

## Education

As the oldest public, coeducational, teacher education institution in the nation, Westfield State University, founded in 1839, has an historical and abiding commitment to serving the educational needs of all students in the Commonwealth of Massachusetts. Our shared vision exists among education faculty, liberal arts and sciences faculty, students, PreK-12 teachers, and administrators. We are dedicated to the development of learning communities that encourage individual growth through a commitment to social justice and the quest for an improved future for all learners. Our teacher education programs embrace this vision of Educators as Leaders Building Learning Communities. Westfield State University is accredited by the National Council for Accreditation of Teacher Education (NCATE) at the initial licensure level with which the undergraduate programs are aligned. All initial programs are approved by the Massachusetts Department of Elementary and Secondary Education (DESE).

Through this shared vision, Westfield State University's teacher education programs provide innovative ways to create ties with a variety of partners, both on campus and within PreK-12 communities. Each year our Teacher in Residence program recruits a public school educator to join the education faculty. In return, WSU faculty members develop joint projects with public school teachers and share their work at a joint conference. The Westfield Professional Development School Network includes four elementary schools. It is an essential agency for professional development and program improvement between the University and the Westfield Public School system.

Teacher education programs at the primary level include early childhood education, special education, and elementary education. At the secondary level, approved programs include English, history, mathematics, general science, chemistry, biology, business, and vocational technical education. Our special education programs prepare teachers to work with children with mild to moderate disabilities at the elementary or secondary level.

The Regulations for Educator Licensure in the Commonwealth of Massachusetts require that all prospective teachers complete a liberal arts, sciences, or interdisciplinary major. All candidates for teacher licensure also must pass appropriate state mandated licensure examinations. Students are encouraged to review test requirements with their Education Department advisor.

Because the Massachusetts DESE continually revises teacher education standards and requirements for licensure, students are advised that departmental program requirements also are subject to change to maintain compliance with both state and professional standards. The Education Department at Westfield State University makes every effort to notify students of changes in program requirements and regulations as soon as they officially are published by the Commonwealth. When it is appropriate to do so, the department advises students of potential changes in advance of formal announcement and implementation. Students are responsible for major and/or licensure program requirements and are required to meet with their advisor regularly.

Westfield offers the following Massachusetts Department of Education approved majors in the liberal arts and sciences:

- Art
- Biology
- Economics
- English
- Environmental Science
- Ethnic and Gender Studies
- General Science
- History
- Liberal Studies
- Mathematics
- Movement Science
- Music
- Political Science
- Psychology
- Sociology
- Spanish

The Education Department has a list of recommended academic areas that addresses the Massachusetts Curriculum Frameworks and strongly encourages Liberal Studies as a second major for candidates seeking early childhood, elementary, or special education licensure. Students should refer to the Liberal Studies major for additional requirements and arrange to meet with a Liberal Studies advisor. The Education department sponsors informational meetings about programs in education each semester. Students are required to attend these meetings and should contact the department for a schedule of dates and times. Students also must meet with both their Education department advisor and second major advisor each semester. First-year students not accepted into the major can transfer into Education if they have achieved a 2.6 GPA after the conclusion of their first-year.

The Education Department and the office of the Dean of Education maintain admission and retention criteria for teacher licensure programs. To be accepted for Advanced Standing within the major, licensure, or professional sequence for secondary education programs, a student must complete 57 credits, achieve an overall GPA of 2.6, earn an average of 2.7 (B-) or better in ENGL 0101 and ENGL 0102, and pass the communication and literacy exam (i.e., Massachusetts Test for Educator Licensure, Communication and Literacy). A minimum overall GPA of 2.8 (including transfer work) and a passing grade on the MTEL subject matter test(s) are required for practicum placement. Students must see their advisor to learn about practicum requirements for each license. Practicum placements are limited to a 30-mile radius of the University. Practicum students are not permitted to be employed during school hours or take vacation time during practicum.

Generally, students spend the first two years completing core requirements and acquiring a broad base in the liberal arts. During the sophomore year, students take introductory level education courses and participate in a public school classroom field experience. Retention in the program is dependent on students achieving Advanced Standing as described above. During the last two years at the University, students complete their education course work, their arts or science major, additional field work, and pass the appropriate MTEL subject matter test(s). During the senior year, students complete a practicum experience. A diversity experience is required for one of the 30 hour pre-practicum placements or for the practicum. Undergraduates who have completed all of the requirements for the major or licensure program are recommended by the University for initial licensure issued by the Massachusetts Department of Elementary and Secondary Education (DESE).

A complete listing of teacher preparation programs sponsored or co-sponsored by the Education department includes:

- Early Childhood Education (PreK-2)
- Elementary Education (1-6)
- Special Education: Moderate Disabilities (PreK-8) and (5-12)
- Biology (8-12)
- Chemistry (8-12)
- Business (5-12)
- English (5-8)
- English (8-12)
- General Science (5-8)
- History (5-8)
- History (8-12)
- Mathematics (5-8)
- Mathematics (8-12)

The following departments also sponsor initial teacher licensure preparation:

- Art (PreK-8, 5-12)
- Music (All levels)
- Movement Science (physical education PreK-8, 5-12)

#### **EARLY CHILDHOOD, ELEMENTARY, AND SPECIAL EDUCATION**

The Bachelor of Science in Education major with licensure and licensure only programs are designed to prepare outstanding teacher candidates at the Massachusetts initial licensure level. Students may choose to major in Education (with licensure) or choose the licensure only program. These programs include Early Childhood Education for Students with or without Disabilities (grades Pre-K-2), Elementary Education (grades 1-6), and Special Education: Moderate Disabilities (grades PreK-8) or Moderate Disabilities (grades 5-12). Specific WSU core courses are required for Education students. Students who choose to major in Education must also complete a second major in liberal arts, sciences, or an interdisciplinary major. To meet licensure requirements within four years, the Department of Education encourages students to select Liberal Studies as the second major for all three major programs.

**Students who are not eligible to advance to practicum (student teaching) because they have not attained a grade point average of 2.8 or higher or because they have not passed all required Massachusetts Tests of Educator Licensure (MTELs) may complete their Education major by replacing the practicum requirement within their programs of study.** The replacement of practicum involves taking additional Education coursework or comparable courses under the advisement of the Chair of the Education Department. Students who do not complete practicum are not eligible for licensure; however, they may graduate from WSU with their Education major and second major.

