESL) Educator License, PreK-6, 300 hours (4 Credits)

Program D

Elementary Education (1-6) Non Degree Professional Program of Study 12 SCH

**Pre-requisites for Admission:*

- Master Degree
- Initial Licensure in Elementary Education

ED 531G Investigations and Problem Solving in Math and Science (2 Credits)

GRAD 503 Reading and Writing: A Literacy Perspective (2 Credits)

GRAD 504 The Expository Writing Challenge (2 Credits)

GRAD 507: Elementary Life Science (2 Credits)

GRAD 508: Elementary Earth Science (2 Credits)

GRAD 509: Elementary Physical Science (2 Credits)

**The 6 courses for professional licensure are content courses for teacher preparation in Elementary Education (Grades 1-6).*

Program E

Teacher of Students with Moderate Disabilities (PreK-8) Non Degree Professional Program of Study 12 SCH

Pre-requisites:

- Master Degree
- Initial Licensure as a Teacher of Students with Moderate Disabilities (PreK-8)

ED 567G Response to Intervention Model: History, Characteristics, and Implementation (2 Credits)

GRAD 504 The Expository Writing Challenge (2 Credits)

GRAD 507 Elementary Life Science (2 Credits)

GRAD 508 Elementary Earth Science (2 Credits)

GRAD 509 Elementary Physical Science (2 Credits)

GRAD 515 Curriculum Content Utilizing Community Resources (2 Credits)

**The 6 courses for Professional Licensure are content courses for teacher preparation as a Teacher of Students with Moderate Disabilities (PreK-8).*

Course Descriptions

ED 501G **Curriculum Instruction and Assessment in Social Studies** **and World Geography** **(2 credits)**

The course will address three major aspects of social studies. Initially, there will be a focus on the development of geography skills and global awareness through the study of five world regions and the convergence of environmental, cultural, political and economic systems of globalization. Secondly, the course will focus on developing history skills such as critical, creative and analytical thinking, problem solving, valuing, and decision making. Lastly, the course will apply cooperative learning, vocabulary and concept formation, and online resources to the study of the Social Studies. Throughout the course, there will be a focus on the organization of curriculum, instructional methods and student assessment processes.

ED 502G **Curriculum Instruction and Assessment in Science, Health,** **and Physical Education** **(2 credits)**

The first section of this course will focus on science education. Attention will be given to cognitive development and scientific reasoning skills, the scientific method of inquiry, and elements important to teaching science and assessing student understanding.

The second section will focus on health education, addressing the “Coordinated School Health Program”, law and policy around health and safety, signs and symptoms of maltreatment, and the assessment and interpretation of content for presentation to different cognitive and developmental levels.

In both science and health there will be a focus on application through investigations, and lesson and unit plan development based on the strands and standards of the Science and Technology, and Comprehensive Health Frameworks for the elementary grades.

The third section will focus on the planning and development of the elementary physical education program. This component will be developed through a concurrent six hour workshop offered during the semester.

Field Experience may be required

ED 503G **Children's and Young Adult Literature and the Arts** **(2 credits)**

This course will examine children's and young adult literature and literacy techniques as well as basic principles and concepts in the teaching of visual and performing arts to children. Students will learn to respond thoughtfully to various forms of children's literature. They will identify genre characteristics, establish a purpose for selection, identify and analyze literary elements, and generate essential questions and activities relevant to a genre and title. Students will create developmentally appropriate genre and author studies. Students will investigate and discuss research unique to teaching each art form to children. They will demonstrate their ability to work with the media, tools, and techniques of dance,

music, theater and visual arts to express ideas. Students will use the arts to engage children in expressing ideas, emotions and beliefs. They will use imaginative and reflective thinking to analyze children's creations and performances, integrate the arts and make connections among the arts and other discipline. In addition, students will use technology in order to conduct research in the arts.

Field experience required.

ED 504G **Language Acquisition and Development** **(2 credits)**

This course will discuss the language components of syntax, phonology, morphology, and semantics. Through case studies, students will gain an appreciation for the phases of language development and will understand its effect on the development of literacy and overall school achievement. There will be a thorough examination of the expected phases of development in both first and second language acquisition.

ED 505G **Foundations of Special Education** **(2 credits)**

This course will cover what every teacher should know about Special Education. Topics to be discussed include: special education laws (Section 504, Individuals with Disabilities Education Act, Americans with Disabilities Act, and the No Child Left Behind Act), and the preparation, implementation and evaluation of IEPs. Also, there will be a focus on developing a thorough knowledge base of the services provided by other agencies.

Field experience required.

ED 506G **Curriculum Adaptations: Models for Student Achievement** **(2 credits)**

This course will focus upon the extensive design or modification of curriculum, instructional materials, and general classroom environments for students with mild or moderate disabilities. It will also address ways in which to prepare and maintain students with disabilities in the general education classroom, as, for example, through extensive behavioral management principles, and R.T.I. (Response to Intervention).

ED 507G **Curriculum Instruction and Assessment in Reading and** **Language Arts (4 credits)**

This course focuses on the fundamental principles that inform research-based literacy and reading instruction as defined by the National Reading Panel Report (NRPR), No Child Left Behind. The five areas defined as key to the foundation of reading include phonemic awareness, phonics, fluency, vocabulary, and text comprehension instruction. In this course, these areas of study are used as a basic framework from which to address several other topics including assessment (formal and informal), models of reading (cognitive, linguistic, psycholinguistic), best practice, the use of literature and basal-based instruction, the writing process, teaching linguistically

Course Descriptions

diverse students, and the developmental stages of reading, writing and spelling. The course offers students a comprehensive knowledge base to support and extend reading and language arts instruction.

ED 509G **Understanding Mild and Moderate Disabilities** **(2 credits)**

This course will address current practices in the education of children with special abilities and disabilities. The major areas to be covered in this course will include the characteristics and needs of children with communication problems, visual and hearing impairments, physical and health-related challenges, intellectual disabilities, learning disabilities, autism spectrum disorders, gifted and talented attributes, and emotional and behavioral disorders. The process for identification, referral, and placement of students through an Individual Education Plan (IEP) will be reviewed. This course will examine strategies for the inclusion of special needs students who are placed into regular classrooms. Important instructional implications will be addressed as well as essential Special Education terminology.

ED 510G **Developmental Issues for Children and Adolescents** **(2 credits)**

This course will cover current theories and principles of child development. Using an ecological and holistic model, there will be consideration of the child's physical, cognitive and social/emotional development within the many contexts of life, especially the classroom. A framework for developmentally appropriate practices will be created.

Field experience required.

ED 512G **Critical Perspectives on Schooling: The Intersection of Policy, Theory and Practice** **(2 credits)**

This course will examine key social, historical, governmental and private sector initiatives that influence current approaches to teaching. In discussion and debate form, students will encounter such issues as the separation and inclusion of identified groups of students, school funding plans, multicultural education, current school reform efforts, and testing accountability movements. The course will include an examination of the No Child Left Behind act, and seek to understand its ambitious purposes and current implementation in light of 21st Century Skills in a new, challenging, competitive global education environment.

ED 513G **Diagnostics Assessments** **(2 credits)**

Diagnostic assessments are used to determine student eligibility for Special Education benefits and services, as well as for planning instructional interventions. This course will examine basic concepts of measurement, legal and ethical considerations, and formal as well as informal diagnostic assessment tools.

ED 518G **English Language Learners: Teaching Curriculum Content** **(2 credits)**

English Language Learners (ELLs) frequently struggle with the readability level of specific content area textbooks. This course will focus on teaching strategies to help students with content, and with reading and writing assessment strategies and tools.

