

MERRIMACK EDUCATION CENTER

Winter/Spring 2008 Intersession 2008

Fitchburg State College and MEC Course Offerings



Merrimack Education Center
Professional Development
40 Linnell Circle
Billerica, MA 01821
(978) 528-7800, Extension 235
Phone in Registration (978)528-7800, Ext. 252
www.mec.edu

Merrimack Education Center
Professional Development
40 Linnell Circle
Billerica, MA 01821

Degree Programs

For a brochure please call Eileen Crear at 978-528-7800 ext. 235

For information please call Isabelle Kunselman at 978-528-7800 ext. 238

M.Ed. Elementary Education

Program Description

The Merrimack Education Center offers a M.Ed. in Elementary Education uniquely designed to meet the needs of teachers. Students in the Masters Program are required to acquire thirty-six credits in a suggested sequence within six years. The program is flexible enough to serve a variety of student interests and life situations. A program advisor will assist each student in program planning, course scheduling, and selection of electives. Eight common core courses are required for each thirty-six credit program. The Masters in Elementary Education may be a part of a program leading to licensure.

M.Ed. Secondary Education

Program Description

The Merrimack Education Center offers a 36-credit hour generic Masters degree for teachers at the Secondary level that does not lead to licensure in any area. However, it may be part of a program leading to licensure. This program provides teachers with the opportunity to update their knowledge and skills and to participate in courses specific to their professional goals. The M.Ed. program addresses the education reform issues and curriculum/development models to meet the needs of today's school systems. It provides teachers with the latest researched-based practices and technologies to enhance classroom instruction. In addition to the required core courses the remainder of the curriculum will be individually planned with an advisor.

M.Ed. Special Education: Initial Licensure Program Teacher of Students with Moderate Disabilities

Program Description

The M.Ed. in Special Education program is designed to prepare students for careers in teaching children with moderate disabilities. Students may choose to work at grade levels Pre-K through 8, or 5-12.

M.Ed./CAGS Educational Leadership and Management: Technology Leadership

Program Description

This program is designed to provide future leaders in technology to school systems. The technology degree track will provide an in-depth examination of the implications of the technology revolution that has the potential to transform teaching and learning in our schools. Special emphasis will be placed on the key role that technology leaders have in initiating the processes of change, technology integration, and faculty development. The technology track will include a variety of opportunities for hands-on, technology-based experiences, and will include critical core courses in educational leadership and management.

M.Ed./CAGS Educational Leadership and Management Program Description

M.Ed.

The Master of Education in Educational Leadership and Management prepares the student to meet the standards of Massachusetts Educator Licensure as either a Supervisor/Director (P-12) or School Principal (P-6, 5-8,9-12). The program offers courses and experiences that equip school administrators with the skills and competencies necessary to become affective educational leaders.

CAGS

The purpose of this 39-credit program is to enable the professional educator who has earned his/her master's degree to pursue advanced graduate study in educational leadership and management, and prepares the student to meet the standards of Massachusetts Licensure as a Supervisor/Director (P-12) or School Principal (P-6, 5-9, 9-12).

Certificate of Advanced Graduate Studies in Interdisciplinary Studies in Education (CAGIS)

Program Description

Each student's CAGS program is planned under the direction of an advisor and is built on the academic background, professional position, and career goals of the student. CAGS programs consist of an integrated core curriculum, an internship, and elective courses. By broadening the individual's background the candidate becomes an effective leader who has the knowledge and skills to influence institutional reform.

Specialized Programs

District-Based Teacher's Preparation Program for Initial Licensure in Secondary Education

The Merrimack Leadership Academy

Superintendent Licensure Program

Principal/Assistant Principal Licensure Program

For more information on any of the above programs contact:

Isabelle Kunselman

40 Linnell Circle

Billerica, MA 01821

978-528-7800 ext. 238

ikunselman@meccorp.mec.edu

Merrimack Education Center

Winter/Spring 2008

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CLASS CANCELLATIONS

Occasionally, due to unforeseen circumstances, i.e., snow, power outages, instructor illness, etc., classes must be cancelled. Cancelled classes are always rescheduled. **IF EITHER THE CHELMSFORD PUBLIC SCHOOLS OR BILLERICA PUBLIC SCHOOLS ARE CLOSED ALL ACTIVITIES AT THE MERRIMACK EDUCATION CENTER IN CHELMSFORD AND BILLERICA ARE CANCELLED.** Teachers may use their own discretion in cancelling their classes due to inclement weather when Chelmsford/Billerica Public Schools are not closed.