The Westfield State University teacher licensure program for Early Childhood Teacher of Students With and Without Disabilities has been recognized by the National Association of the Education of Young Children. The teacher licensure program in Elementary Education has received recognition by the Association for Childhood Education International. The teacher licensure program in Special Education has been recognized by the Council for Exceptional Children.

#### **COMMON CORE COURSEWORK FOR EARLY CHILDHOOD, ELEMENTARY, AND SPECIAL EDUCATION MAJORS**

The following core course work is required for students completing the major programs in Early Childhood, Elementary, and Special Education:

##### COMPOSITION (6 CREDITS)

Required:

ENGL 0101 English Composition I	(3)
ENGL 0102 English Composition II	(3)

##### LITERARY AND PHILOSOPHICAL ANALYSIS (6 CREDITS)

One American Literature Course from the following:

ENGL 0210 US Latino/a Literature	(3)
ENGL 0215 Introduction to American Literature	(3)
ENGL 0216 American Literature to 1865	(3)
ENGL 0217 American Literature since 1865	(3)
LLIT 0202 Women Writers of the Americas: US	(3)

One Literature or Philosophy Course from the following:

ENGL 0213 Introduction to British Literature	(3)
ENGL 0221 World Literature I	(3)
ENGL 0222 World Literature II	(3)
LLIT 0201 Women Writers of Americas: Global	(3)
LLIT 0210 Studies in Literature of Africa	(3)
LLIT 0310 Studies in Hispanic Civilizations	(3)
PHIL 0211 Asian Philosophy	(3)

##### APPRECIATION OF THE ARTS (6 CREDITS)

Two courses required: one from two different disciplines from the Appreciation of the Arts section of the Core, see full listing earlier in this *Bulletin*.

##### US HISTORY/GOVERNMENT (3 CREDITS)

One from the following:

HIST 0131 U.S. History and Government to 1865	(3)
HIST 0132 U.S. History of Government 1865-Present	(8)

##### SOCIAL UNDERSTANDING (9 CREDITS)

Both of the following:

PSYC 0101 Introduction to Psychology	(3)
EDUC 0220 Schools in American Culture	(3)

One from the following:

ECON 0101 Principles of Macroeconomics	(3)
ECON 0102 Principles of Microeconomics	(3)
EGST 0208 Hip Hop Cultures	(3)
EGST 0209 Images of Black and Brown	(3)
GARP 0101 World Regional Geography	(3)
LANG 0210 Language, Culture & Society *	(3)
LCUL 0220 Envisioning the Americas	(3)

\* Early Childhood majors must take GARP 0101. Elementary and Special Education majors must take either GARP 0101 or 0210 but only GARP 0101 fulfills Social Understanding.

##### MATH/ANALYTICAL REASONING (6 CREDITS)

MATH 0153 Foundations: Number Systems	(3)
MATH 0250 Foundations: Patterns, Reasoning and Algebra	(3)

**LAB SCIENCE (8 CREDITS)**

Required:

GNSC 0101 Physical Science (4)

One of the following:

BIOL 0102 Environmental Biology (4)

BIOL 0104 Human Biology (4)

BIOL 0106 Biology Today (4)

BIOL 0237 Human Anatomy and Physiology I (4)

**GLOBAL DIVERSITY (3 CREDITS)**

One courses from the Global Diversity section of the Core, see full listing earlier in this *Bulletin*.

**US DIVERSITY (3 CREDITS)**

EDUC 0380 Multicultural Education (3)

**REQUIREMENTS FOR THE EARLY CHILDHOOD EDUCATION MAJOR WITH LICENSURE (PREK-2)****UNIVERSITY CORE COURSEWORK IN EDUCATION:**

EDUC 0220 Schools in American Culture (\*FB) (3)

EDUC 0380 Multicultural Education (3)

**PROFESSIONAL EDUCATION COURSEWORK:**

EDUC 0221 Introduction to Students with Exceptional Learning Needs (\*FB) (3)

EDUC 0201 Learning and Assessment (3)

EDUC 0319 Principles of Teaching and Learning (\*FB) (3)

EDUC 0308 Early Childhood Curriculum (\*FB) (3)

EDUC 0314 Classroom Management (3)

EDUC 0381 Early Intervention for Young Children with Special Needs (\*FB) (3)

EDUC 0305 Literature and Language Arts (3)

EDUC 0303 Early Literacy and Reading \*\* (3)

Education Elective (for the major only) (3)

EDUC 0336 Practicum I: Early Childhood Pre K-2 (6)

EDUC 0337 Practicum II: Early Childhood Pre K-2 (6)

**ADDITIONAL REQUIRED COURSEWORK:**

PSYC 0202 Child Development (3)

GARP 0101 World Regional Geography (3)

GNSC 0360 Methods of Science Education for PreK-6 (2)

MATH 0352 Foundations of Teaching Elementary Mathematics: PreK-6 (2)

MOVP 0303 Health Ed. in the Elementary School or MOVP 0301 Physical Ed. in the Elementary School (3)

EDUC 0396 Seminar Recent Developments: Computers in Education or Other ISTE Standards-based technology course (3)

EDUC 0309 Children's Literature or Other approved children's literature course (3)

Mathematics or Science Elective (3-4)

A World History course as defined by the History Department or EGST 206: Introduction to Islamic Studies, or an additional 3 credit equivalent course as determined by Liberal Studies Chair (3)

\*FB indicates field-based course.

\*\*Take course prior to MTEL Foundations of Reading Test (Field-#90).