ED 522G **Classroom Organization and Management** **(2 credits)**

Effective classroom organization and proactive management of student behaviors are essential elements of a safe and positive classroom community. This type of community maximizes time on learning, minimizes disruptions, and promotes student achievement. This course will examine specific, systematic behaviors that teachers use to create orderly, cooperative and motivating learning environments. It will also look at strategies to help students take responsibility for their choices, peacefully mediate their own disputes, and become thoughtful classroom citizens. The course will conclude with a brief study of the socio-moral development of children.

ED 525G **Teaching Content Thematically: Integration of the Curriculum Frameworks** **(2 credits)**

In this course, students will select one or two curriculum areas of focus from among language arts, reading, geography, social studies, science, children's literature, the arts, or mathematics. Students will design and fully develop a curriculum program for implementation in the elementary school setting. Students will demonstrate facility in developing scope and sequence charts, curriculum guides, and specific skill-targeted activities consistent with the MCF as the final project. Students will customize curricula to build on strengths and talents and to accommodate individual differences by incorporating activities to deal with second language acquisition, special needs and abilities, interests, and socio-economic and cultural backgrounds of children.

ED 527G **Teaching for Multiple Intelligences** **(2 credits)**

The theory of multiple intelligences was identified by Dr. Howard Gardner after years of research. This course will investigate his framework of learning styles. Using multiple intelligence strategies in the classroom is a powerful method for improving instruction and student learning. If educators accept Dr. Gardner's theory, it has implications for the way they plan, teach, and assess student work. Students will be able to identify their own learning style and the associated attributes. Then, the students will be asked to apply this knowledge as they develop curriculum which will allow all of their students to be successful. Cross-curricular units of work that use different learning styles will be developed.

Course Descriptions

ED 529G

Communication: Skills for Collaboration, Conferencing, and Leadership (2 credits)

Positive communication techniques are essential for classroom teachers who must know how to effectively convey messages to children, colleagues, administrators, and parents. This course will address how to communicate with clarity, consistency and empathy, as well as how to handle confrontations and conflicts.

ED 531G

Investigations and Problem Solving in Math and Science (2 credits)

Students need to be scientifically literate in the 21st Century. They must understand and be able to follow the steps of scientific inquiry: a method taking them from hypothesis, to experimentation, to collection and analysis of data, and finally, to drawing conclusions based their analyses. Problem solving steps and strategies to support this paradigm will be explored. Students will be responsible for writing a lesson plan for each science strand of the MA Science Curriculum Frameworks reflecting the integration of math and science. Rubrics will be developed to assess expectations and outcomes of student learning.

ED 532G

Teaching Social Competency (2 credits)

Classrooms include children with varying degrees of social competence. The goal of this course will be for teachers to learn general techniques that will promote the social and emotional development of children. Some topics that will be covered include: assertiveness training, cooperative learning, self management techniques, stress reduction strategies, conflict resolution, listening skills, and positive communication strategies.

ED 533G

Assistive Technologies for the Inclusive Classroom (2 credits)

Assistive technologies enable individuals with disabilities to complete a task effectively, efficiently, and independently. This course will explore assistive technologies that are available for individuals with communication disorders, physical challenges, visual impairments, hearing disorders, and learning disabilities.

ED 536G

Differentiated Instruction and Assessment (2 credits)

What is Differentiated Instruction and why is it important in the classroom? This course will define this concept and investigate its importance for educators and students. Successful curriculum and instruction relies on teachers knowing their students and their needs so that lessons may be adapted to give all students the opportunity to succeed. Therefore, teachers need strategies and other educational

tools to adapt lesson plans to meet the many different learning styles in their classrooms. Research-based models and other teaching techniques highlighting differentiated instruction will be presented.

ED 537G

Curriculum Instruction and Assessment in Early Childhood Reading and Language Arts (4 credits)

This course introduces students to the foundations of teaching reading as defined by the National Reading Panel Report (NRPR). The foundational areas are phonemic awareness, phonics, fluency, vocabulary, and comprehension. The course uses these areas of study as a framework from which to address several other topics such as assessment (formal and informal), models of teaching reading/language arts, the writing process, and the developmental stages of reading, writing and spelling. Students will be expected to develop comprehensive standards-based units giving evidence of their understanding of curriculum, instruction, and assessment in the early childhood years.

Field experience required.

ED 538G

Curriculum Instruction and Assessment in Early Childhood Math (4 credits)

This course focuses on the fundamental principles and concepts in a prekindergarten - grade two mathematics program that includes number sense, numeration, patterns and functions, geometry and measurement, and data analysis. Assessment strategies, adaptations for special needs and classroom management will be addressed. The course offers a comprehensive content knowledge of math that can be applied to real-life problem solving, communication, and decision making.

ED 539G

Administration of Early Childhood Education Centers (2 credits)

Early childhood educators face numerous complex issues in providing high quality care and in creating motivating and compassionate learning environments for young children. This course will focus on the legal, moral and ethical issues, as well as the organizational, financial and human resource issues involved in the administration of early childhood education centers.

ED 540G

Individualized Educational Planning: A Case Study Approach (2 credits)

Through the use of case studies, a link is created between theory and practice. Students in this course will be asked to analyze and think critically about current issues, and then creatively problem-solve the scenarios presented. In addition, there will be a focus on developing a thorough knowledge base of the services provided by other agencies.

Course Descriptions

ED 546G Foundations for ELL Education (2 credits)

This foundational course will build professional knowledge about diverse instructional models for limited English proficient students. Students will study the relevant state and federal laws (MA Chapter 71 A and NCLB 2002) and the history, philosophies and politics that bring us to our current definitions of best practices for culturally and linguistically diverse students. Students will understand the linguistic, cognitive and historical backgrounds underlying various models: bilingual, multilingual, ELL, and CALLA, among others. Special emphasis will be given to the Sheltered Immersion Observation Protocol (SIOP). Through this model, students will understand components of effective classroom practices in kindergarten-grade six Sheltered Immersion Instruction classrooms (SEI required by MA law). Throughout the course, students will examine how laws and the other factors referred to above affect their own teaching and assessment routines and how to deepen implementation of English language proficiencies and SEI.

ED 547G Understanding the English Language Learner: Cultural and Social Perspectives (2 credits)

Many cultural and social factors affect the teaching and learning of culturally and linguistically different students, especially English Language Learners (ELLs). Students will learn how culture and socialization influence attitudes of adults as teachers and students as learners. This includes increasing the understanding of differences in home experiences, background knowledge, and language heritage. Regional, socioeconomic and developmental factors also affect language variations. Relevant and practical pedagogy for the academic development and social integration of ELLs in the classroom will be addressed.

Field Experience may be required.

ED 548G Language and Linguistics (2 credits)

This course builds on the acquisition and development of language in ED 504. Students will study advanced structures of language, (phonology, morphology, semantics, and syntax) as well as pragmatics. Students will understand how these factors affect English language learning as well as variations between and among phonetic systems, language cognates, and syntax of the most populous English Language Learner (ELL) groups. The implications of teaching students a second language with or without literacy in their first language will be explored. Emphasis is on how knowledge of language and linguistics guides classroom instruction of ELLs at various levels of first and second language proficiency. Pre-Requisite: ED 504

ED 549G Practicum in Elementary Education, 1-6 (150 hours) (2 credits)

Students will undertake the gradual assumption of full teaching responsibilities in an Elementary classroom under the supervision of a Supervising Practitioner and a Program Supervisor. Students must complete at least 100 hours of full teaching responsibility. Prior to registering for this course, please contact Professor Pamela Christodoulo, Coordinator of Practicum Placements, in the Graduate Education office.