TITLE IX & NONDISCRIMINATORY POLICY

The Merrimack Education Center is in compliance with federal regulations Title IX, Section 504 and the Commonwealth of Massachusetts regulations under Chapter 622 of the Acts of 1972 and does not discriminate in educational opportunities, admissions, recruitment, hiring or employment practices based on race, color, sex, religion, handicap, national origin, or sexual orientation.

Every effort has been made to make this publication accurate as of the publication date. It is subject to change at any time at the discretion of Fitchburg State College or the Merrimack Education Center. This publication is not intended to be a contract explicit or implied, and we reserve the right to cancel courses or make changes regarding the information contained herein.

- Cost for all courses is **\$570** for MEC credit and **\$776** for FSC graduate credit.
- Students may register from **December 1, 2007**.
- \$10 late charge after **January 13, 2008 (Winter/Spring)**,
after **April 13, 2008 (Intersession)**.
- **Underenrolled courses will be cancelled ONE WEEK PRIOR to start of class.**
- Under the new recertification requirements, 3 graduate credits are worth 67.5 PDPs or 45 PDPs. MEC credit is worth 37.5 contact hours and a minimum of 37.5 PDPs. The PDP value of any course is a matter between the individual teacher, his or her district, and the Massachusetts Department of Education.
- **MEC CREDIT IS NOT FITCHBURG STATE GRADUATE CREDIT. However, the same amount of work and hours are required for either type of credit.**
- Purchase Orders must accompany registration form.
- Instructors may charge a materials/textbook fee up to \$150.00.
- **REGISTRATION BY PHONE: AUTOMATED PHONE-IN** (for MC, Visa and Discover only) **978-528-7800, Extension 252**
- All courses are graduate-level courses.
- No registration is complete unless payment is received and processed.
- **Refunds: 100%, less \$25 before 1st meeting, 50%, less \$25, before 2nd meeting, 0% after 2nd meeting.**
- For further information call 978-528-7800, Extension 235
- Contact MEC if you require special accommodations to participate in any of our staff development activities.
- **Transfer from MEC to FSC credit must be completed by the end of the first class.**
- **Transferred courses are only valid if taken within six years of graduation date**
- **NO MORE THAN TWO COURSES MAY BE TAKEN PRIOR TO MATRICULATION.**

Admission Procedure

Applicants for the enrollment in the Masters of Education are required to:

1. Complete Fitchburg State College application
2. Pay application fee of \$25.00 to Fitchburg State College
3. Provide the following:
 - copy of teaching license
 - 3 letters of recommendation
 - official transcript of undergraduate degree
 - resume
 - an official report of the Miller's Analogies Test (MAT) or the Graduate Record Exam (GRE)

PLEASE NOTE: MAT or GRE is not required if matriculating into the CAGS program or taking a second Masters.

Admission Process

Admissions materials are forwarded to the Department Graduate Committee. The Graduate Committee weighs the evidence submitted and recommends acceptance to the Graduate Dean who recommends and approves graduate admission. While the admission decision is based on minimum requirements, it is not perfunctory. Each applicant is screened based on this criteria.

Mail all documentation to:

**The Graduate Admissions Office
Fitchburg State College
160 Pearl Street
Fitchburg, MA 01420-2697**

The Field-Based Masters of Education in Elementary or Secondary Education offered at the Merrimack Education Center is designed to meet the professional development needs of teachers.

These programs are high-quality, specialized programs which may or may not lead to any specific area of licensure as defined by the Commonwealth of Massachusetts.

WORKSHOPS

BULLY FOR YOU!

Facilitator: Julie Kiricoples

Dates: January 22, 29, February 5, 2008

Location: 40 Linnell Circle, Billerica

Cost: \$150

Time: 4:00pm - 7:30pm

PDPs: 10

Participants will review the facts and stats from current literature on bullying that address the topic as a systemic problem. We will look at the profiles of bullies and victims and examine current school-wide programs that offer strategies and solutions. In addition, the mediation process will be presented as a viable approach for working out conflicts. Literature and legislation will also be addressed.

UNDERSTANDING AGGRESSIVE BEHAVIOR IN CHILDREN

Facilitator: Julie Kiricoples

Dates: February 26, March 4, 11, 2008

Location: 40 Linnell Circle, Billerica

Cost: \$150

Time: 4:00pm - 7:30pm

PDPs: 10

Addressing the issues around fear, frustration, and stress, participants will examine and explore the nature and causes of aggression in children. In addition, they will receive basic information on the brain, the impact of witnessing violence on both social and emotional growth, and review current findings in neuroscience that address these issues. Participants will also examine new ways to structure the environment and learning experiences that support and strengthen healthy neural networks.

