



# GORDON COLLEGE

**Graduate Academic Catalog  
2011-2012**

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**GORDON COLLEGE GRADUATE EDUCATION**

255 Grapevine Road, Wenham MA 01984

Graduate Education: T 978 867 4322 F 978 867 4737

Graduate Music Education: T 978 867 4429 F 978 867 4655

**[www.gordon.edu/graduate](http://www.gordon.edu/graduate)**



Gordon College is in compliance with both the spirit and the letter of Title IX of the Education Amendments of 1972 and with Internal Revenue Service Procedure 75-50. This means that the College does not discriminate on the basis of race, color, sex, age, disability, veteran status or national or ethnic origin in administration of its employment policies, admissions policies, recruitment programs (for students and employees), scholarship and loan programs, athletics and other college-administered activities.

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Gordon College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accreditation to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

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Any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activity and be provided with an opportunity to make it up, provided it shall not create an unreasonable burden upon the school. No fees shall be charged nor any adverse or prejudicial effects result.

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In compliance with the Higher Education Amendments of 1986, Gordon College operates a drug abuse prevention program encompassing general dissemination of informational literature, awareness seminars and individual counseling. Assistance is available to students, staff and faculty. For more information please contact the Center for Student Development.

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Provision for students with disabilities may be found in Appendix C.

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Policies and regulations are under continual examination and review and may be amended from time to time. Programs or courses may occasionally be revised or discontinued by action of the responsible bodies. This catalog only presents the offerings, fees, charges, policies and requirements in effect at the time of publication. It is a guide and not the offer of a contract, and the College reserves the right to make changes should circumstances warrant in the judgment of the College. The catalog is not intended to nor does it contain all policies and regulations that relate to students.

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Gordon College's audited financial statements for the last three years, or a fair summary thereof, are available upon request from the Office of the Vice President for Finance.

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# GENERAL

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## THE CHARACTER OF GORDON COLLEGE

### DESCRIPTION AND HISTORY

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Gordon College is the only nondenominational Christian college in New England. It offers 38 majors and confers three separate undergraduate degrees: Bachelor of Arts, Bachelor of Science and Bachelor of Music. Gordon offers graduate programs in education and music education and confers two graduate degrees: Master of Education and Master of Music Education.

Gordon was founded in Boston in 1889 by a small group of Christians who recognized the need for educated leadership in churches and society. They organized what was first called the Boston Missionary Training Institute. Chief among the founders, and the first president, was the Reverend Dr. Adoniram Judson Gordon, a prominent Boston pastor whose name the school adopted after his death in 1895.

Gordon developed into a liberal arts college with a graduate seminary and moved to its present several-hundred-acre North Shore campus in 1955. In 1970 the divinity school was merged with the Conwell School of Theology from Philadelphia to form the new and separate Gordon-Conwell Theological Seminary located in South Hamilton, Massachusetts.

In 1996 Gordon College began a graduate program in education and in 2003 added a graduate program in music education. Gordon confers the Master of Education and Master of Music Education.

### LOCATION

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Gordon College is located 25 miles north of Boston on several hundred acres of land in the North Shore communities of Wenham, Manchester and Hamilton. The campus has five ponds, and borders Chebacco Lake. The nearby ocean and the mountains of New Hampshire provide both summer and winter recreational activities for Gordon students. Gordon is ideally located for a liberal arts college; museums and libraries of Metropolitan Boston and the North Shore area provide opportunities for research and student cooperative experiences, while many historical sites nearby afford unique insights into the political, social and literary histories of the United States.

Many acres of undeveloped land on Gordon's campus provide a laboratory for study in the natural sciences. The private and public schools of the North Shore communities make available a variety of philosophical and methodological approaches to the education of children. Opportunities to become involved in business and research abound, especially in electronic and research laboratories on the North Shore.

### MISSION

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The Gordon College Graduate Education Program strives to partner with the community in preparing teachers and leaders of integrity, discernment and effectiveness through rigorous scholarship and personalized mentoring.

The Gordon College Graduate Education Program is dedicated to:

- Investigating the highest critical standard of current research and educational theory
- Providing a forum in which educational philosophies and practices are synthesized, analyzed and evaluated
- Meeting and exceeding all teaching standards required by the Commonwealth of Massachusetts
- Integrating ethics reflective of our Christian heritage

- Fostering a culture of community and open dialogue
- Engaging respectfully with the many cultures represented in schools and society

## **FOUNDATIONS OF GORDON'S PHILOSOPHY OF EDUCATION**

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Gordon College, an independent liberal arts and sciences institution, is distinctively Christian in its educational philosophy and mode of operation. It stresses quality in teaching and employs teacher-scholars who mentor students in the education and development of the whole person. Students from many denominations, states and territories, and foreign countries are represented in the coeducational student body. Gordon is a community of learners who seek to understand themselves, their community, culture and world from within the framework of a world- and lifeview derived from their common commitment to Christ and the tenets of historic Christianity.

## **BEHAVIORAL EXPECTATIONS**

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As a Christian community Gordon College seeks to maintain itself by fostering ideals and standards consistent with a Christian worldview. The College has established a Statement of Life and Conduct (see Appendix B) which sets forth the assumptions and principles which should guide the conduct of responsible Christians and the specific behavioral expectations for members of the Gordon College community.

The use of alcoholic beverages and tobacco is not permitted on the campus or adjacent properties, or at any College-related activity. Members of the Gordon community are not to use, possess or cause to be brought on campus narcotic or hallucinogenic drugs, including marijuana.

Although these and other rules are valuable for orderly community life, they do not dominate or express the spirit of Gordon College. As a community, the College is deeply committed to mutual support, freedom and responsibility, all of which are essential for the practical expression of God's love.

## **ACCREDITATIONS AND AFFILIATIONS**

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Gordon College is accredited by the New England Association of Schools and Colleges Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction. Such accreditation indicates that the institution meets or exceeds criteria for the assessment of institutional quality applied through periodic peer group reviews. Accredited schools or colleges must have available the necessary resources to achieve stated purposes through appropriate educational programs, are substantially doing so and give reasonable evidence they will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association applies to the institution as a whole. Inquiries regarding status of an institution's accreditation by the New England Association should be directed to the administrative staff of the College. Individuals may also contact the Association:

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
209 Burlington Road  
Bedford, Massachusetts 01730-1433  
781 271 0022

Gordon College is also accredited, certified or approved by the following agencies:

- Interstate Certification Compact
- National Association of State Directors of Teacher Education and Certification
- Massachusetts Board of Higher Education

- United States Government (Gordon College is authorized under federal law to enroll nonimmigrant alien students and is approved by the Massachusetts Board of Higher Education for the training of veterans and their dependents.)
- Massachusetts Department of Elementary and Secondary Education
- National Association of Schools of Music
- The Council on Social Work Education for Baccalaureate Social Work Education

Gordon belongs to numerous educational and professional organizations. See Off-Campus Programs for a listing of the many affiliations and linkages which enrich Gordon students.

### **Christian College Consortium (CCC) and Council for Christian Colleges & Universities (CCCU)**

As a member of the Christian College Consortium and the Council for Christian Colleges & Universities, associations formed to promote interinstitutional cooperation for the cause of Christian higher education, Gordon College is committed to the tenets and spirit of evangelical Christianity. In addition, the Consortium seeks to encourage member institutions in the pursuit of their respective missions and sponsors research and study among faculty on the integration of the Christian faith and learning, and designs and promotes research activities to evaluate educational programs and to improve the management of member institutions.

### **Northeast Consortium of Colleges and Universities in Massachusetts (NECCUM)**

Gordon College is a member of the Northeast Consortium of Colleges and Universities in Massachusetts, a collective of state and private institutions which includes Endicott College, Marian Court College, Merrimack College, Middlesex Community College, Montserrat College of Art, North Shore Community College, Northern Essex Community College, Salem State College and the University of Massachusetts Lowell.