**REQUIREMENTS FOR THE ELEMENTARY EDUCATION MAJOR WITH LICENSURE (1-6)****UNIVERSITY CORE COURSEWORK IN EDUCATION:**

EDUC 0220 Schools in American Culture (\*FB) (3)

EDUC 0380 Multicultural Education (3)

**PROFESSIONAL EDUCATION COURSEWORK:**

EDUC 0221 Introduction to Students with Exceptional Learning Needs (\*FB) (3)

EDUC 0201 Learning and Assessment (3)

EDUC 0319 Principles of Teaching and Learning (\*FB) (3)

EDUC 0306 Elementary Curriculum and Instruction (\*FB) (3)

EDUC 0311 Social Studies in the Elementary School (3)

EDUC 0314 Classroom Management (3)

EDUC 0305 Literature and Language Arts (3)

EDUC 0303 Early Literacy and Reading\*\* (3)

Education Elective (for the major only) (3)

EDUC 0338 Practicum (12)

**ADDITIONAL REQUIRED COURSEWORK:**

PSYC 0202 Child Development (3)

GNSC 0360 Methods of Science Education for PreK-6 (2)

MATH 0352 Foundations of Teaching Elementary Mathematics: PreK-6 (2)

MOVP 0303 Health Ed. in the Elementary School or

MOVP 0301 Physical Ed. in the Elementary School or

MOVP 0212 Concepts of Nutrition (3)

EDUC 0396 Seminar Recent Developments: Computers In Education or

Other ISTE Standards-based technology course (3)

GARP 0210 Cultural Geography or

GARP 0101 World Regional Geography (3)

Mathematics or Science Elective (3-4)

A World History course as defined by the History Department or EGST 206: Introduction to Islamic Studies, or an additional 3 credit equivalent course as determined by Liberal Studies Chair (3)

\*FB indicates field-based course.

\*\*Take course prior to MTEL Foundations of Reading Test (Field-#90).

**SPECIAL EDUCATION**

In general, the Special Educator is trained in educational, social, emotional, and vocational interventions, identification, assessment and programming processes; adaptation and development of curriculum materials; analysis of behavior; and the development and implementation of individual educational programs.

Massachusetts State Law requires that children with special needs be served within the least restrictive environment. The Individuals with Disabilities Education Act guarantees an appropriate education and due process for individuals with disabilities. Regulations designed to implement these laws clearly state the need for special education teachers to provide services to children who exhibit a wide range of special needs at all grade levels.

**REQUIREMENTS FOR THE SPECIAL EDUCATION MAJOR:  
MODERATE DISABILITIES PREK-8 WITH LICENSURE****UNIVERSITY CORE COURSEWORK IN EDUCATION:**

EDUC 0220 Schools in American Culture (*FB)	(3)
EDUC 0380 Multicultural Education	(3)

**PROFESSIONAL EDUCATION COURSEWORK:**

EDUC 0221 Introduction to Students with Exceptional Learning Needs (*FB)	(3)
EDUC 0303 Early Literacy and Reading **	(3)
EDUC 0319 Principles of Teaching and Learning (*FB)	(3)
EDUC 0370 Speech and Language Problems of the Special Needs Child	(3)
EDUC 0371 Identification, Assessment, Planning, and Programming (Moderate Special Needs) (*FB)	(3)
EDUC 0376 Developmental Disabilities and Self-Determination	(3)
EDUC 0377 Learning Disabilities and Instructional Strategies	(3)
EDUC 0378 Behavior Support for Students with Emotional/Behavioral Disorders	(3)
EDUC 0381 Early Intervention for Young Children with Special Needs (*FB)	(3)
EDUC 0397 Practicum: Moderate Special Needs Education elective (for the major only)	(12) (3)

\*FB indicates field-based course.

\*\*Take course prior to MTEL Foundations of Reading Test (Field-#90).

**ADDITIONAL REQUIRED COURSEWORK:**

PSYC 0202 Child Development or PSYC 0203 Adolescent Development	(3)
GARP 0101 World Regional Geography or GARP 0210 Cultural Geography	(3)
GNSC 0360 Methods of Science Education for PreK-6	(2)
MATH 0352 Foundations of Teaching Elementary Mathematics: PreK-6	(2)
MOVP 0303 Health Ed. in the Elementary School or MOVP 0212 Concepts of Nutrition or MOVP 0301 Physical Ed. in the Elementary School	(3)
EDUC 0396 Seminar in Recent Developments: Computers in Education or Other ISTE standards-based technology course	(3)
Mathematics or Science elective	(3-4)
A World History course as defined by the History Department or EGST 206: Introduction to Islamic Studies, or an additional 3 credit equivalent course as determined by Liberal Studies Chair	(3)

**REQUIREMENTS FOR THE SPECIAL EDUCATION MAJOR:  
MODERATE DISABILITIES LICENSE (5-12) WITH LICENSURE****UNIVERSITY CORE COURSEWORK IN EDUCATION:**

EDUC 0220 Schools in American Culture (*FB)	(3)
EDUC 0380 Multicultural Education	(3)

**PROFESSIONAL EDUCATION COURSEWORK:**

EDUC 0221 Introduction to Students with Exceptional Learning Needs (*FB)	(3)
EDUC 0303 Early Literacy and Reading **	(3)
EDUC 0354 Educational Planning and Evaluation: Middle and/or Secondary Schools (*FB)	(3)
EDUC 0370 Speech and Language Problems of the Special Needs Child	(3)
EDUC 0371 Identification, Assessment, Planning, and Programming (Moderate Special Needs) (*FB)(3)	(3)
EDUC 0374 Career Education and Transition for Students with Disabilities	(3)
EDUC 0376 Developmental Disabilities and Self-Determination	(3)
EDUC 0377 Learning Disabilities and Instructional Strategies	(3)
EDUC 0378 Behavior Support for Students with Emotional/Behavioral Disorders	(3)
EDUC 0397 Practicum: Moderate Special Needs Education elective (for the major only)	(12) (3)

\*FB indicates field-based course.

\*\*Take course prior to MTEL Foundations of Reading Test (Field-#90).