Pre-Requisites:

- A passing score on all required Massachusetts Tests for Educator Licensure (MTEL)
- Successful completion of all Graduate Education courses
- Successful completion of all pre-requisites

ED 550G Practicum in Elementary Education, 1-6 (300 hours) (4 credits)

Students will undertake the gradual assumption of full teaching responsibilities in an Elementary classroom under the supervision of a Supervising Practitioner and a Program Supervisor. Students must complete at least 200 hours of full teaching responsibility and another 100 hours observing and/or assisting. Prior to registering for this course, please contact Professor Pamela Christodoulo, Coordinator of Practicum Placements, in the Graduate Education office.

Pre-Requisites:

- A passing score on all required Massachusetts Tests for Educator Licensure (MTEL)
- Successful completion of all required Graduate Education courses
- Successful completion of all pre-requisites

ED 551G Practicum as a Teacher of Students with Moderate Disabilities, PreK-8 (300 hours) (4 credits)

Students will undertake the gradual assumption of full teaching responsibilities in an Elementary classroom under the supervision of a Supervising Practitioner and a Program Supervisor. Students must complete at least 200 hours of full teaching responsibility and another 100 hours observing and/or assisting. Prior to registering for this course, please contact Professor Pamela Christodoulo, Coordinator of Practicum Placements, in the Graduate Education office.

Pre-Requisites:

- A passing score on all required Massachusetts Tests for Educator Licensure (MTEL)
- Successful completion of all required Graduate Education courses
- Successful completion of all pre-requisites

Course Descriptions

ED 552G Practicum as a Teacher of Students with Moderate Disabilities, PreK-8 (150 hours) (2 credits)

Students will undertake the gradual assumption of full teaching responsibilities in an Elementary classroom under the supervision of a Supervising Practitioner and a Program Supervisor. Students must complete at least 100 hours of full teaching responsibility. Prior to registering for this course, please contact Professor Pamela Christodoulo, Coordinator of Practicum Placements, in the Graduate Education office.

Pre-Requisites:

- A passing score on all required Massachusetts Tests for Educator Licensure (MTEL)
- Successful completion of all required Graduate Education courses
- Successful completion of all pre-requisites

ED 553G Assessment of English Language Learners: Equity in Formative and Standardized Assessment Practices and Placement (4 credits)

This course will examine a variety of assessment approaches. It will include those associated with Massachusetts mandated state testing programs (MELA-O and MEPA), as well as other formal and informal assessment instruments used for placement, progress monitoring, and summative evaluations. Students will select, administer and interpret assessment results and will understand normal variations in proficiency. Progress in skills and literacy development will be aligned to the Massachusetts State English Language Proficiency Benchmarks and Outcomes for English Language Learners (June 2003).

ED 554G Teaching Language Proficiencies to English Language Learners (2 credits)

This course introduces students to methods and materials for developing the basic English proficiencies of English Language Learners (ELLs) consistent with the Massachusetts English Language Proficiency Benchmarks and Outcomes for English Language Learners (June 2003). The Benchmarks include listening, speaking, reading, and writing. Strategies and materials that scaffold children while they progress from their first language to English will be taught. When children are in the transitional stage of learning, they are ready for academic instruction in English in a sheltered English instructional environment (SEI). Students will also learn how to teach the foundational English skills and knowledge base that ELLs must possess in order to move to regular academic classrooms.

Field experience may be required.

ED 555G Teaching Reading and Writing Skills to English Language Learners (4 credits)

Students will gain an understanding of the relevant theories and practices for developing full literacy in English that is consistent with the kindergarten-grade six standards in the ELA Curriculum

Framework. Reading instruction includes skills and strategies for success with phonemic awareness, phonics, vocabulary, fluency, and comprehension. Students will learn the best practices for teaching these dimensions of reading. They will also learn multiple approaches to teaching formal writing. In both areas, strategies to teach these skills to ELLs will be addressed. Attention will also be given to the study of grammar and the uses of English which are often difficult for ELLs. The course will include formal and informal measures for assessing ELLs' reading comprehension and writing in narrative and informational genres. Field Experience may be required.

ED 556G Teaching Content to English Language Learners (4 credits)

In this course, students will learn and apply teaching strategies that support ELL's linguistic and academic development in science, mathematics, and social studies. They will also learn how to plan and execute content-based lessons in kindergarten-grade six classrooms. The course will address the development of ELLs' academic vocabulary and language skills, application of academic content knowledge, and higher order thinking skills. Lesson planning, implementation, and assessment occur within the sheltered content instructional model, providing extensive scaffolding strategies for comprehension and proficiency.

Field Experience may be required.

ED 557G The Culturally and Linguistically Diverse Student with Special Needs (2 credits)

This course will address the learning needs of and teaching strategies for children from culturally diverse backgrounds with limited English proficiency and special needs. Students will learn how to identify this particular population of children and distinguish them from children whose learning needs are primarily based in second language proficiency or primarily in special education, but not both. After learning how to identify this population of children, students will learn teaching strategies to address children's multiple needs, how to monitor and report progress, and how to collaborate with parents and with resource-providers in their school and in the community.

ED 558G Literature in the Culturally and Linguistically Diverse Classroom (4 credits)

Children from many cultures, speaking many languages, now enter classrooms each year. Culturally and linguistically diverse children seek to find themselves in the literature they read. They and their first language classmates broaden their background knowledge, develop cultural awareness, and explore the values and traditions of each other's cultures through reading multicultural literature. This course introduces students to children's literature from non-western countries, literature about relationships between cultural groups, and literature written by members of other cultures that represent the

Course Descriptions

unique experience of the people of that culture. Students will also learn how to select multicultural literature and teach it in culturally or linguistically diverse classrooms. Finally, they will learn to evaluate works of children's literature that exemplify excellence, from cultural and traditional perspectives.

ED 559G **Current Issues and Trends in ELL** **(2 credits)**

Students will meet in seminar sessions where they will discuss issues and solutions to problems experienced by English Language Learners (ELLs) and their teachers. They will probe current trends in the evolving field of teaching non-native English speakers and begin to describe for themselves the nature of today's 'best practices' for the teaching of English Language Learners.

ED 560G **Practicum for the English Language Learner (ELL) Educator License, PreK-6 (300 hours)** **(4 credits)**

Students will undertake the gradual assumption of full teaching responsibilities in an English language learner classroom under the supervision of a Supervising Practitioner and a Program Supervisor. Students must complete at least 200 hours of full teaching responsibility and another 100 hours observing and/or assisting. Prior to registering for this course, please contact Professor Pamela Christodoulo, Coordinator of Practicum Placements, in the Graduate Education office.

Pre-Requisites:

- A passing score on all required Massachusetts Tests for Educator Licensure (MTEL)
- Successful completion of all required Graduate Education courses
- Successful completion of all pre-requisites

ED 561G **Integrated Curriculum I: Science and Health** **(2 credits)**

This course addresses the early learning standards of the MA Curriculum Frameworks for Science and Technology/Engineering, and Comprehensive Health. Foundational knowledge, concepts, habits of mind, inquiry, and discovery processes essential to each framework are included. Methods and materials appropriate for prekindergarten-grade two learning in each area are explored through hands-on learning activities. As a capstone project, students will develop a unit of study integrating key ideas and processes from both frameworks.

ED 562G **Integrated Curriculum II: Social Studies and the Arts** **(2 credits)**

This course addresses the early learning standards of the MA Curriculum Frameworks for History/Social Science, and the Arts. Foundational knowledge, concepts, habits of mind, inquiry, and discovery processes essential to each framework are included. Methods and materials appropriate for prekindergarten-grade two

learning in each area are explored through hands-on learning activities. As a capstone project, students will develop a unit of study integrating key ideas and processes from both frameworks.

ED 563G **Play: The Foundation of Social and Emotional Development** **(2 credits)**

This course examines theories and uses of play for children in prekindergarten-grade two. It also examines the relationship of play to their social, emotional, and cognitive development. Students investigate the role of play in children's academic learning, their socialization, and creative development. Therapeutic uses of play and the design of learning environments conducive to play are included as part of a full understanding of this important facet of child development. Throughout the course, students investigate the place of play across cultures and between genders.