# The Graduate Programs at Gordon College

## Graduate Degrees

- Master of Education (established 1996)
- Master of Music Education (established 2002)

## Levels and Areas of Licensure Offered

### Initial Licensure

- Early Childhood (PreK-2, with and without disabilities)
- Elementary (1-6)
- Students with Moderate Disabilities (PreK-8, 5-12)
- Teacher of English as a Second Language (PreK-6, 5-12)
- Middle School/Secondary
  - Arts (PreK-6, 5-12)
  - Biology (5-8, 8-12)
  - Chemistry (5-8, 8-12)
  - English (5-8, 8-12)
  - History (5-8, 8-12)
  - Mathematics (5-8, 8-12)
  - Foreign Languages—French (5-12), Spanish (5-12)
  - Physics (5-8, 8-12)
- Principal/Assistant Principal (PreK-6, 5-8 or 9-12)
- Reading Specialist (PreK-12)
- Supervisor/Director (PreK-12)
- Music Education (general, vocal, instrumental) (PreK-12)

### Professional Licensure

- Early Childhood (PreK-2)
- Elementary (1-6)
- Students with Moderate Disabilities (PreK-8, 5-12)
- Teacher of English as a Second Language (PreK-6, 5-12)
- Middle School/Secondary
  - Arts (PreK-6, 5-12)
  - Biology (5-8, 8-12)
  - Chemistry (5-8, 8-12)
  - English (5-8, 8-12)
  - History (5-8, 8-12)
  - Mathematics (5-8, 8-12)
  - Modern Foreign Languages—French (5-12), Spanish (5-12)
  - Physics (5-8, 8-12)
- Music Education (general, vocal, instrumental) (PreK-12)

## **Licensure Only**

(Licensure Only is for educators already holding a master's degree in education and licensure in appropriate field)

- Elementary Math Specialist (1-6)
- Principal/Assistant Principal (PreK-6, 5-8, 9-12)
- Reading Specialist (PreK-12)
- Supervisor/Director (PreK-12)
- Teacher of English as a Second Language (PreK-6, 5-12)

## **Course Offerings**

- Summer/Fall Term
  - Summer Session: July–September
  - Fall Session: October–December
- Winter/Spring Term
  - Winter Session: January–March
  - Spring Session: April–June

# ADMISSIONS

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Gordon College welcomes women and men of academic promise who wish to enroll in a program leading to the Master of Education degree, the Master of Music Education degree and/or to state licensure. Candidates who demonstrate capacity for graduate work, potential to contribute to the knowledge of teaching in the classroom, and who wish to study in an atmosphere where the Christian faith is applied to learning, are invited to enroll for graduate study.

Permission to take graduate courses at Gordon College for the first time is granted by the Graduate Office, based on a review of all undergraduate and graduate study transcripts and an agreement to abide by Gordon College's Life and Conduct Statement while on campus.

Students who demonstrate completion of an undergraduate degree may register for a maximum of 9 credits prior to acceptance into the program.

## M.Ed. Requirements for Program Admission

- A completed graduate program application
- Two official transcripts of all degrees earned from accredited undergraduate and graduate schools; these transcripts must be originals, not photocopies, and should be sealed in the original envelope from the registrar of the institution.
- A professional resume
- An academic reference which evaluates the candidate's ability to complete work at the graduate level
- A personal reference which speaks to the applicant's character
- A professional reference which speaks to the applicant's appropriateness for classroom teaching
- A statement of purpose essay, generally 500–700 words, which offers you an opportunity to demonstrate your writing skills as you explain your goals and aspirations as an educator and why you are seeking to continue your education at Gordon College. Be sure to mention any experience you think is pertinent to the program to which you are applying.
- Current negative Mantoux (TB) test (required by the state of Massachusetts) and a record of immunization for measles, mumps and rubella (MMR)
- Payment of a \$50 nonrefundable application fee, made payable to Gordon College

## Licensure Only Requirements for Program Admission

- A completed graduate program application
- Two official transcripts of all degrees earned from accredited undergraduate and graduate schools; these transcripts must be originals, not photocopies, and should be sealed in the original envelope from the registrar of the institution. Request forms are on the web at <http://www.gordon.edu/transcripts>.
- A professional resume
- A professional reference
- Current negative Mantoux (TB) test (required by the state of Massachusetts) and a record of

\* If new to Gordon graduate program

immunization for measles, mumps and rubella (MMR)

- Payment of a \$50 nonrefundable application fee, made payable to Gordon College

## M.M.Ed. Requirements for Program Admission

Applicants must meet the following minimum requirements:

- Undergraduate degree in music education from an accredited institution (or the equivalent) with a GPA of 3.0
- Initial licensure in music
- At least one year of teaching experience in the music classroom (applicants with less than one year of experience will be considered if they exhibit exceptional teaching abilities)

Acceptance to the M.M.Ed. program will be determined by the director of graduate studies in music education following a careful review of all application materials. Applicants must submit the following:

- Application with signed statement of compliance
- Nonrefundable application fee of \$50, payable to Gordon College
- Letter of introduction from applicant
- Professional resume
- Two letters of recommendation (one personal reference; one professional reference)
- Three- to four-page typed essay on the applicant's philosophy of teaching and the importance of music education in the school curriculum
- Two official transcripts from each undergraduate or graduate institution attended
- Videotaped demonstration of teaching
- Conducting seminar application and videotaped demonstration of conducting (only if the applicant wishes to waive GMU616 Techniques of Conducting)
- Copy of teaching certificate
- Current negative Mantoux (TB) test (required by the state of Massachusetts) and a record of immunization for measles, mumps and rubella (MMR)
- International students: Test of English as a Foreign Language (TOEFL) with minimum score of 550 on paper version (PBT), 213 on computer version (CBT), or 80 on the Internet version (IBT); and an oral proficiency interview demonstrating superior ability in speaking

In addition, all applicants must interview with the program director before or during the first summer of classes. Application materials must be received by **May 1**; students will be notified of acceptance status by **May 15**.

Those students who do not meet the minimum requirements for admission, or whose admission materials are incomplete, may be granted provisional status and may take up to nine (9) hours of courses. After completing no more than nine (9) hours, students desiring full status are expected to have matriculated by meeting all of the admissions requirements.

## Initial License in Music Requirements for Program Admission

- Application with signed statement of compliance
- Nonrefundable application fee of \$50, payable to Gordon College
- Letter of introduction from applicant
- Professional resume
- Two letters of recommendation speaking to the candidate's potential for success as a musician and as an educator (at least one letter must be from a music professor or music supervisor)
- Three- to four-page essay describing the candidate's strengths and weaknesses related to his/her potential for success as a music educator and reasons for pursuing initial license in music
- One official transcript from each undergraduate institution attended
- 30-minute DVD demonstration of the candidate teaching a music class or rehearsal
- Music audition on major instrument (two contrasting pieces) or submission of a senior recital recording
- Interview with program director
- Piano proficiency exam
- Vocal proficiency exam
- For international students: Test of English as a Foreign Language (TOEFL)
- Passing score on the communication and literacy and music portions of the MTEL

### Successful candidates will:

- Have an undergraduate GPA of 2.85 or higher
- Exhibit potential for developing skills related to the professional standards for teachers as set forth by the Department of Elementary and Secondary Education
- Exhibit advanced proficiency on an instrument
- Demonstrate overall musicianship
- Clearly articulate belief in the importance of music education in the schools
- Exhibit ability to be reflective



# REGISTRATION

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## M.Ed. Registration Procedures

Registration is done online, by mail, or in person through the Graduate Office. This office is located in Jenks Library on the Gordon College main campus.

Register online:

- New graduate students first complete the Graduate Education New Student Form.
- All students register for classes at [www.gordon.edu/graduate/register](http://www.gordon.edu/graduate/register).
- Students will be sent a notice from the Graduate Office confirming they are registered for the course. The notification will include additional instructions on preparing for classes.

Students registered for class(es) will be billed directly by Student Financial Services. Any student who has an account balance will not be allowed to register until the balance is paid. Questions regarding student bills should be directed to Student Financial Services.

## Withdrawal and Refund Policy

### Withdrawal Policy

Withdrawal is official when written notification is submitted to the Graduate Education Office. An email may be sent to [graduate-education@gordon.edu](mailto:graduate-education@gordon.edu) for graduate education students and [mmed@gordon.edu](mailto:mmed@gordon.edu) for graduate music students. Nonattendance does not constitute an official withdrawal; students will be held responsible for all related tuition and fees.

Students may request to withdraw after 6 hours of class up through 11 hours of class and receive a "W" Withdrawal grade on their transcripts. After 12 hours of class an "F" grade will be recorded on the transcript.

### Refund Policy

The following schedules are used to determine the portion of tuition that will be refunded depending upon the date a student withdraws from a course. College policy does not allow retroactive withdrawals or refunds.

Time of Withdrawal	Refund
Prior to the start of the class	100%
After 3 hours of class	100%
After 6 hours of class	90%
After 9 hours of class	50%
After 12 hours of class	0%

- Administrative fees are nonrefundable.
- Actual refund percentage depends on the official date of formal withdrawal.
- Students who receive financial aid and withdraw, or reduce credit load, will have an adjustment/reduction in their aid award.



## Enrollment Status

Enrollment status is calculated according to the total credits a student is registered for within a term. The two terms are:

- Summer/Fall: July–December
- Winter/Spring: January–June

Enrollment status within a term is based on the following credit loads:

Credit Load	Status
1–4 credits	Part-time
4.5–8 credits	Half-time
9 credits or more	Full-time

## Satisfactory Academic Standing (SAP)

The Graduate Office evaluates student academic progress at the close of each term. Students are evaluated on the basis of cumulative grade point average (GPA) and credit hour completion. The minimum academic standards that must be met in order to be eligible for Title IV federal student aid are listed in the chart below:

Number of Semesters	Credits Earned	Cumulative GPA
1	6	2.70
2	12	2.85
3	18	2.90
4	24	2.95
5	30	3.00
6	36	3.00

## Appeal Process

Any student who fails to meet the SAP is placed on academic probation. A student may appeal if they have experienced serious extenuating circumstances (i.e., serious injury, illness or death in the family). An appeal letter to request a waiver of the SAP standards for a semester should be submitted to the Graduate Education Office, with supporting documentation required. The director of graduate programs, registrar, and director of Student Financial Services will make a final determination on the appeal.