UTILIZING THE LATEST INTERNET TOOLS AND RESOURCES

Facilitator: Eric Groves

Dates: March 10, 24, 31, 2008

Location: 40 Linnell Circle, Billerica

Cost: \$150

Time: 4:00pm - 7:30pm

PDPs: 10

During the last few years we have been fortunate enough to see the development of a host of new internet access tools along with its related digital information. These workshops have been developed for the purpose of bringing both of these reservoirs from the fingertips of the educator into their classroom. These workshops will deal with practical approaches for developing enhanced Internet skill usage among, teachers, administrators and students. Topics covered will include blogs, podcasting, wikis and bookmarking.

Course Offerings Winter/Spring 2008

ADVANCED CHILD DEVELOPMENT*

3 credits

EDUC 7300

This core course explores human growth and development from birth to age 18. Various theoretical perspectives and specific development areas such as physical-motor, cognitive, language, social, and emotional development are covered. How children and youth develop as thinkers and learners, specifically how problems are solved at different points in development, is emphasized. In addition, candidates develop a clear understanding of the process of objective observation of children and youth, as well as observation and recording skills appropriate for various aspects of child development and behavior. Particular attention is given to exploring the relationship between developmental theory and knowledge and educational decisions and practice.

Emmanuel Joseph
Tuesdays, Jan. 22 - April 1

40 Linnell Circle, Billerica
4:00pm - 7:45pm

ADVANCED SEMINAR IN CHILD-CENTERED ISSUES*

3 credits

ONLINE COURSE

EDUC 8600

This specialized course in the Elementary Education program provides students with the opportunity to explore, discuss, and reflect upon a variety of child-centered issues. Background information for discussions will include child development research results concerning environments which support and enhance optimum development. Topics will include, but not be limited to, multi-cultural/multi-ethnic education, family-teacher partnerships, self-esteem research, mainstreaming, cognitive styles and creativity, the educator's role with abused children, and educating from student strengths and interests. **Online course initial meeting Jan. 28.**

Ronald Colbert
Monday, Jan. 28

40 Linnell Circle, Billerica
Tewksbury PC Lab
4:00pm - 7:45pm

**\$15 Blackboard user fee

ADVANCED SEMINAR IN REFLECTIVE PRACTICE AND ACTION RESEARCH

3 credits

EDUC 9150

This work is the culminating work for candidates in the M.Ed. education programs who are seeking or already possess a professional license. It provides the candidate with the opportunity to implement, at an advanced level, educational concepts and practices gained through earlier courses and the course(s) being taken simultaneously through an action research project. (Final course in M.Ed. Elementary Program)

Ronald Colbert
Mondays, Feb. 4 - May 7

40 Linnell Circle, Billerica
Tewksbury PC Lab
4:00pm - 7:45pm

**\$15 Blackboard user fee

ADVANCED STRATEGIES AND APPROACHES FOR TEACHING CRITICAL THINKING IN THE CONTENT AREAS*

3 credits

EDUC 8650

This specialized seminar is an integrating course embracing all content area subjects in an elementary school curriculum. In particular, it will introduce candidates to the nature and scope of Mathematics, Science, Social Studies, and Fine Arts in the elementary school. Candidates will investigate a variety of content models and curriculum programs while they explore theoretical foundations, practical applications, and current issues in the content areas. Strategies and modern techniques for effectively working with diverse populations of children and youth, including computer application in the various content areas, will be researched and emphasized. Candidates will demonstrate competencies by developing and demonstrating techniques and activities which illustrate how concepts and practices are learned in each module and how they relate to the needs of children and youth.

Margi Lanzoni
Saturdays, March 15, 29
April 5, 12 May 3

40 Linnell Circle, Billerica
8:00am - 4:30pm

BRAIN MORPHOLOGY AND PHYSIOLOGY: HOW, WHEN, AND WHERE LEARNING TAKES PLACE

3 credits

PDEV 6661

This course will provide participants with the underpinnings of the current pedagogy on the brain and their application to teaching-learning strategies. A sequential, developmental approach is taken to develop an understanding of how the brain's structure and organization, brain functions and its interaction with the outside environment effect its determination of what's important, and how it solves problems. Examination of learning styles and theories of intelligences are reviewed as viable strategies to increase student performance and support the needs of diverse student populations.