**ADDITIONAL REQUIRED COURSEWORK:**

PSYC 0203 Adolescent Development	(3)
GARP 0101 World Regional Geography or GARP 0210 Cultural Geography	(3)
GNSC 0360 Methods of Science Education for PreK-6	(2)
MATH 0352 Foundations of Teaching Elementary Mathematics: PreK-6	(2)
MOVP 0303 Health Ed. in the Elementary School or MOVP 0301 Physical Ed. in the Elementary School or MOVP 0212 Nutrition	(3)
EDUC 0396 Seminar in Recent Developments: Computers in Education or Other ISTE standards-based technology course	(3)
Mathematics or Science elective	(3-4)
A World History course as defined by the History Department or EGST 206: Introduction to Islamic Studies, or an additional 3 credit equivalent course as determined by Liberal Studies Chair	(3)

**MIDDLE AND/OR SECONDARY SCHOOL EDUCATION**

Middle and/or secondary education programs prepare students to teach select academic disciplines at middle and senior high schools. The course work in instructional methods emphasizes helping the pre-service teacher become skilled at communicating the principles and concepts basic to an academic subject. Students gain first-hand experience in actual classroom situations early in their University studies, usually in the sophomore year. With an emphasis on acquiring content in the academic discipline and with intensive preparation in simulated and actual teaching situations, students experience and demonstrate competencies required for successful teaching.

Students may elect to prepare for teaching in one or more of the following areas: Art (PreK-8,5-12); Biology (8-12); Business (5-12); Chemistry (8-12); English (5-8, 8-12); General Science (5-8); History (5-8, 8-12); Mathematics (5-8, 8-12); Music (all levels); Physical Education (PreK-8, 5-12). Students seeking licensure in Art, Music or Physical Education should refer to the specific requirements listed under the appropriate academic major.

All students interested in middle or secondary licensure must complete an application for the professional sequence – please see your advisor. Applications are also available in the Education Department in Parenzo Hall. Students preparing to teach at the middle or secondary level must complete the Professional Sequence in Education in addition to the requirements of the appropriate major. All students are required to meet regularly with their academic and education advisor to ensure a timely completion of program requirements. Candidates in Art, Music, or Physical Education should make an appointment with the appropriate chair of their department.

To be accepted for Advanced Standing within the major, licensure, or professional sequence, a student must have completed 57 credits, have achieved an overall GPA of 2.6, earned an average of 2.7 (B-) or better in ENGL 0101 and ENGL 0102, and passed the Communication and Literacy exam (i.e. Massachusetts Tests for Educator Licensure (MTEL): Communication and Literacy). **A minimum overall GPA of 2.8 (including transfer work) and a passing grade on the MTEL subject matter test(s) are required for practicum placement.** Undergraduates who have completed all the requirements of the licensure program in secondary education are recommended by the University for initial licensure issued by the Commonwealth of Massachusetts.

**PROFESSIONAL SEQUENCE: MIDDLE (GRADES 5-8) AND SECONDARY (GRADES 8-12) SPECIALIST**

The Professional Sequence for Middle and Secondary Specialist must be completed by students intending to teach an academic subject area in the Middle or Secondary School. Students must complete an academic major in the subject area in which the licensure is sought.

**PROFESSIONAL SEQUENCE CORE:**

EDUC 0220 Schools in American Culture (*FB)	(3)
EDUC 0380 Multicultural Education **	(3)

\*\* Note: Students seeking Teacher of English licensure satisfy this requirement through English major course work

**PROFESSIONAL SEQUENCE COURSES MIDDLE AND SECONDARY SPECIALIST:**

EDUC 0221 Introduction to Students with Exceptional Learning Needs (*FB)	(3)
EDUC 0321 The Middle School and Its Students**	(3)
EDUC 0354 Educational Planning and Evaluation: Middle and/or Secondary Schools (*FB)	(3)
PSYC 0203 Adolescent Development (prerequisite, Psychology 0101)	(3)
Appropriate academic methods course (*FB)	(3)
Appropriate Practicum	(12)
EDUC 0364 Practicum Middle School (12) or	
EDUC 0369 Practicum Secondary (12) or	
EDUC 0364 (6) and EDUC 0369 (6)	(12)

\*FB indicates field-based course.

\*\* Note: Required for Middle School licensure.

**VOCATIONAL TECHNICAL EDUCATION**

In cooperation with the Massachusetts Department of Elementary and Secondary Education, Westfield State University offers a degree program for vocational teachers. This is a Bachelor of Science in Education (Vocational) for teachers of trades. The students in this program later are employed either in their trade area, or in a vocational technical school, or in a comprehensive high school. Since the students in this program are employed during the day, the program is offered on a part time basis in the evening. In the Commonwealth of Massachusetts a conferred degree is not a requirement for teaching a trade in a vocational school.

**REQUIREMENTS FOR VOCATIONAL EDUCATION**

EDUC 0214 Supervised Practicum **	(3)
EDUC 0301 Implementing a Competency Based Curriculum*	(3)
EDUC 0302 Integrating Vocational and Academic Curriculum*	(3)
EDUC 0332 Seminar for the Vocational Technical Educator	(3)
EDUC 0343 Appraisal and Evaluation Techniques in Occupational Education	(3)
EDUC 0344 Developing and Implementing a Standards-Based Curriculum in Vocational Technical Education	(3)
EDUC 0351 Teaching Methods for Vocational Technical Education-Instructional Strategies	(3)
EDUC 0357 Managing Student Behavior in a Healthy and Safe Environment	(3)
EDUC 0358 Teaching Methods for Vocational Technical Education – Educating and Assessing the Vocational Technical Education Learner	(3)
EDUC 0379 Teaching Methods for Vocational Technical Education – Using Research-Based practices to Develop Effective Instructional Strategies*	(3)
EDUC 0390 Addressing the Needs of Students with Disabilities in Vocational Technical Education.*	(3)
EDUC 0396 Recent Developments in Computers in Education	(3)

\* See description in Graduate Catalogue for corresponding course; undergraduate course to be submitted for governance approval.

\*\* Title change to be submitted for governance approval.

**READING MINOR**

Students may choose to complete a minor in reading. The minor consists of 18 hours of course work in the specialized area of reading, typically beginning in the first semester of the sophomore year. Students interested in completing this minor should schedule an appointment with the Education department Chair.