## Privacy of Records and Directory Information (FERPA)

Gordon is in compliance with the Family Educational Rights and Privacy Act of 1974; thus, most records pertaining to enrolled students may be reviewed by the student upon request and by appointment. A complete statement of the College's policy and procedures is available from the Center for Student Development.

FERPA permits release of "directory information" without authorization unless the student notifies the Registrar's Office, in writing and within the first two weeks of a semester, of a specific request that the College not release such information. Careful consideration should be given to the consequences of a request to withhold directory information, and the College cannot assume responsibility for any consequences from honoring an instruction to withhold directory information.

**Directory information** includes a student's: name; month/day and place of birth; major field of study; full- or part-time status; participation in officially recognized activities and sports; dates of attendance; degrees, honors and awards received; most recent previous educational agency or institution attended; and photograph, video or web image. Weights and heights of members of athletic teams may also be released.

**Privacy Policy.** Gordon's privacy policy allows access to current and permanent addresses, telephone listings, email addresses, class schedules and listings on course rosters to on-campus members of the Gordon community. All other personal data is restricted to only Gordon faculty, staff and student workers, pursuant to their College responsibilities, or to contractual agents of the College, such as an attorney, auditor, the National Student Clearinghouse or a collection agent. Gordon College may make use of an individual student's photograph, video or web image, or campus scenes including the individual, in College publications, promotional materials or on the website. An effort will be made to obtain permission for use whenever possible.

### **Transcripts**

The Registrar's Office is responsible for issuing official transcripts of work completed at Gordon. All obligations to the College must have been met before a transcript is issued, including all financial accounts with Gordon College and compliance with the terms of any student loans. While requests are processed as quickly as possible, allow up to five working days for verification of clearance and processing. A transcript fee is charged.

Current students may process an electronic transcript request through [my.gordon.edu](http://my.gordon.edu). A credit card (Mastercard or Visa) is required to order transcripts online, and there is a \$1 transcript fee plus a \$2.25 processing fee. Former students who do not have access to [my.gordon.edu](http://my.gordon.edu) may set up an account through a link from Gordon's website at [www.gordon.edu/transcripts](http://www.gordon.edu/transcripts) or at [www.iwantmytranscript.com](http://www.iwantmytranscript.com) to order transcripts online.

Transcripts may be sent electronically through a secure, web-based process; sent by U.S. mail; or picked up in the Registrar's Office. Electronic delivery of transcripts is possible wherever web access is available with a high level of security. Recipients are notified of availability by email, and the student is notified by email when the transcript is sent, when it is viewed and by whom it was opened.

Transcripts may also be requested by a written, signed request submitted to the Registrar's Office in person or by mail, with a check, money order or cashier's receipt to cover the transcript fee. A transcript fee of \$3 is charged for each transcript ordered through the Registrar's Office. Allow five working days for verification and processing. Credit cards may only be used with the online transcript ordering service.

### **Verification of Enrollment or Degree**

Students needing verification of enrollment or degree should contact the Registrar's Office or mail verification forms to the office. Degrees and enrollment are also verified through the National Student Clearinghouse.

# FINANCIAL

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## Expenses

Tuition—graduate education	\$325 per credit (\$975 for 3-credit course)
Audit fee—graduate education	\$100 per credit
Tuition—M.M.Ed.	\$600 per credit (\$1,200 for 2-credit course)
Audit fee—M.M.Ed.	\$300 per credit
Application fee	\$50
General administrative fee	\$50 per term
Late registration	\$50 (per course)
Graduation fee	\$25

## Explanation of Tuition and Fees

**Tuition.** Tuition for the graduate education programs is based on a per credit fee of \$325: \$975 per 3-credit course; \$2,550 for 6 credits; or \$3,825 for 9 credits. Tuition for the M.M.Ed. program is based on a per credit fee of \$600.

Teachers who provide documentation of full-time employment in a Christian school are eligible to receive a grant in the amount of \$50 per credit to be applied to graduate tuition.

**General Administrative.** A general administrative fee of \$50 will be assessed each term to cover such items as College ID cards, an email account, library access, Health Center access and Lane Student Center usage. This fee does **not** include access to the Bennett Athletic and Recreation Center.

Graduate students who wish to utilize the Bennett Center must sign up for a graduate student membership directly with the Bennett Center manager. Graduate student membership rates are established annually by the Bennett Center. The student should contact the Bennett Center manager for rate and membership information.

**Billing.** After registering, students will be billed directly by Student Financial Services. Payment due dates are generally within 30 days of the start of the semester.

**Health Insurance (M.Ed.).** A health and accident insurance fee will be assessed each student enrolled for 9 credits or more unless a waiver with proof of equivalent coverage has been provided prior to the start of classes. The rate is subject to change annually.

**Vehicle Registration.** Every vehicle operated on campus by a graduate student must be registered with the Department of Public Safety.

**Application for Program Acceptance.** A one-time program application fee of \$50 is due at the time of application and is nonrefundable. The fee will not be credited to the cost of registration.

**Rush Fee.** Returning students who register within five business days of the start of a course will be charged a rush fee of \$25 per course. Registration is required to attend a class and receive credit.

**Graduation.** A graduation fee of \$25 will be charged at the time of application for graduation. This fee will be applied toward souvenir regalia, including the master's hood, as well as all commencement activities.

## Financial Aid

Student loans are available for those who qualify. Student loans can be used to cover the cost of tuition and fees, supplies, and living expenses. Please contact the Student Financial Services Office or visit [www.gordon.edu/graduate/financialaid](http://www.gordon.edu/graduate/financialaid).

**Federal Stafford Loans.** Graduate students who register for at least 5 credits in a term may apply for a Federal Stafford Loan through the government's Direct Loan Program. Payments are deferred and interest may be subsidized during school enrollment depending on financial need—based on the FAFSA and determined by the Student Financial Services Office. Loan amounts depend on the number of credits for which a student is registered. An annual limit of \$20,500 applies.

**Private Student Loans.** Private student loans are available for students who do not wish to or are not eligible to borrow a Stafford Loan. We will work with any lender a student chooses, but Discover, Chase Select and Sallie Mae are some of the loan programs our graduate students have used in the past. Loan limits vary by lender.

# ACADEMIC

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## Master of Education

**Matriculation.** Students will be expected to have completed the matriculation process before completion of nine (9) credit hours of graduate coursework at Gordon College. After completion of nine (9) credit hours of graduate work, students who have not matriculated may not register for additional courses.

Students have five (5) years after matriculation to complete all program requirements. When there are extenuating circumstances, students may apply for an extension from the Graduate Council.

**Advising.** Matriculated students will be assigned a program advisor. In addition to acting as an advocate for the student, the advisor and the student will work out a program of study leading towards graduation.

**Grade Point Average (GPA).** Students are expected to maintain a 3.0 cumulative GPA to remain in the program. Only grades of B- quality or better will be counted towards completion of the program requirements. Courses may be repeated. The higher of the grades will be calculated in the cumulative grade point average.

**Licensure.** Candidates for licensure who need to do classroom teaching must make a formal application by the end of the previous term. They must also have completed the prerequisite number of courses with a 3.0 cumulative GPA, licensure hours, have the advisor's recommendation, and successfully meet all health requirements.

**Transfer credit.** Some degree programs offered by Gordon allow transfer credits if the course(s) are equivalent and meet state standards. After acceptance, students should submit a Transfer of Credit form and an official transcript as well as a description of the course being transferred to be approved/disapproved by a committee review process. For the M.Ed., a maximum of nine (9) graduate credit hours with a grade of B- or better may be transferred from another accredited graduate program. Transfer credit must be no more than five (5) years old. Students are notified of final acceptance or rejection of transfer credits by the Graduate Education Office.

**Nondegree Students.** Students who already hold a master's degree in a subject area may enroll in courses to prepare for licensure without matriculating into a degree program.

**Auditing.** Graduate students who are fully matriculated into the program may audit a graduate course for a cost of \$325 plus the necessary fees. Nonmatriculated students may also audit but must apply to the director of graduate studies for approval. The tuition will be \$325 plus the necessary fees. Class attendance is required but no work may be submitted for evaluation. Professional development points (PDPs) may be awarded to auditors in blocks of 15 based on the number of contact hours; attendance and written work is required.