Julie Kiricoples
Saturdays, March 15, 29
April 5, 12 May 3

40 Linnell Circle, Billerica
8:00am - 4:30pm

COLLABORATION SKILLS FOR TEACHERS

3 credits

SPED 9200

Students study theory and practice skills related to communication skills and processes as well as effective consultation strategies for working with school personnel. The process of collaboration and consultation is practiced in class in addition to peer coaching and mentoring. Students learn how to evaluate their consultation skills and to maintain themselves as professional team members and consultants.

John Mara
Mondays, Jan. 28 - April 7

40 Linnell Circle, Billerica
4:00pm - 7:45pm

CREATING EDUCATIONAL WEBSITES

3 credits

ETEC 8700

Learn how to create an effective and attractive educational website for students and your community. This course will focus on creating web pages with Web authoring tools. Using these tools, you will be able to publish to the World Wide Web without having to do any programming. Upon completing this course, you will have your own website on the Internet. Prior to enrolling, you should have general experience with the Internet and specifically the World Wide Web.

Brandon Eang

40 Linnell Circle, Billerica

Tewksbury PC Lab

8:00am - 4:30pm

Saturdays, Jan. 19, 26

Feb. 2, 9 March 1

CURRENT TRENDS IN HEALTH AND PHYSICAL EDUCATION

3 credits

EXSS 6001

This course will investigate trends in health and physical education, with a focus on wellness instruction. A literature review of various curriculum constructs will be made pertaining to each field of study. The purpose of this course is for the learner to objectively evaluate the content, scope and sequence of these school-based programs using standards-based criteria reference and to promote essential change in the subject areas of health and physical education. National standards, state standards, curriculum frameworks, and school curriculums will be critically examined. This course will enable the learner to identify school district areas of need for curriculum redevelopment and to revise instruction.

Anthony Catalano

40 Linnell Circle, Billerica

8:00am - 4:30pm

Saturdays, March 15, 29

April 5, 12 May 3

CURRICULUM AND TECHNOLOGY

3 credits

SEED 8250

BIOL 8250, ENGL 8250, ESCI 8250, HIST 8250, SCED 8250

This course looks at integration of educational technology in the classroom, and its relationship to learning theories. MAC and IBM computer hardware, and interfaces for classroom inquiry including video and microscope cameras, digital image capture, scanners, and computer projection panels are examined. Students learn similarities between standard software programs available for writing, computation, and data analysis. It includes a survey of software for studies, ranging from Encyclopedias on CD-ROM to programs that are specific to the study of various topics in science, art literature, math, and language. The class explores the use of the Internet as a classroom resource, the hardware and software necessary to get online, search engines, browsers, URLs, online journals, education web sites, online interest groups, and how to design a web page.

Daniel Leclerc

40 Linnell Circle, Billerica

Tewksbury PC Lab

4:00pm - 7:45pm

Thursdays, Jan. 24 - April 3

****\$15 Blackboard user fee**

**Winter/Spring/Intersession 2008
REGISTRATION BY MAIL FORM**

Social Security Number _____

Name _____

Street _____

City _____ State _____ Zip _____

Home Phone _____ Work Phone _____

e mail: _____

School/District _____

FSC-graduate credit (\$776)

workshop (\$150)

MEC credit (\$570)

Course Title _____

Location _____

Course Title _____

Location _____

Course Title _____

Location _____

**\$ 10 late fee - after January 13, 2008 (Winter/Spring)
after April 13, 2008 (Intersession)**

Total Payment Enclosed \$ _____

Method of Payment:

Check or money order (Payable to MEC)

MC, Visa, Discover # _____

Expiration Date _____

**Professional Development Office
40 Linnell Circle
Billerica, MA 01821
Telephone (978) 528-7800 Extension 235
Phone in Registration (978) 528-7800, Ext. 252**

DEVELOPING MATH MATERIALS FOR CLASSROOM USE

3 credits

EDUC 7007

This course involves the construction and use of varied math materials used for instruction in K-12 classrooms. Displays of multi-level, multi-media materials emphasize hands-on methods of instruction. Scheduling and evaluative techniques are also discussed. Please bring index cards, stickers, text and scissors to class.