**REQUIRED COURSES:**

EDUC 0309 Children's Literature	(3)
EDUC 0317 Analysis and Correction of Reading Disabilities (with Apprenticeship)	(3)
EDUC 0334 Word Analysis and Comprehension Strategies in Reading	(3)
EDUC 0335 Literacy Instruction for English Language Learners	(3)

**ELECTIVE COURSES (SELECT TWO):**

EDUC 0304 Teaching Writing and the Expressive Arts, Pre-K- 6	(3)
EDUC 0318 Reading in the Content Area	(3)
EDUC 0377 Learning Disabilities and Instructional Strategies	(3)
EDUC 0333 Field Experience in Reading	(3)

**Courses**

**EDUC 0201 LEARNING AND ASSESSEMENT (3)** An introduction to the basic principles and practices of effective assessment for classroom teachers. The course addresses what teachers need to do to assess learning before, during, and after instruction with special emphasis given to the importance of personal judgment and educational accountability. Topics include selecting appropriate modes of assessment, assessment and issues of diversity, technology and assessment, standardized testing, assessment and programmatic change.

**EDUC 0207 PHILOSOPHY OF EDUCATION (3)** An introduction to educational philosophy through consideration of historically recurrent perspectives such as idealism, realism, essentialism, romanticism, instrumentalism, existentialism, and positivism as they relate to contemporary issues in educational policy and practice. Special emphasis will be given to fundamental approaches to the critical analysis of original sources.

**EDUC 0214 SUPERVISED INTERNSHIP: VOCATIONAL EDUCATION (3)** Supervised by a master teacher and monitored by a University instructor. Demonstration of the application of pedagogical skill. Prerequisite: Completion of the four pre-internship vocational instructor approved courses.

**EDUC 0220 SCHOOLS IN AMERICAN CULTURE (3)** This course is designed to stimulate creative and critical thinking about the nature and value of education. Participants will be introduced to the role of the teachers, learners, and schools in society. The role of schools in maintaining and perpetuating culture will be considered as well as issues and controversies confronting American education. Students will also be familiarized with important global educational issues and developments. Field experience required for teacher licensure students.

**EDUC 0221 INTRODUCTION TO STUDENTS WITH EXCEPTIONAL LEARNING NEEDS (3)** Content and experiences will focus on those students who meet the criteria for categories of disabilities that are identified by education law and those with other exceptional learning needs. This study of individuals in the context of school will facilitate an understanding of laws, history, litigation, individualized education programs, Response To Intervention (RTI) and Universal Design Learning (UDL) principles. Race, ethnicity, gender, and economic status are examined as they apply to students with exceptional learning needs. Historical and current approaches to the education and inclusion of students with exceptional learning needs will be examined including topics of identification, placement, referral, evaluation and assistive technology. 15 hour field experience required.

**EDUC 0303 EARLY LITERACY AND READING (3)** Provides the prospective teacher with an introduction to early literacy and reading program development. The course emphasizes skills related to emergent literacy, word recognition, comprehension, critical and oral reading, continuous evaluation of developmental reading skills, diagnostic teaching, and individualized instruction of reading in early childhood and elementary education. Co-requisite: EDUC 0319. Note: Teaching candidates should take this course prior to taking the MTEL Foundations of Reading Test – Field #90.

**EDUC 0304 TEACHING WRITING AND THE EXPRESSIVE ARTS: PRE-K-6 (3)** This course will focus on teaching writing of all discourse styles including personal narrative, creative writing and poetry, and expository writing for early childhood and elementary populations including students with moderate special needs. It also will emphasize teaching oral language expression, effective listening skills and strategies, creative drama, and the relationship between integration of listening and the creative arts. This course is intended to provide pre-service early childhood and elementary school teachers with in-depth theoretical and practical bases for teaching and assessing language arts beyond the curriculum presented in EDUC 0305, Literature and the Language Arts, a foundation course in these areas offered by the University. Co-requisite EDUC 0305.

**EDUC 0305 LITERATURE AND THE LANGUAGE ARTS (3)** Provides the prospective teacher with an introduction to literature and language arts programs. Emphasis is on the communication skills of listening, speaking, reading, writing, viewing, and visually representing. The relationship of children's literature in the total language arts program in early childhood and elementary education is presented. Co-requisite: EDUC 0319.

**EDUC 0306 ELEMENTARY CURRICULUM AND INSTRUCTION** (3) Elementary Curriculum and Instruction Students will be introduced to the major concepts of the elementary school social studies, science, mathematics, the arts, physical education/health, and drug and substance abuse curricula. The relationship among the elementary disciplines will be demonstrated in the development of a unit of work and learning center activities. The application of the curricular concepts and unitary procedure will be demonstrated in a required 30 hour field experience. Prerequisite: EDUC 0319.

**EDUC 0308 EARLY CHILDHOOD CURRICULUM** (3) Curriculum and principles of early childhood education for children with and without special needs are identified for students through lectures supported by observations and demonstrations. Curricular adaptations and relationships among the disciplines taught in early childhood are presented. A thirty hour (minimum) field placement is required. Prerequisite: EDUC 0319 or equivalent, or permission of instructor.

**EDUC 0309 CHILDREN'S LITERATURE** (3) This course is designed to provide teachers with a background of the major objectives and purposes for children's literature in today's classroom. Major emphasis will be given to a review of various types of children's literature, ways to share literature effectively with children, the use of media to encourage more reading, and to the establishment of library centers within the classroom setting. Areas of specialization such as award winning books, key illustrators, poetry, and traditional literature also will be included.

**EDUC 0310 SEMINAR: TEACHING DESIGNS IN EARLY CHILDHOOD** (3) The seminar is designed to examine considerations in structuring learning experiences and environments for young children. Included will be research studies of Piaget, Skinner, and Maslow and their influence on the teaching designs of curriculum to meet the needs of young children, including those at risk. Specific attention will be given to reviewing and studying early childhood demonstration programs that have been designed to meet the needs of the 9-month-old to 3-year-old child, as well as 4- to 7-year-old children with a variety of disabling conditions.

**EDUC 0311 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL** (3) Requires students to examine actively the basic principles underlying Social Studies. It requires that students become aware of unifying concepts and generalizations related to the realities of how people live and interact. Examination of traditional and current Social Studies projects is a matter of concern. Concurrently, production of materials and use of procedures promoting apt combinations of cognitive affective and psychomotor behaviors are expected. Pre or corequisite: EDUC 0319.