### Requirements for Graduation

- An application for graduation submitted to the Graduate Office with a fee of \$25
- Completion of all program requirements with a cumulative GPA of 3.0 or better
- Endorsement from the Board of Trustees
- Final administrative and academic clearance

**Commencement Participation.** Graduate students who will have completed all requirements by the end of the spring session are eligible to participate in commencement. Degree candidates who have

no more than 3 credits remaining may petition the Graduate Council to walk at commencement. Candidates must be registered for the final course(s) and have all balances cleared prior to April 30. All work must be completed by August 30 for conferral of the degree in September.

**Grading.** Graduate students are expected to maintain a grade point average of 3.0. Only courses with grades of B- quality or better will be counted towards completion of the program requirements. The GPA is calculated on the credit hours attempted at Gordon. If a student receives approval to repeat a course, only the higher grade earned will be used to calculate the grade point average. Grade points are assigned for each credit earned according to the following chart:

Grade	Grade Points	Meaning
A	4.0	Exceptional
A-	3.7	Excellent
B+	3.3	Very good
B	3.0	Good
B-	2.7	Satisfactory
C+	2.3	Unacceptable
F	0.0	Failure to pass
W	—	Withdrew
I	—	Incomplete

Grade point averages are determined by dividing total grade points by total hours attempted at Gordon.

Students wishing to withdraw from a course must contact the Graduate Office and complete a Withdrawal form by the established deadlines.

Request for changes of assigned grades, due to error or misinformation, must be submitted by the instructor, signed by the advisor, and received by the Registrar's Office within the first 30 days after the course has ended.

The grade I (Incomplete) is allowed when a student is unable to complete course requirements due to unpreventable or unforeseen circumstances. Students have seven weeks after the start of a new term to complete coursework for a course granted an Incomplete.

**Graduate Council.** The Graduate Council, under the jurisdiction of the College government structure, is responsible for all policies related to the M.Ed. program including approval of applicants, petitions, appeals and graduation. The Council is chaired by the director of graduate studies and consists of two teaching faculty within the Division of Education, one teaching faculty member outside the division, a teacher from the greater academic community whose specialty is one of the areas of focus of the degree programs, and the assistant to the director.

## Master of Music Education

**Matriculation.** Students are admitted to the degree program with 1) special status (exploratory); 2) provisional status (incomplete paperwork, low GPA, less than two years teaching experience); or 3) full status (complete paperwork and recommendation of the director). Upon completion of nine (9) credit hours of graduate work at Gordon College, students will be expected to have matriculated. After nine (9) hours of graduate work, students who are not accepted into the program may not register for additional courses except for workshops. Students have seven (7) years after matriculation to complete all program requirements. When there are extenuating circumstances, students may apply for an extension to the director of graduate studies in music education.

**Advising.** Upon entering the program each graduate student will be advised by the director of graduate studies in music education. The director will act as an advocate for the student, and the

director and the student will work out a program of study leading towards graduation. The summers-only Master of Music Education program has been designed to be completed in three summers with some independent work done during the academic year. Students unable to take a full course load of nine (9) hours each summer will need to adjust their schedules accordingly.

**Registration Procedures.** Students who are accepted on special, provisional or full status (see Academic Policies) by the director of graduate studies in music education may enroll in graduate music courses. A full load of nine (9) credits is typical but may be exceeded.

To attend a class the student must have paid in full and be officially registered by the first day of class; any student whose account carries a negative balance from a previous term will not be allowed to register until the balance has been paid. The College accepts personal checks or money orders. Questions regarding student bills should be directed to Student Financial Services.

Registrations for summer courses are due by May 1; late registrations will be accepted only as available class size permits through the first day of classes, and a late registration fee of \$25 will be assessed.

**Auditing.** Auditors are students attending classes for personal enrichment and not for academic credit. Auditors in graduate courses or workshops may receive professional development points (PDPs) in blocks of 15 based upon the number of contact hours; attendance and summary paper required. Auditing status must be changed to credit status by the fifth day of classes in the case of graduate courses, or by the end of the registration period for workshops.

**Change of Assigned Grade.** See guidelines above.

**Commencement Participation.** See guidelines for graduate students on page 21.

**Comprehensive Exams.** The comprehensive examination is required of each student at the completion of all coursework (may be taken before completion of GMU682). Students planning to take the exam must register in the Graduate Music Office by July 1. There is no exam fee.

Exam questions are drawn from the curriculum. Faculty members read the answers for their individual areas and assess according to the standards used for grading essay exams. Answers may be assigned a grade of pass, fail, or pass with reservation. Students are expected to pass all six areas of the exam. The following policies apply when less than a passing grade is received.

- Pass with Reservation—Indicates an incomplete or vague answer. Students receiving this mark are given until November 1 to contact the appropriate faculty member and provide additional information to pass the question. If not done by the deadline, the question will automatically be failed.
- Fail—If a question is failed on the first try, the student will be given the opportunity to retake it with new content. It is the student's responsibility to make arrangements with the appropriate faculty member by November 1.

Failure to pass any question on the second try results in elimination of the student from the program.

**Conducting Seminar.** Enrollment in Conducting Seminar is by audition only. Those who qualify for Conducting Seminar may have Techniques of Conducting waived; in this case Conducting Seminar takes the place of Techniques of Conducting and does not count toward the fulfillment of elective credits. Students who complete Techniques of Conducting may enroll in Conducting Seminar as an elective.

**Diagnostic Exams.** All students are required to take music theory and music history diagnostic exams. Students who fail to pass either of these tests must register for the respective review courses. Credits for review courses do not apply towards the degree requirements. Successful completion of the review courses serves in lieu of a passing grade on the diagnostic exam, and a re-test is not necessary.

**Field-Based Teaching Experience.** The Field-Based Teaching Experience is required as a culminating experience for all Master of Music Education degree candidates seeking professional licensure (see Thesis). The Field-Based Experience is completed during the academic year following completion of at least 18 credits of coursework. Students enrolled in the course will follow a plan outlined by the director of graduate studies in music education.

**Grading.** Students must maintain a 3.0 cumulative GPA to remain in the program; see grading chart and GPA calculation explanation on page 22. Courses may be repeated once.

One term of probation is permitted. A student whose GPA falls below the 3.0 average will be placed automatically on probation for the next grading period. At the end of that period the GPA must be restored to 3.0 or better. Failing to do so will result in dismissal from the program.

Late work for incomplete summer grades is due November 1. Late work for incomplete fall or spring grades is due seven weeks after the first day of classes in the following term. Any grade that is still incomplete after the due date for late work will become F except GMU601 and GMU602 (see guidelines for review courses). In the case of extenuating circumstances, students may be given extra time to finish incomplete work at the discretion of the instructor and the director of graduate studies in music education.

In the case of courses which reasonably may be expected to take longer than a term to complete (i.e., Special Topics, Field-Based Experience), students should wait to register for the course until the term during which the work will be completed.

### **Requirements for Graduation**

- An application for graduation filed in the Graduate Office with a fee of \$25
- Completion of all coursework (minimum 30 credit hours) with a GPA of 3.0 or better
- Successful completion of the Field-Based Teaching Experience
- Endorsement from the director of graduate studies in music education, the Graduate Council and the Board of Trustees
- Final administrative academic clearance

**Thesis.** The thesis is an alternate culminating experience (see Field-Based Teaching Experience) for students who are not seeking professional licensure; it is recommended for students planning to pursue a doctoral degree. The thesis is completed during the academic year following completion of at least 18 credits of coursework.

**Transfer Credit.** A maximum of six (6) graduate credit hours may be transferred from another accredited graduate program. This requires the approval of the director of graduate studies in music education. Official transcripts and course descriptions must be received by the director in order for the course(s) to be approved. Courses in which the grade earned is B- or better and which were completed within the past five (5) years may be transferred.

**Withdrawal.** See guidelines on page 16.





# EDUCATION



**GORDON**  
**GRADUATE EDUCATION**

**INITIAL LICENSE**  
**AND**  
**MASTER OF EDUCATION**

## Program Description

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The programs in this section are designed for students who have completed a baccalaureate degree in a liberal arts field and do not yet hold the Initial License. Before beginning the practicum, students will need to have passed the MTEL (Massachusetts Test for Educator Licensure) in communication and literacy and in the applicable content areas.

### Programs for Initial Licensure

- Early Childhood with and without Disabilities (PreK-2)
- Elementary (1-6)
- Students with Moderate Disabilities (PreK-8, 5-12)
- Middle School/Secondary
  - Arts (PreK-6, 5-12)
  - Biology (5-8, 8-12)
  - Chemistry (5-8, 8-12)
  - English (5-8, 8-12)
  - History (5-8, 8-12)
  - Mathematics (5-8, 8-12)
  - Modern Foreign Languages—French (5-12), Spanish (5-12)
  - Physics (5-8, 8-12)

The total master's degree program of 36–39 credit hours is composed of 21 credit hours of core courses and 15–18 credit hours of concentration courses. Upon completion of the specially designated (\*\*) courses and the practicum, the student will be eligible for recommendation to the Massachusetts Department of Elementary and Secondary Education for the Initial License. This may enable the student to secure a full-time teaching position while continuing study in the master's degree program. At the completion of all the required courses, students will be recommended for graduation with the Master of Education in Curriculum and Instruction degree.