Jane Molchan 40 Linnell Circle, Billerica
Thursdays, Jan. 24 - April 3 4:00pm - 7:45pm

DIFFERENTIATING CONTENT INSTRUCTION IN INCLUSIVE CLASSROOMS

3 credits

SPED 8011

This course will delineate instructional and managerial strategies that can be used in classrooms to address the individual learning needs, strengths, and styles of all students. Emphasis will be placed on best practices that maximize student learning within the regular classroom. The most current and promising practices, as well as relevant research, will be presented. Areas of specific study will include special education, second language learners, learning style and brain research, gifted and talented, technology and rubric design. **The varied learning environments, content, processes and product for the course strive to reflect the best practices in differentiated instruction.**

Gail Cahill 40 Linnell Circle, Billerica
Fridays, Jan. 25, Feb. 8, Feb. 29 4:00pm - 8:00pm
Saturdays, Jan. 26, Feb. 9, March 1 8:00am - 4:30pm

EUROPE AND WESTERN CIVILIZATION IN THE TWENTIETH CENTURY

3 credits

PDEV 6548

This class, conducted in a combined lecture/seminar format, will examine the tumultuous events which shattered European political unity and cultural and military supremacy in the twentieth century. Such events as the Russian Revolution, the rise of fascism and totalitarianism, the two world wars, the cold war with its struggle between socialist and capitalist ideology and the current economic revitalization represented by European Union will be studied. The class will make use of a mix of print and web-based resources and will involve substantial student involvement in the conduct of Socratic Seminars.

Daniel Leclerc 40 Linnell Circle, Billerica
Tuesdays, Jan. 22 - April 1 4:00pm - 7:45pm

EXPLORING NONFICTION IN THE ELEMENTARY CLASSROOM

3 credits

PDEV 6531

This course is designed as an opportunity for participants to gain an in-depth understanding of how to support students as they read, write, and enjoy nonfiction throughout the curriculum in an inquiry-based classroom. Participants will develop a variety of strategies to apply to the classroom within the context of a solid theoretical framework. Time will be provided during each class to examine, evaluate and discuss outstanding nonfiction materials.

Marion DePierro 40 Linnell Circle, Billerica
Saturdays, Jan. 19, 26 8:00am - 4:30pm
Feb. 2, 9, March 1

FOUNDATIONS OF EDUCATIONAL ADMINISTRATION

3 credits

EDLM 8005

This introductory course is designed to provide an overview of school leadership focusing on the philosophical foundations of education; the psychological traditions of learning processes; the legal parameters of the school as an institution within the society; the cultural environment of urban, suburban, and rural educational settings; and educational trends as indicated by current research and pertinent literature.

Diane Bemis 40 Linnell Circle, Billerica
Wednesdays, Jan. 23 - April 2 4:00pm - 7:45pm

THE HIGH SCHOOL ENVIRONMENT: CHALLENGES IN EDUCATING STUDENTS WITH SPECIAL NEEDS

3 credits

SPED 7709

The high school environment is undergoing dramatic change shaped by social, political, technological, methodological, and philosophical issues and controversies. Students will analyze the external forces pressing for redesign of administrative, structure, delivery of education, the learning environment and how those changes impact students with special needs. Research-based methods for teaching to a wider range of abilities, and models for curriculum modification and staffing reallocations will be discovered.

John Mara 40 Linnell Circle, Billerica
Thursdays, Jan. 24 - April 3 4:00pm - 7:45pm

IMPACT OF TECHNOLOGY ON EDUCATION

3 credits

ETEC 7600

This course includes content related to the impact of technology on education, especially as it relates to effective teaching and curriculum development. The use of technology as a change agent in schools is explored. Participants are exposed to the variety of technologies used in schools.

Thomas Saad 40 Linnell Circle, Billerica
Tuesdays, Jan. 22 - April 1 4:00pm - 7:45pm

INTEGRATING WEB 2.0 TOOLS IN THE CLASSROOM

3 credit

new course

PDMT 6000Level

The internet is changing. The "new" internet is referred to as Web 2.0 or the Read/Write Web. There are now a multitude of web-based tools available that can allow people, to write online documents, and share information with others through social software like blogs and wikis and use video to support teaching. These tools can positively impact teaching and learning and the implications are significant. This course is designed to provide teachers with an overview of new internet technology tools (Web 2.0 tools, including Blogs, Podcasting, Wikis, RSS Skype, YouTube, TeacherTube, and more). This course will support differentiated instruction models of learning and can be applied to all grade levels and content areas (language arts, social studies, science, math, world language, music, special education, library/study skills, etc).

Mary Marotta *Nashoba Regional High School
Bolton, Room 222

Friday, March 28 4:00pm - 8:00pm

Sat., March 29, Sun., March 30 8:00am - 4:00pm

*April online hours and assignments Friday, May 9 - 4:00pm - 8:00pm

*Please note location and special scheduling.