**EDUC 0314 CLASSROOM MANAGEMENT** (3) An introduction to solving classroom management problems through an analysis of factors influencing student behavior. Specifically, the course examines classroom teaching practices that prevent behavior problems as well as methods for enhancing student social skills. Additionally, the course introduces procedures and practices that enable students to take responsibility for their behavior. The "Discipline Pyramid" serves as a model for integrating community, prevention, correction and conflict resolution into a comprehensive classroom management system. Cognitive-behavioral approaches are integrated with applied behavioral analysis, developmental theory, and psycho-educational strategies.

**EDUC 0317 ANALYSIS AND CORRECTION OF READING DISABILITIES (WITH APPRENTICESHIP)** (3) This course offers the prospective teacher the background, strategies, and materials for the diagnosis and remediation of reading difficulties. Topics will include the nature and causes of reading disabilities, diagnostic, and remediation strategies in the areas of phonemic awareness, word recognition, comprehension, meta-comprehension, improving meaning vocabulary, and guiding content area reading. Both formal and informal methods of diagnosis will be presented. The class will move from theory to practice in the course as each student begins a biweekly apprenticeship working individually with a remedial reader at a local school. The professor will be on site to support and model the various assessment and teaching strategies. This course is aligned with the subject matter regulations and professional standards for teachers as prescribed by the Massachusetts Department of Education. Prerequisites: EDUC 0303 and permission of the Professor.

**EDUC 0318 READING IN THE CONTENT AREAS** (3) Approaches reading as a tool in the content areas of the curricula. All of the major subject matter areas will be explored. The general reading abilities involved in these areas as well as the specialized reading needs will be examined. The objectives, techniques, procedures, and material will be identified and utilized. Designed for teachers in the intermediate- and secondary-level programs.

**EDUC 0319 PRINCIPLES OF TEACHING AND LEARNING** (3) Introduces students to planning procedures and methods leading to the creation of successful and appropriate learning with particular emphasis on creating developmentally appropriate lesson plans that are consistent with professional standards and state curriculum frameworks for early childhood and elementary educators. The course responds to four fundamental questions: How do children learn? What are we going to teach and why? How are we going to teach and why? How will we know that learning has occurred? The course specifically teaches modes of teaching, classroom interaction strategies, approaches to grouping, teaching diverse student populations, using instructional technology, and learning fundamental approaches to classroom assessment. Students will apply course acquired knowledge, skills, and dispositions in a required thirty hour field experience. Prerequisites: EDUC 0220, EDUC 0221, and PSYC 0202.

**EDUC 0321 THE MIDDLE SCHOOL AND ITS STUDENTS** (3) Research has indicated that middle school students have unique needs because of the rapid changes that occur during this age. This course is designed to help you understand the cognitive, physical, emotional, social and moral development of the early adolescent both with and without special needs. Understanding growth and development is the first step to designing a school that meets young adolescent needs. These needs must be translated into appropriate school practices in order for the middle school concept, interdisciplinary planning, team teaching, the integrated and integrative curriculum, cooperative learning, advisory groups, the exploratory curriculum, peer mediation, and appropriate instructional and classroom management strategies for the middle school student.

**EDUC 0332 SEMINAR FOR THE VOCATIONAL TECHNICAL EDUCATOR (3)** This course is designed to prepare new vocational technical teachers for her/his first teaching assignment. The course will identify the characteristics of an effective teacher as well as provide some of the tools required by first-year teachers to be successful. These include techniques for establishing effective classroom routines and procedures, student instruction and assessment, and for maintaining a positive classroom/shop/laboratory climate that conveys high expectations. In addition, students will be able to identify the elements of a course/program curriculum and learn how to develop a lesson plan, assign and grade homework and collaborate with colleagues to improve instruction, assessment and student achievement.

**EDUC 0333 FIELD EXPERIENCE IN READING (3)** This course requires 75 clock hours (for 3 credits) of supervised student teaching experience by a reading specialist in literacy instruction. Students will observe and participate in both formal and informal assessment procedures, instruct pupils using a variety of literacy methodologies, and prepare professional reports. This course is offered only to students in the reading minor/concentration program, by special arrangement with one of the reading faculty, and with special permission of the Education Department Chairperson. Prerequisite: EDUC 0303, EDUC 0305 and either EDUC 0335 or EDUC 0317.

**EDUC 0334 WORD ANALYSIS AND COMPREHENSION STRATEGIES IN READING (3)** Pre-service teachers will acquire strategies for teaching children to recognize and understand all aspects of words and to understand connected text. These skills and strategies include instruction in and diagnosis of phonological awareness, word recognition, structural analysis, analysis of multi-syllabic words, fluency and rate improvement; the derivation and elaboration of word meanings in isolation and in context, and the construction of meaning for connected texts. Co-requisite: EDUC 0303.

**EDUC 0335 LITERACY INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS (WITH APPRENTICESHIP) (3)** In this course students study and develop techniques for implementing an individualized program in reading for English Language Learners. Literacy instruction will be based on formative and summative assessments of an elementary school child who is learning English as a second language. After a few weeks of classes, sessions will take place off campus at a Westfield elementary school. Teacher candidates will use a guide of ten questions about literacy development to assess an individual student's literacy strengths. Through the strengths of the individual learner, the teacher candidate will devise and implement literacy lessons within the "zone of proximal development" for the individual learner. The professor will be on hand during these coaching sessions to support the teacher candidate. Prerequisite: EDUC 0303 and permission of instructor.

**EDUC 0336 PRACTICUM I: EARLY CHILDHOOD Pre K-2 (6)** A minimum of 150 clock hours of supervised student teaching experience in grades Pre K-2. Guidelines for evaluation are identified in the Westfield State University Student Teaching Handbook.

**EDUC 0337 PRACTICUM II: EARLY CHILDHOOD Pre K-2 (6)** A minimum of 150 clock hours of supervised student teaching experience in grades Pre K-2. Guidelines for evaluation are identified in the Westfield State University Student Teaching Handbook.

**EDUC 0338 PRACTICUM: ELEMENTARY (12)** A minimum of 300 clock hours of supervised student teaching experience in grades 1-6. Guidelines for evaluation are identified in the Westfield State University Student Teaching Handbook.