ED 564G **Assessment in Early Childhood Education** **(2 credits)**

This course examines the many forms of assessment appropriate for children in prekindergarten-grade two. Screening, diagnostic tests, progress-monitoring, and standards-based instruments are included. Informal practices as well as formal paper and pencil instruments are identified. The course will also review the valid uses of assessment data to improve instruction and identify progress for students with and without special needs. Particular attention will be given to the three-tiered method of reading intervention. This method implements the important and close relationship between assessment and instruction on the part of the classroom teacher and other resource providers in the school.

ED 565G **Current Issues and Trends in Early Childhood Education** **(2 credits)**

This seminar style course promotes critical thinking on emerging issues and current educational and public policy questions related to early childhood education in our society. Building on a review of key early childhood education thinkers and practitioners in America, and key pieces of legislation that have created the field as we know it, students explore the major issues of the day. New curriculum models, shifting family dynamics, new and higher expectations for children, constant media exposure, cultural factors, gender differences, increasing academic pressures, and financing are some of the topics that could be studied in this course. Course topics will vary from year to year in order to keep the course current.

ED 566G **Practicum in Early Childhood Education, PreK-2 (300 hours)** **(4 credits)**

Students will undertake the gradual assumption of full teaching responsibilities in an early childhood education setting under the guidance of a Supervising Practitioner and a Program Supervisor. Students must complete at least 200 hours of full teaching responsibility and another 100 hours observing and/or assisting.

Course Descriptions

Prior to registering for this course, please contact Professor Pamela Christodoulo, Coordinator of Practicum Placements, in the Graduate Education Office.

Pre-Requisites:

- A passing score on all required Massachusetts Tests for Educator Licensure (MTEL)
- Successful completion of all required Graduate Education courses
- Successful completion of all pre-requisites

ED 567G

Response to Intervention Model: History, Characteristics, and Implementation
(2 credits)

In this course, students will learn about the history, characteristics, and implementation of the Response to Intervention (RTI) process. There will be an examination of the three tiers of intervention upon which an effective RTI model program is built. Each tier of intervention has its own unique components to help students be successful learners. Finally, there will be a review of the research supporting RTI, as well as an emphasis on effective practical implementation of this process in the classroom and the school.

ED 570G

Reflective Teaching: Processes for Deepening Professional Practice
(4 credits)

In recent years, new ways of improving instruction and student performance have emerged to complement traditional supervisory models and formal professional development experiences. A variety of processes and protocols help teachers develop habits of mind which are reflective and dialogue-centered. For example, this course will introduce candidates to the curriculum design process called Understanding by Design. Through reflection on enduring understandings and essential questions, candidates will construct units using the Backward Design Model. In addition, candidates will reflect on student work using the Turning Protocol and other collaborative methods. Candidates will analyze and reflect on the meaning of numerical data on student achievement and instructional practice. Finally, there will be reflection on practice using the strategies of differentiated instruction and formative assessment to enhance student learning. Candidates will engage in structured group discussions and authentic projects.

ED 580G

Directed Study
(2 credits)

Qualified students may, with the approval of the Graduate Education Department Chairperson, enroll in a directed study that fulfills the requirements of a course in their approved program. A final project that demonstrates the student's proficiency in the topic will be required. This will be done under the direction of a faculty member of the Graduate Education Department.

MASTER OF EDUCATION CONTENT COURSES

GRAD 500

Curriculum Instruction and Assessment in Math: Numbers and Operations
(4 credits)

This course will focus upon the mathematical concepts that are appropriate for a prekindergarten-grade six curriculum in numeration, fractions, and decimals. Emphasis will be placed on knowing and utilizing the Mathematics Curriculum Framework. In addition, students will implement appropriate assessments to determine a child's concept attainment.

GRAD 501

Curriculum Instruction and Assessment: Functions and Algebra (2 credits)

Functions and algebra are now included in kindergarten-grade six national and state standards and, therefore, in all major elementary mathematics text book series. A large majority of teachers learned algebra and geometry during high school at an abstract level. This course re-introduces students to foundational algebraic thinking appropriate to the developmental levels of children in kindergarten-grade six. Classroom activities and assessments supporting the development of algebraic thinking will be incorporated into class work.

Pre-requisite: GRAD 500

GRAD 502

Curriculum Instruction and Assessment in Geometry, Measurement, Statistics, and Probability
(2 credits)

This course will focus upon concepts and content appropriate for a prekindergarten-grade six curriculum in geometry, measurement, statistics, and probability. Content, as well as assessment tools, will be key areas of study.

Pre-requisite: GRAD 500

GRAD 503

Reading and Writing: A Literacy Perspective
(2 credits)

This course defines literacy in a contemporary context. The major focus will be on current research about literacy acquisition in the traditional areas of reading, writing, listening and speaking. Key topics will include models of reading development, emergent, beginning, transitional and fluent stages of literacy acquisition, and the development of reading, spelling and writing as interactive processes. Course content will also introduce strategies that enhance the acquisition of English literacy for English Language Learners. In addition to working with traditional texts and definitions of literacy, the course will examine the new "texts" that students read, write, and enjoy. These are found in new technologies using digital and electronic platforms that combine words, sounds, and images.

Course Descriptions

GRAD 504 **The Expository Writing Challenge** **(2 credits)**

Elementary students are increasingly required to think, reason, and write in expository genres. This course expands teachers' repertoires for teaching writing from simply the narrative and imaginative forms to writing that includes description, summarization, explanation, interpretation and persuasion. The inclusion of "on demand" long and short writing samples on state competency tests is required of all students. This course provides students with an expanded view of elementary writing tasks and prepares them to meet the many challenges of expository writing in kindergarten-grade six classrooms.

GRAD 507 **Elementary Life Science** **(2 credits)**

This hands-on course focuses on the amazing diversity of life on earth. Learn while handling museum-quality artifacts and natural history specimens, and by meeting live animals. Peer into the micro-world and participate in interactive demonstrations. This course blends activity-oriented, inquiry-based sessions with hands-on, minds-on, approach to learning that is both educational and fun - and correlated to the Massachusetts Frameworks for Science. Investigate the different groupings of life on earth, how species form, and discover the unique adaptations allowing plants and animals to survive in different environments around the world. Extensive "user-friendly" content will be given during hands-on exploration of topics such as ecology, invertebrate zoology, herpetology, mammalogy, ornithology, entomology, botany, and more!

GRAD 508 **Elementary Earth Science** **(2 credits)**

This hands-on course focuses on the amazing geological events that have shaped New England over the past 600 million years. Learn while handling museum-quality artifacts and natural history specimens, and by meeting live animals. Peer into the micro-world and participate in interactive demonstrations. This course blends activity-oriented, inquiry-based sessions with a hands-on, minds-on approach to learning that is both educational and fun while being correlated to the Massachusetts Frameworks for Science. Discover ancient oceans, dinosaur swamps, missing mountains, ice age relics and more. Examine rocks, fossils, and other clues to our past as we investigate plate tectonics, weathering, mountain building, volcanoes, and other geologic processes that change our dynamic earth. Extensive "user-friendly" content will be given during hands-on exploration of topics such as mineralogy, the rock cycle, physical geology, invertebrate paleontology, paleo environment, dinosaur paleobiology, Ice Age geology, and more!

GRAD 509 **Elementary Physical Science** **(2 credits)**

Through readings, videos, discussions, assignments, and interactive experiences, students in this course will have multiple opportunities to develop content knowledge about Physical Science. Students will

experience a rich multimedia, inquiry-based learning environment. As a result of participating in this course, students will:

- *Interpret phenomena in the world through the lens of Physical Science*
- *Examine methods for making careful observations of physical phenomena*
- *Investigate ways to identify and build upon prior knowledge*

GRAD 511 **Geometric Concepts** **(2 credits)**

Geometric concepts and content will be taught through hands-on activities. Experiences will be linked to the National Council of Teachers of Mathematics (NCTM) standards and the Massachusetts Curriculum Frameworks for Mathematics.