**MASTERING GRAMMAR SKILLS THROUGH EVERYDAY WRITING
ACROSS CONTENT AREAS (K-12)**

3 credits

PDEV 6456

The purpose of this practical, highly interactive course is to give participants a thorough knowledge of grammar and usage rules essential to good writing. Research-based teaching strategies that have been proven to be effective in the teaching of grammar and usage will be presented, examined, and practiced. Participants will use the knowledge gained in this course to incorporate these teaching strategies into their instruction.

Elizabeth Luz 40 Linnell Circle, Billerica
Mondays, Jan. 28 - April 7 4:00pm - 7:45pm

MATH MANIPULATIVES AND MORE

3 credits

PDEV 6969

Working with manipulatives leads to discovery of patterns and classification. Manipulatives reach across the four content strands of the Massachusetts Curriculum Frameworks. Lessons with tangrams, pattern blocks, geoboards, and other manipulatives will be modeled. Games and other activities to enhance the learning of math concepts and drill will be made and ideas will be shared. Participants will need their texts, index cards, markers, etc.

Jane Molchan 40 Linnell Circle, Billerica
Wednesdays, Jan. 23 - April 2 4:00pm - 7:45pm

**PLAY IN EARLY CHILDHOOD EDUCATION: THEORY,
RESEARCH, PRACTICE**

3 credits

new course

EDUC 7190

This course is designed for early childhood educators and students of early childhood education who are interested in investigating play, the most important means that young children have in growing cognitively, socially, emotionally, physically, linguistically and kinesthetically. Theories of play, methods to enhance development through play and effective approaches to support young children's play, as well as materials and resources, are explored.

Nancy Tyler Higgins 40 Linnell Circle, Billerica
Wednesdays, Jan 23 - April 2 4:00pm - 7:45pm



**POSITIVE BEHAVIORAL SUPPORTS FOR STUDENTS
WITH DISABILITIES**

3 credits

SPED 8180

A framework is provided for thinking about and resolving behavioral issues teachers encounter in today's classrooms. Various theoretical approaches are presented. Teachers are required to implement strategies in their classrooms and report and discuss results.

Amy-Jo Mongeau 40 Linnell Circle, Billerica
Wednesdays, Jan. 23 - April 2 4:00pm - 7:45pm

**THE PRINCIPAL: ORGANIZATION AND ADMINISTRATION OF THE
ELEMENTARY, MIDDLE, AND SECONDARY SCHOOLS**

3 credits

EDLM 9000

This course addresses the principles of effective leadership of schools, via the role of the principal, at the various levels of education. The focus is on the development of human, conceptual, and technical skills required of a school principal. Among these skills are decision-making, communicating, planning and implementing, organizing, staffing and recruitment, scheduling, public relations, evaluating, supervision, contract management, community relations, and other skills necessary to the position. The course is not designed to give one answer for all situations but rather the emphasis will be to enable class members to become knowledgeable of the many aspects of the principalship; and, therefore, to become clear, comprehensive thinkers, learners, role models, problem solvers, and leaders. Course assignments reflect the level of interest of the participants (elementary, middle, and high school).

Michael Tikonoff 40 Linnell Circle, Billerica
Tuesdays, Jan. 22 - April 1 4:00pm - 7:45pm

PROCESS WRITING ACROSS THE CURRICULUM*

3 credits

ENGL 8076

Writing across the curriculum provides learners with the opportunity to investigate their own thinking as they go beyond the surface level of text or subject matter to arrive at meaningful connections and insights. Students investigate creative approaches to introduce current research journals into such areas as portfolios, audience, persona, and assessment. Working independently and in cooperative learning groups, participants immerse themselves in the reading/writing/thinking process, create their own portfolios, design mini-lessons, conduct research, and share their learning and thinking.

Margery Kimpton 40 Linnell Circle, Billerica
Tuesdays, Jan. 22 - April 1 4:00pm - 7:45pm

PUBLIC SCHOOL FINANCE

3 credits

EDLM 8030

This course examines the financial and administrative aspects related to budgeting, accounting and financing at the local, state and federal levels. The student will acquire knowledge and skills in both resource acquisition and strategies for locating alternative revenue sources. Students will learn to allocate these resources efficiently and effectively.

James Picone 40 Linnell Circle, Billerica
Thursdays, Jan. 24 - April 3 4:00pm - 7:45pm

STORYTELLING IN THE CURRICULUM

3 credits

EDUC 7010

This course will address storytelling and its relationships in today's multicultural classroom. The use of oral history projects and the use of folklore in the curriculum are explored. Emphasis will be on promoting storytelling in the classroom. Current theory on the relationship of oral and written language acquisition will be reviewed. Storytelling, self-esteem building, healing and creative conflict resolution techniques for the classroom will be discussed.