## Program Requirements

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The following core courses are required for M.Ed. students who desire to obtain initial licensure and be eligible for recommendation for the Initial License.

### Early Childhood, With and Without Disabilities (PreK-2)

#### Core Courses for Initial Licensure (18 credit hours)

- EDU520 Teaching Strategies\*\* (3)
- EDU533 Foundations of Reading\*\* (3)
- EDU562 Human Development and Learning\*\* (3)
- EDU564 Introduction to Exceptionality\*\* (3)
- EDU575 Classroom Management and Organization\*\* (3)
- EDU580 Methods and Practice in Early Childhood Education\*\* (3)

#### Concentration Courses for Initial Licensure (9 credit hours)

- EDU521 Math in the Interactive Classroom\*\* (3)
- EDU522 Integrating English Language Arts in the Classroom\*\* (2)
- EDU523 Integrating History in the Classroom\*\* (2)
- EDU524 Integrating Science in the Classroom\*\* (2)

#### Practicum (3 course hours)

- EDU589 Practicum and Seminar\*\* (3)

#### Educational Theory and Skills Courses for Completion of Degree (6 credit hours)

- EDU604 Philosophy, Ethics and Teaching in Schools (3)
- EDU614 Integrating Technology for All Students (3)

**Total Program: 36 credit hours**

\*\* Indicates course required for eligibility for recommendation of the Initial License to the Massachusetts Department of Education

## Elementary (1-6)

### Core Courses for Initial Licensure (18 credit hours)

- EDU520 Teaching Strategies\*\* (3)
- EDU533 Foundations of Reading\*\* (3)
- EDU562 Human Development and Learning\*\* (3)
- EDU564 Introduction to Exceptionality\*\* (3)
- EDU575 Classroom Management and Organization\*\* (3)
- EDU581 Methods and Practice in Elementary Education\*\* (3)

### Concentration Courses for Initial Licensure (12 credit hours)

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- EDU521 Math in the Interactive Classroom\*\* (3)
- EDU522 Integrating English Language Arts in the Classroom\*\* (2)
- EDU523 Integrating History in the Classroom\*\* (2)
- EDU524 Integrating Science in the Classroom\*\* (2)
- EDU527 Exploring Mathematical Concepts\*\* (3)

### Practicum (3 course hours)

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- EDU589 Practicum and Seminar\*\* (3)

### Educational Theory and Skills Courses for Completion of Degree (6 credit hours)

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- EDU604 Philosophy, Ethics and Teaching in Schools (3)
- EDU614 Integrating Technology for All Students (3)

**Total Program: 39 credit hours**

\*\* Indicates course required for eligibility for recommendation of the Initial License to the Massachusetts Department of Education

## Moderate Disabilities (PreK-8, 5-12)

### Core Courses for Initial Licensure (18 credit hours)

- EDU520 Teaching Strategies\*\* (3)
- EDU533 Foundations of Reading\*\* (3)
- EDU562 Human Development and Learning\*\* (3)
- EDU564 Introduction to Exceptionality\*\* (3)
- EDU575 Classroom Management and Organization\*\* (3)
- EDU582 Methods and Practice Teaching Students with Moderate Disabilities\*\* (3)

### Concentration Courses for Initial Licensure (12 credit hours)

- EDU521 Math in the Interactive Classroom\*\* (3)
- EDU522 Integrating English Language Arts in the Classroom\*\* (2)
- EDU523 Integrating History in the Classroom\*\* (2)
- EDU524 Integrating Science in the Classroom\*\* (2)
- EDU527 Exploring Mathematical Concepts\*\* (3)

### Practicum (3 course hours)

- EDU589 Practicum and Seminar\*\* (3)

### Educational Theory and Skills Courses for Completion of Degree (6 credit hours)

- EDU604 Philosophy, Ethics and Teaching in Schools (3)
- EDU614 Integrating Technology for All Students (3)

**Total Program: 39 credit hours**

## Arts (PreK-6, 5-12)

### Core Courses for Initial Licensure (18 credit hours)

EDU520 Teaching Strategies\*\* (3)  
EDU528 Disciplinary Literacy and Writing\*\* (3) or  
EDU533 Foundations of Reading\*\* (3)  
EDU562 Human Development and Learning\*\* (3)  
EDU564 Introduction to Exceptionality\*\* (3)  
EDU575 Classroom Management and Organization\*\* (3)  
EDU581 Methods and Practice in Elementary Education\*\* (3) or  
EDU584 Methods and Practice in Secondary Education\*\* (3)

### Practicum (3 course hours)

EDU589 Practicum and Seminar\*\* (3)

### Concentration Courses for Professional Licensure (12 credit hours)

(See Arts and Science Course Descriptions)

Choose 12 credit hours in arts. Check with the Graduate Education Office for current course offerings.

ART601 Experimental Drawing (3)  
ART610 Modern Art Seminar (3)  
ART612 Figure Painting (3)  
ART620 Photography II and Lab (3)  
ART673 Selected Topics (3)

### Educational Theory Courses for Completion of Master's Degree (3 credit hours)

EDU604 Philosophy, Ethics and Teaching (3)

**Total Program: 36 credit hours**

\*\* Indicates course required for eligibility for recommendation of the Initial License to the Massachusetts Department of Education



## **Middle School Biology (Levels 5–8)/Secondary Biology (Levels 8–12)**

### **Core Courses for Initial Licensure (18 credit hours)**

- EDU520 Teaching Strategies\*\* (3)
- EDU528 Disciplinary Literacy and Writing\*\* (3)
- EDU562 Human Development and Learning\*\* (3)
- EDU564 Introduction to Exceptionality\*\* (3)
- EDU575 Classroom Management and Organization\*\* (3)
- EDU583 Methods and Practice in Middle School Education: Biology\*\* (3) or  
EDU584 Methods and Practice in Secondary Education: Biology\*\* (3)

### **Practicum (3 course hours)**

- EDU589 Practicum and Seminar\*\* (3)

### **Concentration Courses for Professional Licensure (12 credit hours)**

(See Arts and Science Course Descriptions)

Choose 12 credit hours in biology. Check with the Graduate Education Office for current course offerings.

- BIO604 Conservation Biology (3)
- BIO625 Nutrition (3)
- BIO635 Environmental Science (3)
- BIO641/CHE641 Bio-Chemistry (3)
- BIO640 Landscape Ecology and GIS (3)
- BIO673 Selected Topics (3)
- KIN610 Motor Control and Learning (3)
- KIN620 Modeling and Simulation of Human Movement (3)

### **Educational Theory Courses for Completion of Master's Degree (3 credit hours)**

- EDU604 Philosophy, Ethics and Teaching (3)

**Total Program: 36 credit hours**

## Middle School Chemistry (Levels 5–8)/Secondary Chemistry (Levels 8–12)

### Core Courses for Initial Licensure (18 credit hours)

- EDU520 Teaching Strategies\*\* (3)
- EDU528 Disciplinary Literacy and Writing\*\* (3)
- EDU562 Human Development and Learning\*\* (3)
- EDU564 Introduction to Exceptionality\*\* (3)
- EDU575 Classroom Management and Organization\*\* (3)
- EDU583 Methods and Practice in Middle School Education: Chemistry\*\* (3) or
- EDU584 Methods and Practice in Secondary Education: Chemistry\*\* (3)

### Practicum (3 course hours)

- EDU589 Practicum and Seminar\*\* (3)

### Concentration Courses for Professional Licensure (12 credit hours)

(See Arts and Science Course Descriptions)

Choose 12 credit hours in chemistry. Check with the Graduate Education Office for current course offerings.

- CHE611 Quantitative Analysis (3)
- CHE612 Instrumental Analysis (3)
- BIO641/CHE641 Bio-Chemistry (3)
- CHE671 Environmental Chemistry (3)
- CHE672 Natural Medicinal Products (3)

### Educational Theory Courses for Completion of Master's Degree (3 credit hours)

- EDU604 Philosophy, Ethics and Teaching (3)

**Total Program: 36 credit hours**

\*\* Indicates course required for eligibility for recommendation of the Initial License to the Massachusetts Department of Education

## **Middle School English (Levels 5–8)/Secondary English (Levels 8–12)**

### **Core Courses for Initial Licensure (18 credit hours)**

- EDU520 Teaching Strategies\*\* (3)
- EDU528 Disciplinary Literacy and Writing\*\* (3)
- EDU562 Human Development and Learning\*\* (3)
- EDU564 Introduction to Exceptionality\*\* (3)
- EDU575 Classroom Management and Organization\*\* (3)
- EDU583 Methods and Practice in Middle School Education: English\*\* (3) or
- EDU584 Methods and Practice in Secondary Education: English\*\* (3)

### **Practicum (3 course hours)**

- EDU589 Practicum and Seminar\*\* (3)

### **Concentration Courses for Professional Licensure (12 credit hours)**

(See Arts and Science Course Descriptions)

Choose 12 credit hours in English. Check with the Graduate Education Office for current course offerings.