GRAD 513 **Algebraic Thinking** **(2 credits)**

Algebraic concepts and content will be taught through hands-on experiences and internet-based activities. Developmentally appropriate content for upper elementary grades will be emphasized.

GRAD 515 **Curriculum Content Utilizing Community Resources** **(2 credits)**

Research has proven that when students are actively engaged in the learning process, they retain information over extended periods of time. This course will utilize a field trip approach to seeing, experiencing, and hearing about historical, artistic, geographical, biological, and scientific resources within the greater community. After visiting sites such as the Boston Museum of Science, the New England Aquarium, Lowell Mills, Boston Planetarium, Botanical Gardens, Sturbridge Village, Strawberry Banke, and The Freedom Trail, students will summarize their knowledge. After reflecting upon the experience, students will prepare appropriate and meaningful Elementary curriculum lessons that mirror their new depth of understanding.

GRAD 517 **Word Power** **(2 credits)**

This course is designed to help teachers develop students' power, mastery, and enjoyment of words. First, we will examine the stages of word development in children from early phonemic awareness to phonics, emergent spelling, reading and writing. The course will examine the strong relationship of vocabulary to reading comprehension. Specific attention will be given to the following: selecting vocabulary to teach, teaching students their own word-learning strategies, assessment, creating word consciousness in word-rich environments, word play, fostering a broad and deep general vocabulary, as well as academic vocabularies, and strategies for helping struggling readers and English Language Learners.

Course Schedule 2009-2010

Courses	Credits	Professor	Days	Times
Fall I Semester				
August 31, 2009 – November 9, 2009				
<i>*Room Assignments are posted on the M.Ed. website and MyMack</i>				
ED 503G: Children's and Young Adult Literature and the Arts	(2 Credits)	Coleman	Tuesday	7:00 PM – 9:30 PM
ED 504G: Language Acquisition and Development	(2 Credits)	Winkelman	Tuesdays	4:00 PM – 6:30 PM
ED 505G: Foundations of Special Education	(2 Credits)	Stringer	Mondays	7:00PM – 9:30 PM
ED 507G: Curriculum Instruction and Assessment Reading and Language Arts	(4 Credits)	Auclair	Mondays and Wednesdays	4:00 PM – 6:30 PM
ED 513G: Diagnostic Assessments	(2 Credits)	Meltzer	Thursdays	4:00 PM – 6:30 PM
ED 527G: Teaching for Multiple Intelligences	(2 Credits)	Bunn	Mondays	7:00 PM – 9:30 PM
ED 531G: Investigations and Problem Solving in Math and Science	(2 Credits)	Molchan	Thursdays	4:00 PM – 6:30 PM
ED 533G: Assistive Technologies for the Inclusive Classroom	(2 Credits)	Stringer	Wednesdays	7:00 PM – 9:30 PM
ED 538G: Curriculum Instruction and Assessment in Early Childhood Math	(4 Credits)	Magner	Tuesdays and Thursdays	7:00 PM – 9:30 PM
ED 549G: Practicum in Elementary Education, 1-6 (150 hours)	(2 Credits)	TBA	Sept. 8 through Oct. 23	TBA
ED 550G A: Practicum in Elementary Education, 1-6 (300 hours)	(4 Credits)	Dumas	Sept. 8 through Dec. 7	4:00 PM – 6:30 PM (Monday Seminar)
ED 550G B: Practicum in Elementary Education, 1-6 (300 hours)	(4 Credits)	Dumas	Sept. 8 through Dec. 7	4:00 PM – 6:30 PM (Monday Seminar)
ED 550G C: Practicum in Elementary Education, 1-6 (300 hours)	(4 Credits)	Fleming	Sept. 8 through Dec. 7	4:00 PM – 6:30 PM (Tuesday Seminar)
ED 550G D: Practicum in Elementary Education, 1-6 (300 hours)	(4 Credits)	O'Brien	Sept. 8 through Dec. 7	4:00 PM – 6:30 PM (Wednesday Seminar)
ED 550G E: Practicum in Elementary Education, 1-6 (300 hours)	(4 Credits)	Ford	Sept. 8 through Dec. 7	4:00 PM – 6:30 PM (Thursday Seminar)
ED 551G: Practicum as a Teacher of Students with Moderate Disabilities, PreK-8 (300 hours)	(4 Credits)	Ford	Sept. 8 through Dec. 7	4:00 PM – 6:30 PM (Thursday Seminar)

Course Schedule 2009-2010

Courses	Credits	Professor	Days	Times
ED 552G: Practicum as a Teacher of Students with Moderate Disabilities, PreK-8 (150 hours)	(2 Credits)	Ford	Sept. 8 through Oct. 23	4:00 PM – 6:30 PM (Thursday Seminar)
ED 555G: Teaching Reading and Writing skills to English Language Learners	(4 Credits)	Auclair	Tuesdays and Thursdays	7:00 PM – 9:30 PM
ED 556G: Teaching Content to English Language Learners	(4 Credits)	S. MacDougall	Tuesdays and Thursdays	4:00 PM – 6:30 PM
ED 564G: Assessment in Early Childhood Education	(2 Credits)	TBA	Thursdays	4:00 PM – 6:30 PM
ED 567G: Response to Intervention Model: History, Characteristics, and Implementation	(2 Credits)	Ford	Thursdays	7:00 PM – 9:30 PM
ED 570G: Reflective Teaching: Processes for Deepening Professional Practice	(4 Credits)	Gurry	Tuesdays and Thursdays	4:00 PM – 6:30 PM
ED 580G: Directed Study	(2 Credits)	TBA	TBA	TBA
GRAD 501: Curriculum Instruction and Assessment: Functions and Algebra	(2 Credits)	Noonan	Thursdays	7:00 PM – 9:30 PM
GRAD 503: Reading and Writing: A Literacy Perspective (2 Credits)	(2 Credits)	D'Alessandro	Tuesdays	4:00 PM – 6:30 PM
GRAD 508: Elementary Earth Science	(2 Credits)	Money	Wednesdays	7:00 PM – 9:30 PM
GRAD 515: Curriculum Content Utilizing Community Resources	(2 Credits)	Klausewitz	Wednesdays	4:00 PM – 6:30 PM
GRAD 517: Word Power	(2 Credits)	Gurry	Mondays	4:00 PM – 6:30 PM

Fall II Semester

November 10, 2009 – December 19, 2009

ED 506G: Curriculum Adaptations: Models for Student Achievement	(2 Credits)	Meltzer	Mondays and Wednesdays	7:00 PM– 9:30 PM
ED 510G: Developmental Issues for Children and Adolescents	(2 Credits)	Noonan	Tuesdays and Thursdays	7:00 PM – 9:30 PM
ED 532G: Teaching Social Competency	(2 Credits)	Stewart	Mondays and Wednesdays	4:00 PM – 6:30 PM
ED 548G: Language and Linguistics	(2 Credits)	TBA	Mondays and Wednesdays	4:00 PM – 6:30 PM
ED 559G: Current Issues and Trends in ELL	(2 Credits)	K. MacDougall	Tuesdays and Thursdays	7:00 PM – 9:30 PM