Claire Grant 40 Linnell Circle, Billerica
Mondays, Jan. 28 - April 7 4:00pm - 7:45pm

TEACHING AND LEARNING WITH TABLET/PC's IN THE CLASSROOM

3 credit PDMT 6068

This course is designed to introduce Tablet/PC's in the classroom. The standard laptop is changing in classrooms and more educators are moving to the Tablet PC. While it has the same features as a normal laptop, the Tablet PC has pushed functionality to a new level with inking, presenting in the classroom, recording online content and overall use. Learn how to integrate this new teaching model into the classroom.

Mary Marotta

***Nashoba Regional High School
Bolton, Room 222**

Fridays, April 4, May 2

4:00pm - 8:00pm

Saturdays, April 5, May 3

8:30am - 4:30pm

Sundays, April 6, May 4

**online using a class blog to
support the online component**

***Please note location and special scheduling.**

TRAUMA SENSITIVE PRACTICE FOR THE SCHOOL SETTING

3 credits new course PDMT 6000 level

This course will examine educational practices that enable schools to become supportive environments in which traumatized children can focus, behave appropriately and learn. The course will address the antecedent life events that contribute to traumatic consequences for children and ultimately compromise school success. The course utilizes case studies, video, group discussion and lecture. Participants will create an action plan for implementing trauma sensitive practices in the school setting including classroom management, instructional and assessment strategies and comprehensive support services. This course is appropriate for administrators, educators, counselors and school nurses.

Donna Georges

40 Linnell Circle, Billerica

Mondays, Jan. 28 - April 7

4:00pm - 7:45pm



UNDERSTANDING ALGEBRA CONCEPTS AND REASONING AND STRATEGIES FOR STRENGTHENING STUDENT UNDERSTANDING

3 credits PDMT 6026

Algebra can be thought of as a language, a way of thinking which helps develop anyone's logical and critical reasoning capacity, and which has become more and more crucial for children entering the future work world. This course is designed for any elementary or middle school educator who wishes to dramatically increase their own comfort level in working with algebra. The focus is on developing confidence in your ability to speak the language of algebra and reducing the fear of the subject. We accomplish this through standard questions as well as interesting or non routine problems.

Grant Phillips

40 Linnell Circle, Billerica

Saturdays, March 15, 29

8:00am - 4:30pm

April 5, 12 May 3

USING THE COMPUTER AS A RESEARCH TOOL

3 credits ETEC 7800

This course will engage educators in a hands-on exploration of strategies for employing computers as a research tool. Computers are the gateway to a rich array of educational resources including the Internet and library databases. This course will focus on both a research process and analytical technique. Using critical analysis, students will be able to extrapolate from that research process to apply learned techniques and strategies to all educational research. In addition, the students will use their research findings to enhance their current lesson plans in accordance with MCAS guidelines.

Eric Groves

40 Linnell Circle, Billerica

Tewksbury PC Lab

Wednesdays, Jan. 23 - April 9

4:00pm - 7:45pm

no class February 13, 2008

****Blackboard Courses (must be taken for FSC credit) - Students must register with the Merrimack Education Center office no later than 2 weeks prior to the first class in order that access to Blackboard be established for the first class. A Blackboard course is a combination of classroom and online participation. Students must have Internet access. There is a \$15 Blackboard user fee.**

Course Offerings Intersession 2008

ADVANCED RESEARCH IN EDUCATION* (M.Ed. Elementary)

3 credits **EDUC 8310**

This advanced core course is for candidates in the professional licensure track. In this course, candidates engage in the scientific reasoning process and reflect upon this process as it relates to the educator's role. Methods of educational research, inferential and descriptive statistical methodologies, use and analysis of primary sources, developing an education action research proposal, using research to inform practice, and the teacher as researcher are examined. Currently used research strategies, such as ethnographic studies and the case study approach, are highlighted. The role of research in emerging educational practices is also examined. Candidates who successfully complete this course will have developed a research proposal to implement as their culminating thesis/action research project. Credit cannot be given for both EDUC 8310 and EDUC 8300.