- ENG618 Advanced World Literature: Nobel Prize-Winning Authors (3)
- ENG636 Poetry and Literary Analysis (3)
- EDU638/ENG638 General Linguistics (3)
- ENG661 History of the English Language—Advanced Content in English (3)
- ENG670 Chaucer and Medieval Traditions (3)
- ENG673 Selected Topics (3)
- ENG684 World Literature from the Middle Ages to the Renaissance (3)
- ENG686 Selected Topics: Poetics (3)

### **Educational Theory Courses for Completion of Master's Degree (3 credit hours)**

- EDU604 Philosophy, Ethics and Teaching (3)

**Total Program: 36 credit hours**

## Foreign Language (PreK–6, 5–12), Spanish or French

### Core Courses for Initial Licensure (18 credit hours)

- EDU520 Teaching Strategies\*\* (3)
- EDU533 Foundations of Reading\*\* (3)
- EDU562 Human Development and Learning\*\* (3)
- EDU564 Introduction to Exceptionality\*\* (3)
- EDU575 Classroom Management and Organization\*\* (3)
- EDU581 Methods and Practice in Elementary Education\*\* (3) or  
EDU583 Methods and Practice in Middle School Education\*\* (3) or  
EDU584 Methods and Practice in Secondary Education\*\* (3)

### Practicum (3 course hours)

- EDU589 Practicum and Seminar\*\* (3)

### Concentration Courses for Professional Licensure (12 credit hours)

(See Arts and Science Course Descriptions)

Choose 12 credit hours in Foreign Language. Check with the Graduate Education Office for current course offerings.

- EDU638/ENG638 General Linguistics (3)
- EDU651 Multicultural Education (3)
- EDU654 Understanding Cultural and Family Systems (3)
- FRE638 French African “Coming of Age” Novels (3)
- FRE671 Cinema (3)
- FRE673 Selected Topics (3)
- FRE676 Literature of the Old Regime (3)
- FRE678 French Literature of the 19<sup>th</sup> and 20<sup>th</sup> Centuries (3)
- SPN673 Selected Topics (3)
- SPN691 Contemporary Spanish Theatre(3)
- SPN692 La Guerra: Spanish Women—The Voice of Silence (3)
- SPN693 The Spanish-American Story (3)
- SPN694 The Contemporary Spanish-American Novel (3)

### Educational Theory Courses for Completion of Master’s Degree (3 credit hours)

- EDU604 Philosophy, Ethics and Teaching (3)

### **Total Program: 36 credit hours**

\*\* Indicates course required for eligibility for recommendation of the Initial License to the Massachusetts Department of Education

## **Middle School History (Levels 5–8)/Secondary History (Levels 8–12)**

### **Core Courses for Initial Licensure (18 credit hours)**

- EDU520 Teaching Strategies\*\* (3)
- EDU528 Disciplinary Literacy and Writing\*\* (3)
- EDU562 Human Development and Learning\*\* (3)
- EDU564 Introduction to Exceptionality\*\* (3)
- EDU575 Classroom Management and Organization\*\* (3)
- EDU583 Methods and Practice in Middle School Education: History\*\* (3) or
- EDU584 Methods and Practice in Secondary Education: History\*\* (3)

### **Practicum (3 course hours)**

- EDU589 Practicum and Seminar\*\* (3)

### **Concentration Courses for Professional Licensure (12 credit hours)**

(See Arts and Science Course Descriptions)

Choose 12 credit hours in history. Check with the Graduate Education Office for current course offerings.

- HIS614 The History of Massachusetts 1620–1865 (3)
- HIS637 History of the Postwar American Presidents(3)
- HIS639 History of the U.S. in WWII (3)
- HIS640 1300–1700 Late Middle Ages to the Enlightenment (3)
- HIS645 Ancient Israel (3)
- HIS670 Special Topics: 19<sup>th</sup> Century American Thinkers (3)
- HIS673 Selected Topics (3)
- HIS675 Darwinian Evolution (3)
- EDU678/HIS678 Using Museums in the Classroom (3)

### **Educational Theory Courses for Completion of Master's Degree (3 credit hours)**

- EDU604 Philosophy, Ethics and Teaching (3)

**Total Program: 36 credit hours**

## Middle School Mathematics (Levels 5–8)/Secondary Mathematics (Levels 8–12)

### Core Courses for Initial Licensure (18 credit hours)

- EDU520 Teaching Strategies\*\* (3)
- EDU528 Disciplinary Literacy and Writing\*\* (3)
- EDU562 Human Development and Learning\*\* (3)
- EDU564 Introduction to Exceptionality\*\* (3)
- EDU575 Classroom Management and Organization\*\* (3)
- EDU583 Methods and Practice in Middle School Education: Mathematics\*\* (3) or
- EDU584 Methods and Practice in Secondary Education: Mathematics\*\* (3)

### Practicum (3 course hours)

- EDU589 Practicum and Seminar\*\* (3)

### Concentration Courses for Professional Licensure (12 credit hours)

(See Arts and Science Course Descriptions)

Choose 12 credit hours in mathematics. Check with the Graduate Education Office for current course offerings.)

- MAT601 Mathematics (3)
- MAT605 Quantitative Reasoning: Mathematics and the Greeks (3)
- MAT614/PHY614 Mathematical Methods I (3)
- MAT620 Discrete Mathematics (3)
- MAT621 Modeling Mathematics (3)
- MAT627 Investigating Mathematical Concepts (3)
- MAT635 Calculus with Precalculus (3)
- MAT636 Mathematical Inquiry (3)
- MAT637 Number Theory (3)
- MAT638 Real Analysis (3)
- MAT673 Selected Topics (3)

### Educational Theory Courses for Completion of Master's Degree (3 credit hours)

- EDU604 Philosophy, Ethics and Teaching (3)

**Total Program: 36 credit hours**

\*\* Indicates course required for eligibility for recommendation of the Initial License to the Massachusetts Department of Education

## **Middle School Physics (Levels 5–8)/Secondary Physics (Levels 8–12)**

### **Core Courses for Initial Licensure (18 credit hours)**

- EDU520 Teaching Strategies\*\* (3)
- EDU528 Disciplinary Literacy and Writing\*\* (3)
- EDU562 Human Development and Learning\*\* (3)
- EDU564 Introduction to Exceptionality\*\* (3)
- EDU575 Classroom Management and Organization\*\* (3)
- EDU583 Methods and Practice in Middle School Education: Physics\*\* (3) or
- EDU584 Methods and Practice in Secondary Education: Physics\*\* (3)

### **Practicum (3 course hours)**

- EDU589 Practicum and Seminar\*\* (3)

### **Concentration Courses for Professional Licensure (12 credit hours)**

(See Arts and Science Course Descriptions)

Choose 12 credit hours in physics. Check with the Graduate Education Office for current course offerings.

- EDU603/PHY603 General Physical Science (3)
- MAT/PHY614 Mathematical Methods I (3)
- PHY616 Statics (3)
- PHY625 Electronic Circuits (3)
- PHY636 Modern Physics (3)
- PHY673 Selected Topics (3)
- KIN620 Modeling and Simulation of Human Movement (3)

### **Educational Theory Courses for Completion of Master's Degree (3 credit hours)**

- EDU604 Philosophy, Ethics and Teaching (3)

**Total Program: 36 credit hours**

## Montessori Education Option

The Master of Education Degree in Montessori Education is offered in collaboration with the National Center for Montessori Education—New England. Students will engage in courses of study and training that will earn both a Master of Education degree and Montessori teacher licensure. The program requires 36 credit hours of coursework offered jointly by the NCME—NE and Gordon College. Individuals who successfully complete this degree program will be eligible to enroll in an additional licensure sequence of courses at Gordon College to qualify for Massachusetts teacher licensure.

## Montessori Program Overview

### Core Courses (15 credit hours)

- EDU522 Integrating English Language Arts in the Classroom\*\* (2)
- EDU523 Integrating History in the Classroom\*\* (2)
- EDU524 Integrating Science in the Classroom\*\* (2)
- EDU533 Foundations of Reading\*\* (3)
- EDU562 Human Development and Learning\*\* (3)
- EDU564 Introduction to Exceptionality\*\* (3)

### Montessori Concentration Courses (21 credit hours)

- EDU545 Foundations of Montessori Education (prepracticum) (6)
- EDU546 Math and Instructional Strategies in the Montessori Classroom (6)
- EDU547 Language and Literacy across the Curriculum (6)
- EDU560 Montessori Practicum and Seminar (3)

**Total Program: 36 credit hours**

\*\* Indicates course required for eligibility for recommendation of the Initial License to the Massachusetts Department of Education





## Prepracticum Field Experiences

Prior to the practicum all graduate students seeking the Initial License are required to complete a minimum of 100 documented clock hours of monitored, field-based experience. These field experiences will prepare candidates by acquainting them with the school and classroom environment at the appropriate grade level and content area(s) with a variety of typical and atypical students of different gender, racial, linguistic and socioeconomic backgrounds. Gordon College places graduate students for their prepracticum and practicum field experiences.