Course Schedule 2009-2010

Courses	Credits	Professor	Days	Times
ED 561G: Integrated Curriculum I: Science and Health	(2 Credits)	TBA	Mondays and Wednesdays	4:00 PM – 6:30 PM
ED 562G: Integrated Curriculum II: Social Studies and the Arts	(2 Credits)	TBA	Tuesdays and Thursdays	4:00 PM – 6:30 PM
ED 580G: Directed Study	(2 Credits)	TBA	TBA	TBA
GRAD 502: Curriculum Instruction and Assessment in Geometry, Measurement, Statistics, and Probability	(2 Credits)	TBA	Tuesdays and Thursdays	4:00 PM – 6:30 PM
GRAD 504: The Expository Writing Challenge	(2 Credits)	Auclair	Tuesdays and Thursdays	7:00 PM – 9:30 PM
GRAD 507: Elementary Life Science	(2 Credits)	Money	Mondays and Wednesdays	7:00 PM – 9:30 PM
GRAD 509: Elementary Physical Science	(2 Credits)	Klausewitz	Mondays and Wednesdays	4:00 PM – 6:30 PM
GRAD 513: Algebraic Thinking	(2 Credits)	Molchan	Tuesdays and Thursdays	4:00 PM – 6:30 PM

Spring I Semester

January 4, 2010 – March 15, 2010

ED 501G: Curriculum Instruction and Assessment in Social Studies and World Geography and World Geography	(2 Credits)	Gurry	Tuesdays	4:00 PM – 6:30 PM
ED 502G: Curriculum Instruction and Assessment in Science, Health, and Physical Education	(2 Credits)	Christodoulo	Mondays	4:00 PM – 6:30 PM
ED 503G: Children's and Young Adult Literature and the Arts	(2 Credits)	Auclair	Thursdays	4:00 PM – 6:30 PM
ED 504G: Language Acquisition and Development	(2 Credits)	Winkelman	Tuesdays	4:00 PM – 6:30 PM
ED 505G: Foundations of Special Education	(2 Credits)	Stringer	Wednesdays	7:00 PM – 9:30 PM
ED 509G: Understanding Mild and Moderate Disabilities	(2 Credits)	Meltzer	Thursdays	7:00 PM – 9:30 PM
ED 518G: English Language Learners: Teaching Curriculum Content	(2 Credits)	Stewart	Tuesdays	4:00 PM – 6:30 PM
ED 525G: Teaching Content Thematically: Integration of the Curriculum Frameworks	(2 Credits)	Swanson	Wednesdays	7:00 PM – 9:30 PM

Course Schedule 2009-2010

Courses	Credits	Professor	Days	Times
ED 529G: Communication: Skills for Collaboration, Conferencing, and Collaboration	(2 Credits)	Hall	Thursdays	4:00 PM – 6:30 PM
ED 536G: Differentiated Instruction and Assessment	(2 Credits)	Bunn	Mondays	4:00 PM – 6:30 PM
ED 537G: Curriculum Instruction and Assessment in Early Childhood Reading and Language Arts	(4 Credits)	Meltzer	Mondays and Wednesdays	4:00 PM – 6:30 PM
ED 539G: Administration of Early Childhood Centers	(2 Credits)	Fleming	Thursdays	7:00 PM – 9:30 PM
ED 546G: Foundations for ELL Education	(2 Credits)	Gurry	Thursdays	4:00 PM – 6:30 PM
ED 549G: Practicum in Elementary Education, 1-6 (150 hours)	(2 Credits)	TBA	Jan. 11 through March 3	TBA
ED 550G A: Practicum in Elementary Education, 1-6 (300 hours)	(4 Credits)	Dumas	Jan. 11 through April 13	(Monday Seminar) 4:00 PM – 6:30 PM
ED 550G B: Practicum in Elementary Education, 1-6 (300 hours)	(4 Credits)	Dumas	Jan. 11 through April 13	(Monday Seminar) 4:00 PM – 6:30 PM
ED 550G C: Practicum in Elementary Education, 1-6 (300 hours)	(4 Credits)	Fleming	Jan. 11 through April 13	(Tuesday Seminar) 4:00 PM – 6:30 PM
ED 550G D: Practicum in Elementary Education, 1-6 (300 hours)	(4 Credits)	O'Brien	Jan. 11 through April 13	(Wednesday Seminar) 4:00 PM – 6:30 PM
ED 550G E: Practicum in Elementary Education, 1-6 (300 hours)	(4 Credits)	Ford	Jan. 11 through April 13	(Thursday Seminar) 4:00 PM – 6:30 PM
ED 551G: Practicum as a Teacher of Students with Moderate Disabilities, PreK-8 (300 hours)	(4 Credits)	Ford	Jan. 11 through April 13	(Thursday Seminar) 4:00 PM – 6:30 PM
ED 552G: Practicum as a Teacher of Students with Moderate Disabilities, PreK-8 (150 hours)	(2 Credits)	Ford	Jan. 11 through March 3	(Thursday Seminar) 4:00 PM – 6:30 PM
ED 553G: Assessment of English Language Learners: Equity in Formative and Standardized Assessment Practices and Placement	(4 Credits)	K. MacDougall	Mondays and Wednesdays	7:00 PM – 9:30 PM
ED 557G: The Culturally and Linguistically Diverse Student with Special Needs	(2 Credits)	TBA	Thursdays	7:00 PM – 9:30 PM

Course Schedule 2009-2010

Courses	Credits	Professor	Days	Times
ED 558G: Literature in the Culturally and Linguistically Diverse Classroom	(4 Credits)	Auclair	Mondays and Wednesdays	4:00 PM – 6:30 PM
ED 560G: Practicum for English as a Second Language Learner (ELL) Educator License, PreK-6 (300 hours)	(4 Credits)	TBA	Jan. 11 through April 13	TBA
ED 563G: Play: The Foundation of Social and Emotional Development	(2 Credits)	TBA	Mondays	7:00 PM – 9:30 PM
ED 566G: Practicum in Early Childhood Education, PreK – 2 (300 hours)	(4 Credits)	TBA	Jan. 11 through April 13	TBA
ED 567G: Response to Intervention Model: History, Characteristics, and Implementation	(2 Credits)	Ford	Tuesdays	7:00 PM – 9:30 PM
ED 580G: Directed Study	(2 Credits)	TBA	TBA	TBA
GRAD 500: Curriculum Instruction and Assessment in Math: Numbers and Operations	(4 Credits)	Molchan	Saturdays	9:00 AM – 4:00 PM
GRAD 501: Curriculum Instruction and Assessment: Functions and Algebra	(2 Credits)	Noonan	Tuesdays	7:00 PM – 9:30 PM
GRAD 503: Reading and Writing: A Literacy Perspective	(2 Credits)	S. MacDougall	Wednesdays	4:00 PM – 6:30 PM
GRAD 508: Elementary Earth Science	(2 Credits)	Money	Mondays	7:00 PM – 9:30 PM

Spring II Semester

March 22, 2010 – April 23, 2010

ED 506G: Curriculum Adaptations: Models for Student Achievement	(2 Credits)	TBA	Mondays and Wednesdays	7:00 PM– 9:30 PM
ED 512G: Critical Perspectives on Schooling: The Intersection of Policy, Theory, and Practice	(2 Credits)	Gurry	Mondays and Wednesdays	4:00 PM – 6:30 PM
ED 513G: Diagnostic Assessments	(2 Credits)	Meltzer	Tuesdays and Thursdays	4:00 PM – 6:30 PM
ED 522G: Classroom Organization and Management	(2 Credits)	Noonan	Tuesdays and Thursdays	7:00 PM – 9:30 PM
ED 531G: Investigations and Problem Solving in Math and Science	(2 Credits)	Molchan	Tuesdays and Thursdays	4:00 PM – 6:30 PM
ED 540G: Individualized Educational Planning: A Case Study Approach	(2 Credits)	Stringer	Mondays and Wednesdays	7:00 PM – 9:30 PM