Meikle Paschal 40 Linnell Circle, Billerica
Tues. & Thurs., April 29 - May 29 4:00pm - 7:45pm

COLLEGIAL SUPERVISION

3 credits **EDLM 9020**

The nature and function of supervision as it relates to both the teacher and the supervisor are studied. Also presented is a contemporary view of the concept of supervision from both a theoretical and practical perspective. The role of the "supervisor" is discussed as it has evolved from the traditional model to the instructional leadership model - a model that embraces collegiality and professional development. Included are strategies and processes related to a variety of supervisory models, e.g.: clinical supervision, mentoring, differentiated supervision, cooperative development, and self-directed development. Emphasis is on studying ways in which the planning, organization, and evaluation of instruction may be effectively improved through the cooperative participation of school personnel.

Daniel Leclerc 40 Linnell Circle, Billerica
Mon. & Wed., April 28 - June 4 4:00pm - 7:45pm

***no class on June 2**

CURRICULUM DESIGN AND DEVELOPMENT*

3 credits **SEED 8260**

BIOL 8260, ENGL 8260, ESCI 8260, HIST 8260, SCED 8260

This course is designed to provide students with knowledge and skills of the curriculum development-revision process. In collaborative groups, students review, revise and expand the curriculum and assessment procedures in order to integrate current research findings and education reform initiatives. Students articulate a general curriculum map contextually appropriate for grade-level content as they plan for integrating content with social, behavioral, processing, thinking skills and Curriculum Frameworks. Students design an integrated 9-12th grade curriculum that aligns content standards across disciplines. Finally, interdisciplinary groups design an integrated curriculum unit.

Nancy Kelly 40 Linnell Circle, Billerica
Tewksbury PC Lab
4:00pm - 7:45pm

Mon., May 19, June 2
Wed., April 30, May 7, 14, 21, 28,
June 4, 11

****\$15 Blackboard user fee**

Please note special scheduling

LAW FOR THE EDUCATOR

3 credits **EDLM 8020**

Constitutional and statutory provisions governing a public school system are examined on local, state, and national levels. A thorough review is made of the legal parameters surrounding the local level of the educational system. In addition, students inspect federal and state guidelines generated to meet the needs of diverse student populations in compliance with current judicial decisions and state legislation. The impact of precedent-setting cases is a major focus of this course.

Robert Dempsey 40 Linnell Circle, Billerica
Tues. & Thurs., April 29 - May 29 4:00pm - 7:45pm

QUALITATIVE READING ASSESSMENT AND ANALYSIS*

3 credits **EDUC 8200**

This core course focuses on reading assessment through use of informal procedures, such as miscue analysis, metacognitive assessments, schemata assessments, informal reading inventories, and other teacher-initiated and designed assessment procedures. Additionally, the course emphasis is on teacher decision making and instructional planning based on qualitative analysis of reading and study strategies.

*Prerequisite: Literacy in Elementary and Middle School Education

Gail Cahill 40 Linnell Circle, Billerica
Mon. & Wed., April 28 - June 2 4:00pm - 7:45pm

RESEARCH IN EDUCATION* (M.Ed. Secondary)

3 credits **EDUC 8300**

In this course candidates engage in the scientific reasoning process and reflect upon this process as it relates to the educator's role. The goals of educational research, methods of educational research, reading and analysis of primary sources, developing an education research proposal, using research and the teacher as a researcher, are explored. In addition, currently used research strategies such as ethnographic studies and case study approach are included. Emerging educational practices which are research based will be highlighted. Appropriate inferential and descriptive statistical methodologies will also be studied. Credit cannot be given for EDUC 8310 and EDUC 8300.

Meikle Paschal 40 Linnell Circle, Billerica
Tues. & Thurs., April 29 - May 29 4:00pm - 7:45pm

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Degree Programs

| | |
|--|----|
| M.Ed. Elementary Education | 14 |
| M.Ed. Secondary Education | 14 |
| M.Ed. Special Education | 14 |
| M.Ed./CAGS Educational Leadership and Management: Technology Leadership | 15 |
| M.Ed./CAGS Educational Leadership and Management | 15 |
| Certificate of Advanced Graduate Studies in Interdisciplinary Studies in Education | 15 |

Specialized Programs

| | |
|---|----|
| District-Based Teacher's Preparation Program for Initial Licensure in Secondary Education | 15 |
| The Merrimack Leadership Academy | |
| Superintendent Licensure Program | 15 |
| Principal/Assistant Principal Licensure Program | 15 |

*Each program core course includes task(s) which require each student to access and use library materials appropriate for graduate-level study and research, including meaningful primary resources. The same literature review and library use standards apply for each student in each core course irrespective of the specific course schedule. It is the student's personal responsibility to access the library materials needed for such graduate-level study and research.