**EDUC 0343 APPRAISAL AND EVALUATION TECHNIQUES IN OCCUPATIONAL EDUCATION (3)** Appraisal of the development and significance of educational measurements as they relate to the vocational school student. Emphasis on uses and limitations of standardized tests; construction, validation and limitations of classroom tests; analysis, interpretation, and utilization of test results.

**EDUC 0344 DEVELOPING AND IMPLEMENTING A STANDARDS-BASED CURRICULUM IN VOCATIONAL TECHNICAL EDUCATION (3)** Concepts relating to career education will be defined. Development activities relating to career education will be explored in order to enable students to implement curriculum through various areas of concentration. Through an integrated curriculum, learning activities which involve the occupational world and its facilities will be identified. (Pending Governance Approval)

**EDUC 0351 TEACHING METHODS FOR VOCATIONAL TECHNICAL EDUCATION-INSTRUCTIONAL STRATEGIES (3)** Covers theories, techniques of instruction, use of audio visual equipment, preparing lesson plans for class or unit, and evaluation of student learning.

**EDUC 0354 EDUCATIONAL PLANNING AND EVALUATION: MIDDLE AND/OR SECONDARY SCHOOLS (3)** Provides preparation for direct school experience at the secondary and/or middle level. Lesson plans, unit structures, methods and techniques of teaching, classroom management, test construction, interpretation and usage, and the standards for initial licensure, form the basis for this course. Thirty hours of field experience are required. Prerequisites: EDUC 0220 and EDUC 0221.

**EDUC 0357 MANAGING STUDENT BEHAVIOR IN A HEALTHY AND SAFE ENVIRONMENT (3)** Shop, academic, related classroom and cooperative placement sites; safety, priority population, developmental psychology with focus on adolescent psychology, learning styles, and disciplines.

**EDUC 0358 TEACHING METHODS FOR VOCATIONAL TECHNICAL EDUCATION – EDUCATING AND ASSESSING THE VOCATIONAL TECHNICAL EDUCATION LEARNER (3)** This course is designed to prepare vocational technical teachers with the knowledge and tools to instruct and assess the technical, academic, and employability skills of vocational technical education students. Students in this course will be able to identify, develop, and model appropriate learning activities and assessments for the vastly divergent student population in vocational-technical education.

**EDUC 0359 CURRICULUM AND INSTRUCTION: MIDDLE SCHOOL GENERALIST (3)** A developmental approach to the conceptual structure of modern middle school curriculum design and implementation. Curriculum organization and the forces affecting it will be considered. Students will be introduced to the major concepts of middle school curricula in social studies, science, mathematics, art and music, physical education/health, and drug and substance abuse. The relationship among the middle school disciplines will be demonstrated in a 30 hour required field experience at the middle school level. Prerequisites: EDUC 0220, EDUC 0221, EDUC 0321, and PSYC 0203.

**EDUC 0360 SERVICE LEARNING PROJECT FOR EDUCATORS (3 or 6)** Involves 120 hours (3 credits) or 240 hours (6 credits) of fieldwork in selected agencies, schools or organizations. The work is related to the occupational interests of the student but does not lead toward teacher licensure. Placement provides an opportunity for the student to apply and integrate the knowledge, attitudes and skills learned throughout their education courses. Note: This course is not a substitute for practicum (student teaching). It does not meet the practicum requirement(s) for initial teacher licensure. Prerequisite: Permission of instructor.

**EDUC 0364 PRACTICUM: MIDDLE SCHOOL (6-12)** A minimum of one hundred fifty (150) clock hours of supervised student teaching in a selected middle school for each 6 credits earned. Student teaching is under the joint supervision of an experienced cooperating practitioner and University supervisor. Prerequisite: Permission.

**EDUC 0366 PRACTICUM: MIDDLE AND SECONDARY SCHOOL (6)** A minimum of one hundred fifty clock hours of supervised student teaching in a selected middle school under the joint supervision of an experienced cooperating practitioner and University supervisor. Prerequisite: Permission.

**EDUC 0367 IDENTIFICATION, ASSESSMENT, PLACEMENT, AND PROGRAMMING IN SPECIAL EDUCATION (Severe Special Needs) (3)** Curriculum resources, methods and materials for children with severe special needs are developed on the basis of on going diagnosis. Thirty hours of field experience are required. Prerequisite: EDUC 0221 and EDUC 0319.

**EDUC 0369 PRACTICUM: SECONDARY SCHOOL (6-12)** A minimum of one hundred fifty clock hours of supervised student teaching in a selected secondary school under the joint supervision of an experienced cooperating practitioner and University supervisor. Prerequisite: Permission.

**EDUC 0370 SPEECH AND LANGUAGE PROBLEMS OF THE SPECIAL NEEDS CHILD (3)** Normal speech and language expectancies, problems of the special needs child in language acquisition, speech and hearing mechanisms. Speech and language pathologies, their incidence and etiology, Regulations of "766" and "94 142" regarding speech and language habilitation of difficulties.

**EDUC 0371 IDENTIFICATION, ASSESSMENT, PLANNING AND PROGRAMMING (Moderate Special Needs) (3)** Curriculum resources, methods and materials for children with moderate special needs are developed on the basis of on going diagnosis. Thirty hours of field experience are required. Prerequisite: EDUC 0319 or EDUC 0354.

**EDUC 0374 CAREER EDUCATION AND TRANSITION FOR STUDENTS WITH DISABILITIES (3)** This course addresses appropriate transitional planning for adolescents having significant special needs as they prepare to move from educational systems to the adult service system. Inclusion of additional professionals from vocational rehabilitation, counseling, social work, and related areas in the established educational process will be studied. Specific focus will be on state-of-the-art approaches to transition and its impact on curriculum. This course addresses the mandates of P.L. 98-199, MA Ch 688, and P.L. 94-142.

**EDUC 0376 DEVELOPMENTAL DISABILITIES AND SELF-DETERMINATION (3)** A developmental disability is a delay or failure to progress through the normal developmental milestones of childhood. The purpose of this course is to explore educational, social, and legal issues that affect the opportunities of developmentally disabled individuals. Educational assessment and programming will focus on the developmental domains of motor, psycho-social, communication, cognitive functioning. A continuum of educational and community options will be described in order to acquaint the student with the least restrictive options needed to promote the growth of the developmentally disabled. Prerequisite: EDUC 0221.