Course Schedule 2009-2010

Courses	Credits	Professor	Days	Times
ED 547G: Understanding the English Language Learner: Cultural and Social Perspectives	(2 Credits)	Gurry	Tuesdays and Thursdays	4:00 PM – 6:30 PM
ED 554G: Teaching Language Proficiencies to English Language Learners	(2 Credits)	Auclair	Mondays and Wednesdays	7:00 PM – 9:30 PM
ED 565G: Current Issues and Trends in Early Childhood Education	(2 Credits)	TBA	Tuesdays and Thursdays	4:00 PM -6:30 PM
ED 580G: Directed Study	(2 Credits)	TBA	TBA	TBA
GRAD 502: Curriculum Instruction and Assessment In Geometry, Measurement, Statistics, And Probability	(2 Credits)	TBA	Mondays and Wednesdays	5:00 PM – 7:00 PM
GRAD 504: The Expository Writing Challenge	(2 Credits)	Smith	Tuesdays and Thursdays	7:00 PM – 9:30 PM
GRAD 507: Elementary Life Science	(2 Credits)	Money	Mondays and Wednesdays	7:00 PM – 9:30 PM

2009 - 2010 Academic Schedule *M.Ed Accelerated Programs*

<u>Fall '09:</u>	<u>Semester I</u>	<u>Spring '10: Semester I</u>	
Aug. 31	(Monday) Fall: Semester I - courses begin	Jan. 4	(Monday) Spring Semester I - courses begin
Sept. 7	(Monday) Labor Day - no classes	Jan. 18	(Monday) Martin Luther King Holiday - classes 4 P.M. and later meet
Oct. 12	(Monday) Columbus Day - classes 4 P.M. and later meet	Feb. 15	(Monday) President's Day Holiday - no classes
Nov. 9	(Monday) Fall: Semester I - courses end	Mar. 15	(Monday) Spring Semester I - courses end
<u>Fall '09:</u>	<u>Semester II</u>	<u>Spring '10: Semester II</u>	
Nov. 10	(Tuesday) Fall: Semester II - courses begin	Mar. 22	(Monday) Spring Semester II - courses begin
Nov. 25-29	(Wednesday - Sunday) - no classes Thanksgiving Recess	April 1 - 4	(Thursday - Sunday) Easter Break - no classes
Dec. 19	(Saturday) Fall: Semester II - courses end	April 23	(Friday) Spring Semester II - courses end
		<u>Summer '10 Semester</u>	
		April 26	(Monday) Summer Semester - courses begin
		May 31	(Monday) Memorial Day - no classes
		July 2	(Friday) Summer Semester - courses end

Merrimack's programs inspire excellence in the teaching profession through academic rigor, and the development of exceptional teaching skills and competencies.

FEES AND TUITION

Fees

Application Fee	\$50.00
Late Registration Fee	\$25.00
Graduation Fee	\$100.00

Tuition, per credit \$450.00
Full tuition payment is due at time of course registration.

Comprehensive Fees per semester

Up to eight credits	\$62.50
Nine to eleven credits	\$187.50
Twelve or more credits	\$250.00

FINANCIAL AID

Students enrolled in one of the Master of Education Programs should file the Free Application Federal Student Aid form electronically at www.fafsa.ed.gov. Students who have previously completed an undergraduate degree may file the FAFSA independent of parental information even if under the age of 24. Graduate students are only eligible for Federal Stafford loans and must be enrolled in courses amounting to at least 4 credits per term in a degree seeking program. Timing on loan disbursements are based on credit load and should be discussed with Linda Cimmino, Financial Aid Loan Coordinator, who is located in the Office of Financial Aid, Austin Hall, Room 15B.

REFUNDS

A student is entitled to a refund of tuition when written notice of withdrawal is received by the Graduate Education Office. Tuition refunds are prorated based on withdrawal times.

• Prior to first class	100%
• Prior to second class	75%
• Prior to third class	50%
• Prior to fourth class	25%
• After fourth class	no refund

MASSACHUSETTS TESTS OF EDUCATOR LICENSE: MTEL

In order to receive an Initial Teaching License in Elementary Education or in Moderate Disabilities, candidates must pass three Massachusetts' examinations. These are Communication and Literacy, Foundations of Reading, and the General Curriculum Test. ** Students are required to take and pass the Foundations of Reading test after completing course ED 507 **

To receive an Initial Teaching License in Early Childhood Education, candidates must pass three Massachusetts' examinations. These are Communication and Literacy, Foundations of Reading, and Early Childhood. ** Students are required to take and pass the Foundations of Reading test after completing course ED 537 **

To receive an Initial Teaching License in English as a Second Language, candidates must pass two Massachusetts' examinations. These are Communication and Literacy, and English as a Second Language.

Graduate Programs in the School of Education require a passing score on these tests as a prerequisite for practicum placement in all option programs offering initial licensure. To help one prepare for these examinations, practice tests that can be downloaded are available online at www.mtel.nesinc.com.

VETERANS

Merrimack College is an approved Yellow Ribbon school accepted post-9/11 veteran benefits. For more information, please visit www.gibill.va.gov.



In and out of Merrimack's classrooms, communication, investigation, analysis, understanding, respect, and reflection are cultivated and thrive.

ACADEMIC POLICIES

• **GRADING:** The program uses a system of letter grades that are equivalent to numerical values.

A = 4.0	A- = 3.7	B+ = 3.5
B = 3.3	B- = 3.0	C+ = 2.7
C = 2.5	C- = 2.0	D+ = 1.7
D = 1.5	D- = 1.0	F = 0.0

W = withdrawal, N = incomplete
 Y = continuing course

Students must submit in writing their desire to withdraw from a class no later than the fifth week of class during a ten week semester, and no later than the third week of class during a five week semester. Notice of withdrawal must be submitted to both the Graduate Program Director, and the Registrar.

Students receiving an “N” instead of a grade, must complete required course work by the second week of the next term or the “N” will automatically change to a grade of “F”.

To remain in good academic standing, and to be eligible to participate in a practicum experience, students must maintain a “B” average.

• **ACADEMIC PROBATION:** A student whose grade point average falls below a “B” will be placed on probation, and may not register for more than six credits in any one term. Students whose average remains below a “B” after completing six credits while on probation, may be dismissed from the Program.

• **TIME LIMITATIONS:** Students must complete all requirements for the Master's Degree within six years of registration in the program. During this six year period, students must be registered for course work in at least five of the six terms offered each year.

Students may request a Leave of Absence by applying to the Program Director. Requests must be in writing. Only one leave of absence will be granted per student.

• **DISMISSAL FROM THE PROGRAM:** A student may be dismissed from the program for poor academic performance, academic dishonesty, or unprofessional behavior. A dismissal may be appealed in writing to the Director of Graduate Programs in Education.

Students who have been dismissed, may not register for any graduate courses at Merrimack for one year after dismissal. To request readmission into the Program, a formal letter requesting such should be directed to the Admissions Committee of the Merrimack College School of Education Graduate Programs. Reinstatement in the Program is subject to the decision of the Committee.

• **GRADUATION:** In January, students who have or will complete their program of study prior to graduation must declare their intent to graduate. Such notice should be given to the Graduate Education Program Director. Degrees are awarded at Commencement Exercises held in May.

About Merrimack College

Merrimack College is a selective, four-year Catholic college offering liberal arts, business, science and engineering programs on a 220-acre suburban campus in North Andover, Massachusetts, close to Boston, New Hampshire and Maine.

Merrimack's distinguished faculty teach a talented student body in a learning environment vigorously committed to the transforming values and benefits of the liberal arts. Students are engaged in learning through cutting edge classes, independent projects, research and fieldwork. Because our curriculum emphasizes the liberal arts as taught in the Catholic Augustinian tradition, students graduate prepared to be imaginative, analytical, aware of trends and historical perspectives, clear thinking, and adaptable to changes in their career.

U.S. News & World Report has consistently ranked Merrimack College highly among peer institutions for more than ten years.

SCHOOL OF EDUCATION

Merrimack College's School of Education is designed for any student who is ready to complete a degree, advance a career, or engage in lifelong learning.

We welcome people at any point in their education or profession to take advantage of our strengthened programs and combined resources. We offer outstanding faculty, a varied curriculum, intimate class sizes, and highly personalized academic advising to help you find your path. Our location makes us easy to reach—and our tight-knit campus community fosters friendship and engagement. Flexible, creative, and personal, our programs are here to help you accomplish your goals and pursue your future.

Master of Education Degree Programs

Our innovative Master of Education programs provide superb teacher training, equipping you to thrive and succeed in the complex environment of today's schools.

Graduate Institute for Teachers

The Graduate Institute for Teachers offers a wide array of innovative, active and content-rich programs for teachers in public, private, and religious schools, K-12. The Institute awards Massachusetts PDPs, New Hampshire CEUs, and non degree graduate credits.



Convenient Location

DIRECTIONS

From Boston and South

Route 93 North to exit 41, Route 125 to Andover/North Andover. At the lights at the intersections of Rts. 114 and 125, take a left onto Rt. 114 North. At next light, take left, entrance to campus is on the left. Approximately 25 minutes to campus.

From Metrowest Boston

Route I-95 North (128) to Exit 37B (Route 93 North). Follow Route 93 North to Exit 41, Route 125 Andover/ North Andover. At the lights at the intersections of Rts. 114 and 125, take a left onto Rt. 114 North. At next light, take left, entrance to campus is on the left.

From Points North

Route 95 South to 495 South (traveling from Maine) or Route 93 South or 3 South to 495 North (traveling from New Hampshire) exit 42A. Follow Route 114 toward Middleton. At the fifth set of traffic lights (approximately one mile), take a right. The entrance to the campus is on the left.



www.merrimack.edu

Course Registration for Master Degree and Licensure Programs in Education

Merrimack College • Registrar's Office • Austin Hall
315 Turnpike Street, North Andover, Massachusetts 01845
Telephone: 978 837-5320 • Fax 978 837-5054

Date _____ Social Security Number _____ Merrimack College ID # _____

Last Name First Middle _____

Address _____

City _____ State _____ Zip _____ Telephone _____

Phone: (Day) _____ Phone: (Night) _____ Sex: Female Male

e-mail address _____

I am registering for: FALL TERM I FALL TERM II SPRING TERM I SPRING TERM II SUMMER TERM

Course # _____ Title of Course _____ Credits _____

Course # _____ Title of Course _____ Credits _____

Course # _____ Title of Course _____ Credits _____

Course # _____ Title of Course _____ Credits _____

I have met the prerequisites for the course (s) I am registering for: Yes No

Payment

Tuition: \$450 per credit hour Comprehensive Fee: \$62.50 per semester for students enrolled in up to 8 credit hours, \$187.50 for 9-11 credit hours, and \$250 per semester for 12 or more credit hours.

Please find my check or money order for \$_____. (Please make payable to Merrimack College.)

Payment may be made by credit card through Tuition Management Systems (TMS) by accessing TMS on the web through your MARS account under student statement, or at www.afford.com or by calling TMS at 800-722-4867. A non refundable convenience fee will be charged to the cardholder for this service.

If paying by credit card, your registration will not be confirmed until payment has been received.

Status

Where did you receive your undergraduate degree?

Date _____ Major _____ Minor _____

Have you filed an application to the M.Ed. Program at Merrimack? Yes No

First enrollment at Merrimack? Yes No If first enrollment, date of birth: _____

Other name (s) under which your academic records might be issued.

Merrimack does not discriminate on the grounds of race, color, religion, sex, age or handicap. You may indicate your background by checking the appropriate classification for use by the College in reporting to the U.S. Government.

American Indian/Alaskan Native Black (non-Hispanic) Caucasian Asian or Pacific Rim Hispanic

Mail or Fax this form with your payment to the Registrar's Office at the address/fax number listed above.

Application for Fifth Year Program of Study Master Degree in Education Programs

Merrimack College • Graduate Education Department
315 Turnpike Street, North Andover, Massachusetts 01845
Telephone: 978-837-5368 • Fax: 978-837-54081

I am applying for:

- Option I (Initial Licensure as a Teacher of Elementary Education, 1-6)
- Option II (Professional Program of Study in Elementary Education, 1-6)
- Option III (Initial Licensure as a Teacher of Students with Moderate Disabilities, PreK-8)
- Option IV (Professional Program of Study as a Teacher of Students with Moderate Disabilities, PreK-8)
- Option V (Initial Licensure as a Teacher of Elementary Education, 1-6, and Initial Licensure as a Teacher of Students with Moderate Disabilities, PreK-8)
- Option VI (Initial Licensure as a Teacher of Students with Moderate Disabilities, PreK-8), as well as a Professional Program of Study as a Teacher of Students with Moderate Disabilities, PreK-8)
- Option VII (Initial Licensure as a Teacher in Early Childhood Education for Children With and Without Disabilities, PreK-2)
- Option VIII (Initial Licensure as a Teacher for English as a second language, PreK-6)

Last Name	First	Middle	Date
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Merrimack College ID number	Date of Birth	Social Security Number
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Present Address	City	State	Zip Code
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Home Telephone	Work	Cell	E-Mail
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Permanent Address (if different)	City	State	Zip Code
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Admission Exams Taken (Needed only if overall cumulative average is below 3.0)

GRE (Date: _____) MAT (Date: _____)

Massachusetts Test for Educator Licensure:

Communication and Literacy MTEL (Date: _____)
(C+L MTEL must be taken only if applying for Option I, Option III, Option V, VII, or Option VIII)

Easy Writing Sample: Please use a separate piece of paper to provide information about yourself that might not have been provided elsewhere in the Admissions process. If there are any special accomplishments or honors that you have received, or if there have been any hardships or difficulties that have affected your academic performance, please share them with us so that we may get to know you better. List the names of the persons whom you have asked to send recommendations

Name	Telephone	Relation
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Name	Telephone	Relation
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Name	Telephone	Relation
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Application for Master Degree in Education and Licensure Programs

Merrimack College • Graduate Education Department
315 Turnpike Street, North Andover, Massachusetts 01845
Telephone: 978-837-5368 • Fax: 978-837-5408

I am applying for:

OPTION I OPTION II OPTION III OPTION IV OPTION V OPTION VI OPTION VII OPTION VIII

PROGRAM A B C D E

Name _____ Date _____

First _____ Middle _____ Last _____

Other (name's) under which your academic records might be issued.

Social Security Number _____ Date of Birth _____

Present Address _____

City _____ State _____ Zip Code _____

Home Telephone _____ Cell Phone _____ E-mail address _____

Permanent Address (if different) _____

City _____ State _____ Zip Code _____

Permanent Telephone _____

Colleges and Universities Attended (list most recent first):

Institution Location Years Attended Major Degree Received

It is the student's responsibility to arrange to have official Transcripts sent to us from all colleges attended. Please write to the respective Registrar's Office.

Licenses and Certifications held:

Admission Exams Taken: GRE (Date: _____) MAT (Date: _____) C&L MTEL (Date: _____)

Essay/Writing Sample: Please use a separate piece of paper to provide information about yourself that might not have been provided elsewhere in the Admissions process. If there are any special accomplishments or honors you have received or if there have been any hardships or difficulties that have affected your academic performance, please share them with us so that we may get to know you better.

List the names of the persons whom you have asked to send recommendations.

Name _____ Telephone _____ Relation _____

Name _____ Telephone _____ Relation _____

Name _____ Telephone _____ Relation _____

Please send this form, application fee, three letters



315 Turnpike Road
North Andover, MA 01845
978-837-5000

www.merrimack.edu

2009