**EDUC 0377 LEARNING DISABILITIES AND INSTRUCTIONAL STRATEGIES (3)** Introduction to the history and current practices in the diagnosis and remediation of learning disabilities, major theories of etiology, commonly used assessment instruments, and remedial materials and methods. Research findings, issues and controversies in the field will be discussed. Prerequisite: EDUC 0221.

**EDUC 0378 BEHAVIOR SUPPORT FOR STUDENTS WITH EMOTIONAL/BEHAVIORAL DISORDERS (3)** The focus of study is identification, assessment, intervention, functional behavior assessments, and the development of positive behavioral supports, including the use of behavior management principles, for students with emotional and behavioral disorders. The home, school, and community are considered in relation to the student's emotional and behavioral well-being. Prerequisites: EDUC 0020 and EDUC 0221, or permission of instructor.

**EDUC 0379 TEACHING METHODS FOR VOCATIONAL TECHNICAL EDUCATION – USING RESEARCH-BASED PRACTICES TO DEVELOP EFFECTIVE INSTRUCTIONAL STRATEGIES (3)** This course is designed to provide vocational technical teachers with an understanding of brain functioning, learning styles, and instruction. Vocational technical educators will learn how to develop an instructional unit that focuses on readiness assessment, use of learning styles, attention to whole-brain teaching, interpersonal skills, knowledge and skill assessment. (Pending Governance Approval)

EDUC 0380 MULTICULTURAL EDUCATION (3) Discussion of children from various ethnic, cultural, and linguistic backgrounds in terms of their physical, social, emotional, economic, psychological, and educational needs. Emphasis placed on causal factors as well as factors affecting successful educational practice. Racial identity theories and theories of multicultural education will be also reviewed.

EDUC 0381 EARLY INTERVENTION FOR YOUNG CHILDREN WITH SPECIAL NEEDS (3) The purpose of this course is to help students to gain an awareness of how early identification of developmental delays or disabilities, along with appropriate remediation measures, can be the most beneficial way to help children to develop. The course will be divided into four main areas of study: rationale for early intervention and related legislation; research; case-find, screening, and diagnosis; and intervention strategies and programs. Although the amount of the time spent in each area of study may vary, each area is of great importance in developing an understanding of the field. Fifteen hours of field experience are required.

EDUC 0384 INTEGRATING VOCATIONAL AND ACADEMIC CURRICULA (3) Integrating vocational and academic curricula will be examined by reviewing its history, standard practices, and the cognitive science related to integration of subjects. Actual and hypothetical models will be studied. Students will develop an integrated education plan for a course, a program, or a school.

EDUC 0385 HOME/SCHOOL COLLABORATION AND COMMUNITY INCLUSION (3) Focuses upon the procedures and programs needed for providing an easier transition along the continuum (from institutions to independence) for individuals with disabilities. Various options for living, working, and schooling are discussed. This course stresses the development and management of resources that aid in collaboration in integration. Fifteen hours of field experience are required.

EDUC 0386 ACCOMMODATIONS AND SUPPORTS MEDICAL/SOCIAL/COMMUNICATION (3) This course is a systematic study of neurophysiological deviations that cause severe disabilities. Emphasis is also placed on method and techniques for increasing motivation and improving performance. Students will develop an understanding of concepts and procedures necessary to work cooperatively with medical professionals, physical therapists, occupation therapists, communication specialists, and parents. Fifteen hours of field experience are required.

EDUC 0387 CLINICAL EXPERIENCE IN SPECIAL EDUCATION (Intensive) (3) Advanced students are offered guided practicum experiences in selected clinics or agencies and residential institutions, for application of the theoretical foundations of the diagnostic prescription approach to teaching pupils with severe special needs. Each student is required to prepare an I.E.P. for a severe special needs individual.

EDUC 0389 PRACTICUM: SEVERE SPECIAL NEEDS (12) A minimum of 300 clock hours of supervised student teaching experience including at least 75 hours in an inclusive general education classroom, at least 150 hours in a setting with severe disabilities, and the remaining 75 hours in either setting.

EDUC 0390 ADDRESSING THE NEEDS OF STUDENTS WITH DISABILITIES IN VOCATIONAL TECHNICAL EDUCATION (3) This course will provide vocational technical educators with an overview of the Federal and State Special Education Laws and Regulations and how they are implemented in schools in Massachusetts. Students will learn about the elements of an Individualized Education Program (IEP) and the roles of special and general educators. Students will also learn how to design curriculum and instruction using the information on the IEP and how to modify their related classrooms and vocational technical shops/laboratories to accommodate students with disabilities. (Pending Governance Approval)

EDUC 0396 SEMINAR RECENT DEVELOPMENTS: COMPUTERS IN EDUCATION (3) This course requires no previous experience with computers and will be comprised of three major components: (a) an introduction to software tools for teachers, (b) exposure to and analysis of commercially available educational software and hardware, (c) an analysis of both practical and theoretical issues related to the use of microcomputers in education.

EDUC 0397 PRACTICUM: MODERATE SPECIAL NEEDS (12) For Pre-K-8: A minimum of 300 supervised hours in an inclusive general education setting or 75 supervised hours in an inclusive general education setting and 225 supervised hours in a separate or substantially separate setting for students with moderate disabilities.

For Grades 5-12: A minimum of 300 supervised hour in approved settings. A minimum of 150 hours in an academic major setting and minimum of 150 hours in an inclusive general education classroom or 75 hours in an inclusive general education classroom and 75 hours in a substantially separate setting for students with disabilities. Liberal Studies Majors complete a minimum of 300 hours entirely in special education settings.

EDUC 0398 SPECIAL TOPICS IN EDUCATION (3) An in-depth study of a limited or specialized area within the education field. Course content will vary according to the area of specialization of the instructor and the interest of the students. May be repeated if course content differs.

EDUC 0399 INDEPENDENT STUDY (3 9) Education majors are allowed to receive up to a maximum of nine academic credits, at the rate of three credits per semester, for engaging in independent study. Each study is taken as a part of a student's regular course load only. The student engaged in independent study will select and develop topics in the field of Education and related fields in cooperation with a professor from the Education department, and the approval of the chair.