## Practicum

Eligible graduate students file a completed practicum application form with the Graduate Office the term before they plan to enroll in the practicum. Before the application is approved, academic records are reviewed to determine that candidates have completed all academic and field requirements and have been accepted into the graduate program, and have passed all applicable tests of the MTEL (Massachusetts Test for Educator Licensure).

Prior to the practicum a meeting is held with the supervising practitioner, the teacher candidate and a college supervisor. Information and paperwork is given to the supervising practitioner and teacher candidate. This first three-way meeting provides opportunity to discuss roles, responsibilities, and expectations of the practicum, the evaluation forms of the practicum, the licensure regulations and the *Practicum Manual*.

The practicum evaluation forms for the graduate student are required for the Initial License. Specific time and site requirements of the practicum are as follows:

The teacher candidate must complete:

- A practicum of 12 weeks for a minimum of 360 clock hours—3 credit hours
- At least 180 clock hours of teaching, taking on direct instructional responsibilities
- The practicum at an approved school site, at the appropriate grade level, teaching the appropriate field of knowledge for the license sought:
  - Early Childhood requires a practicum of 240 hours in grades 1–2 and 120 hours in preK–K; at least one setting must include children with disabilities.

The teacher candidate is observed by college supervisors a minimum of four times. After each of the observations a conference is held with the candidate to critique the lesson, to discuss the progress of the practicum and review the contents of the reflective log which each candidate is required to keep. A copy of the written evaluation by the college supervisor is given to the candidate after each observation.

Three of the conferences must include the College supervisor, supervising practitioner and the teacher candidate. At the midterm three-way conference, the teacher candidate has completed half of the Preservice Performance Assessment, and it is reviewed by the supervising practitioner and College supervisor at that time. By the final three-way conference, all evidence and license-specific questions must be completed.

Candidates are required to attend seminars during the practicum. These seminars, along with individual advising sessions, are designed to help candidates reflect on their teaching and make appropriate pedagogical adjustments. Additionally, they will have opportunities to dialogue with other professionals in their fields, gain help as they enter the job market, and be guided through the licensure process.

Assigning the final grade for a practicum is the responsibility of the supervisors and the college supervisor. The grade is based on the following:

- Cooperating practitioner's assessment using rubric
- Log presentation throughout the teaching experience
- Overall assessment of growth
- Seminar participation
- Comparison with College standard for grading practica teachers



# **MASTER OF EDUCATION**

## Program Description

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The programs in this section are designed for students who already possess the Massachusetts Initial License and who wish to pursue additional licensure through the completion of the appropriate master's degree program.

### Programs Eligible for Professional Licensure

The M.Ed. prepares students to obtain the appropriate master's degree and **Professional License** in the following areas:

- Early Childhood with and without Disabilities (PreK-2)
- Elementary (1-6)
- Students with Moderate Disabilities (PreK-8, 5-12)
- Teacher of English as a Second Language (PreK-6, 5-12)
- Middle School/Secondary
  - Arts (PreK-6, 5-12)
  - Biology (5-8, 8-12)
  - Chemistry (5-8, 8-12)
  - English (5-8, 8-12)
  - History (5-8, 8-12)
  - Mathematics (5-8, 8-12)
  - Modern Foreign Languages—French (5-12), Spanish (5-12)
  - Physics (5-8, 8-12)

The **appropriate** master's degree requires that 12 credits of the degree coursework be in the content area appropriate to the student's teaching field. Students in this program have completed a baccalaureate degree in a liberal arts field or its equivalent in an appropriate content field. The candidates already possess the Initial License or its equivalent and are pursuing the M.Ed. degree and/or an additional license.

## Programs for Initial Licensure

The M.Ed. prepares students to obtain the appropriate master's degree and an additional **Initial License** in the following specialist areas:

- Reading Specialist (all levels)

Upon completion of the course of study, candidates must also pass a content area test for Massachusetts licensure. To obtain the Reading Specialist License, candidates must have taught a minimum of one year under the initial teaching license.

Licensed and experienced teachers may prepare for school leadership roles through the Educational Leadership program, a concentration area within the M.Ed. program. Students in this division of the program are prepared to obtain the **Initial License** in one of the following areas:

- School Principal (PreK-6, 5-8 or 9-12)
- Supervisor/Director (PreK-12)

The program includes 9 credit hours of core courses and 15 credit hours of concentration courses along with 12 credit hours of a capstone experience and practicum.

# Program Requirements

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## Early Childhood, With and Without Disabilities (PreK–2)

### Core Courses (24 credit hours)

EDU604 Philosophy, Ethics and Teaching in Schools (3)  
EDU625 Curriculum Models and Design (3)  
EDU633 Principles of Reading and Literacy (3)  
EDU661 Advanced Human Development (3) or  
EDU670 Educating the Human Brain: How Neuroscience Informs Teaching Practices (3)  
EDU665 Meeting the Needs of Exceptional Students in Regular Classrooms (3) or  
EDU676 Collaborative Teaming of Special and Regular Educators (3)

Choose one of the following:

EDU614 Integrating Technology for All Students (3)  
EDU629 Integrating Reading, Writing and Technology (3)  
EDU630 Integrating Math, Writing and Technology (3)

EDU690 Action Research (6)

### Concentration Courses (12 credit hours)

Choose four of the following:

EDU603/PHY603 General Physical Science (3)  
EDU631 Integrating Literature throughout the Curriculum (3); prerequisite EDU633  
EDU634 Language Acquisition, Learning Disabilities and the ELL (3); prerequisite EDU633  
EDU635 Sheltering Content Instruction for ELLs (3)  
EDU651 Multicultural Education (3)  
EDU654 Understanding Cultural and Family Systems (3)  
EDU665 Meeting the Needs of Exceptional Students in the General Classrooms (3)  
EDU678/HIS678 Using Museums in the Classroom (3)  
BIO625 Nutrition  
MAT621 Modeling Mathematics (3)  
MAT627 Investigating Mathematics Concepts (3)  
MAT636 Mathematical Inquiry (3)

**Total Program: 36 credit hours**



## Elementary (1-6)

### Core Courses (24 credit hours)

EDU604 Philosophy, Ethics and Teaching in Schools (3)  
EDU625 Curriculum Models and Design (3)  
EDU633 Principles of Reading and Literacy (3)  
EDU661 Advanced Human Development (3) or  
EDU670 Educating the Human Brain: How Neuroscience Informs Teaching Practices (3)  
EDU665 Meeting the Needs of Exceptional Students in Regular Classrooms (3) or  
EDU676 Collaborative Teaming of Special and Regular Educators (3)

Choose one of the following:

EDU614 Integrating Technology for All Students (3)  
EDU629 Integrating Reading, Writing and Technology (3)  
EDU630 Integrating Math, Writing and Technology (3)

EDU690 Action Research (6)

### Concentration Courses (12 credit hours)

Choose four of the following:

EDU603/PHY603 General Physical Science (3)  
EDU631 Integrating Literature throughout the Curriculum (3); prerequisite EDU633  
EDU634 Language Acquisition, Learning Disabilities and the ELL (3); prerequisite EDU633  
EDU635 Sheltering Content Instruction for ELLs (3)  
EDU651 Multicultural Education (3)  
EDU654 Understanding Cultural and Family Systems (3)  
EDU665 Meeting the Needs of Exceptional Students in the General Classrooms (3)  
EDU678/HIS678 Using Museums in the Classroom (3)  
BIO625 Nutrition  
MAT621 Modeling Mathematics (3)  
MAT627 Investigating Mathematics Concepts (3)  
MAT636 Mathematical Inquiry (3)

**Total Program: 36 credit hours**

## Teacher of Students with Moderate Disabilities (PreK-8, 5-12)

### Core Courses (24 credit hours)

EDU604 Philosophy, Ethics and Teaching in Schools (3)  
EDU625 Curriculum Models and Design (3)  
EDU633 Principles of Reading and Literacy (3)  
EDU661 Advanced Human Development (3) or  
EDU670 Educating the Human Brain: How Neuroscience Informs Teaching Practices (3)  
EDU665 Meeting the Needs of Exceptional Students in Regular Classrooms (3) or  
EDU676 Collaborative Teaming of Special and Regular Educators (3)

Choose one of the following:

EDU614 Integrating Technology for All Students (3)  
EDU629 Integrating Reading, Writing and Technology (3)  
EDU630 Integrating Math, Writing and Technology (3)

EDU690 Action Research (6)

### Concentration Courses (12 credit hours)

Choose four of the following:

EDU603/PHY603 General Physical Science (3)  
EDU631 Integrating Literature throughout the Curriculum (3); prerequisite EDU633  
EDU634 Language Acquisition, Learning Disabilities and the ELL (3); prerequisite EDU633  
EDU635 Sheltering Content Instruction for ELLs\*\* (3)  
EDU654 Understanding Cultural and Family Systems (3)  
EDU665 Meeting the Needs of the Exceptional Child in the Regular Classroom  
EDU667 Educational Assessment of Students with Moderate Disabilities (3)  
EDU676 Collaborative Teaming of Special and Regular Educators, PreK-12  
EDU682 Advanced Theory and Practice in Teaching Students with Moderate Disabilities (3); prerequisite EDU667  
KIN620 Modeling and Simulation of Human Movement (See Arts and Science Course Descriptions)  
MAT621 Modeling Mathematics (3)  
MAT627 Investigating Mathematics Concepts (3)

**Total Program: 36 credit hours**

## Teacher of English as a Second Language (PreK-6, 5-12)

### Core Courses (12 credit hours)

- EDU604 Philosophy, Ethics and Teaching in Schools (3)
- EDU633 Principles of Reading and Literacy\*\* (3)
- EDU661 Advanced Human Development (3)
- EDU665 Meeting the Needs of Exceptional Students in Regular Classrooms (3)

### Concentration Courses (21 credit hours)

- EDU634 Language Acquisition, Learning Disabilities and the ELL\*\* (3)
- EDU635 Sheltering Content Instruction for ELLs\*\* (3)
- EDU638 Selected Topics in the Content Area: General Linguistics (3)
- EDU639 Assessment and Diagnosis of Reading/Language Difficulties\*\* (3)
- EDU640 Differentiation and Remediation\*\* (3); prerequisites EDU639, EDU633
- EDU651 Multicultural Education (3)
- EDU684 Advanced Theory and Practice for Teachers of ESL\*\* (3); age-level appropriate

### Practicum (3 course hours)

- EDU687 Practicum and Seminar in ESL\*\* (3)

**Total Program: 36 credit hours**

\*\* For those seeking licensure in Massachusetts, the Communication and Literacy Skills Test and Reading Test must be passed before beginning the practicum.

## Specialist Teacher of Reading (All Levels)

### Core Courses (9 credit hours)

- EDU628 Advanced Disciplinary Literacy and Writing (3)
- EDU633 Principles of Reading and Literacy\*\* (3)
- EDU661 Advanced Human Development\*\* (3)

### Concentration Courses (21 credit hours)

- EDU629 Integrating Reading, Writing and Technology (3)
- EDU631 Integrating Literature throughout the Curriculum (3)
- EDU634 Language Acquisition, Learning Disabilities and the ELL\*\* (3)
- EDU635 Sheltering Content Instructions for ELLs (3)
- EDU639 Assessment and Diagnosis of Reading/Language Difficulties\*\* (3)
- EDU640 Differentiation and Remediation\*\* (3); prerequisites EDU639, EDU633
- EDU683 Advanced Theory and Practice for Reading Specialists\*\* (3)

### Practicum (6 credit hours)

- EDU688 Reading Clinic\*\* (3)
- EDU689 In-School Clinical\*\* (3)
- Total practicum hours: 300 hours

**Total Program: 36 credit hours**

\*\* For those seeking licensure in Massachusetts, the Communication and Literacy Skills Test and Reading Specialist Test must be passed before beginning the practicum.

## Specialist Teacher of Math (PreK–8)

### Core Courses (12 credit hours)

- EDU604 Philosophy, Ethics and Teaching in Schools (3)
- EDU633 Principles of Reading and Literacy (3)
- EDU661 Advanced Human Development (3)
- EDU665 Meeting the Needs of Exceptional Students in Regular Classrooms (3)

### Concentration Courses (21 credit hours)

- EDU630 Integrating Math, Writing and Technology (3)
- EDU636/MAT636 Mathematical Inquiry (3)
- EDU649 Assessment and Diagnosis of Math Difficulties\*\* (3)
- EDU650 Differentiation and Remediation of Math Difficulties\*\* (3)
- EDU685 Advanced Theory and Practice for Math Specialists\*\* (3)
- MAT621 Modeling Mathematics (3)
- MAT627 Investigating Mathematics Concepts (3)

### Practicum (3 credit hours)

- EDU686 Math Clinic\*\* (3)

**Total Program: 36 credit hours**

## Specialist Teacher of Reading—Licensure Only (All Levels)

Individuals with a license in early childhood, elementary or special education, a master's degree and a minimum teaching experience of one year under that license, may opt for the Reading Specialist Licensure Only program.

### Core Courses (3 credit hours)

EDU633 Principles of Reading and Literacy\*\* (3)

### Concentration Courses (12 credit hours)

EDU634 Language Acquisition, Learning Disabilities and the ELL\*\* (3)

EDU639 Assessment and Diagnosis of Reading Language Difficulties; prerequisite EDU633\*\* (3)

EDU640 Differentiation and Remediation; prerequisites EDU633 and EDU639\*\* (3)

EDU683 Advanced Theory and Practice for Reading Specialists\*\* (3)

### Practicum (6 credit hours)

EDU688 Reading Clinic\*\* (3)

EDU689 In-School Clinical\*\* (3)

**Total Program: 21 credit hours**

\*\* For those seeking licensure in Massachusetts, the Communication and Literacy Skills Test and Reading Specialist Text must be passed before beginning practicum.

## Specialist Teacher of Math—Licensure Only (PreK–8)

Individuals holding a license, a master's degree and a minimum teaching experience of one year under that license, may opt for the Math Specialist Licensure Only program.

### Concentration Courses (18 credit hours)

- EDU649 Assessment and Diagnosis of Math Difficulties\*\* (3)
- EDU650 Differentiation and Remediation of Math Difficulties\*\* (3)
- EDU685 Advanced Theory and Practice for Math Specialists\*\* (3)
- MAT621 Modeling Mathematics (3)
- MAT627 Investigating Mathematics Concepts (3)
- MAT636 Mathematical Inquiry (3)

### Practicum (3 credit hours)

- EDU686 Math Clinic\*\* (3)

**Total Program: 21 credit hours**

## Arts (PreK-6, 5-12)

### Core Courses (24 credit hours)

EDU604 Philosophy, Ethics and Teaching in Schools (3)  
EDU625 Curriculum Models and Design (3)  
EDU628 Advanced Disciplinary Literacy, Writing and Critical Thinking (3) or  
EDU661 Advanced Human Development (3) or  
EDU670 Educating the Human Brain: How Neuroscience Can Inform Teaching Practices (3)  
EDU665 Meeting the Needs of Exceptional Students in Regular Classrooms (3) or  
EDU676 Collaborative Teaming of Special and Regular Educators (3)

Choose one of the following:

EDU614 Integrating Technology for All Students (3)  
EDU629 Integrating Reading, Writing and Technology (3)  
EDU630 Integrating Math, Writing and Technology (3)

EDU690 Action Research (6)

### Concentration Courses (12 credit hours) (See Arts and Science Course Descriptions)

Choose 12 credit hours in arts. Check with the Graduate Education Office for current course offerings.

ART601 Experimental Drawing (3)  
ART610 Modern Art Seminar (3)  
ART612 Figure Painting(3)  
ART620 Photography II and Lab (3)  
ART673 Selected Topics (3)

**Total Program: 36 credit hours**



## Middle School Biology (Levels 5–8)/Secondary Biology (Levels 8–12)

### Core Courses (24 credit hours)

EDU604 Philosophy, Ethics and Teaching in Schools (3)  
EDU625 Curriculum Models and Design (3)  
EDU628 Advanced Disciplinary Literacy, Writing and Critical Thinking (3) or  
EDU661 Advanced Human Development (3) or  
EDU670 Educating the Human Brain: How Neuroscience Can Inform Teaching Practices (3)  
EDU665 Meeting the Needs of Exceptional Students in Regular Classrooms (3) or  
EDU676 Collaborative Teaming of Special and Regular Educators (3)

Choose one of the following:

EDU614 Integrating Technology for All Students (3)  
EDU629 Integrating Reading, Writing and Technology (3)  
EDU630 Integrating Math, Writing and Technology (3)

EDU690 Action Research (6)

### Concentration Courses (12 credit hours) (See Arts and Science Course Descriptions)

Choose 12 credit hours in biology. Check with the Graduate Education Office for current course offerings.

BIO604 Conservation Biology (3)  
BIO625 Nutrition (3)  
BIO635 Environmental Science (3)  
BIO640 Landscape Ecology and GIS (3)  
BIO641/CHE641 Bio-Chemistry (3)  
BIO673 Selected Topics (3)  
KIN610 Motor Control and Learning (3)  
KIN620 Modeling and Simulation of Human Movement (3)

**Total Program: 36 credit hours**

## Middle School Chemistry (Levels 5–8)/Secondary Chemistry (Levels 8–12)

### Core Courses (24 credit hours)

- EDU604 Philosophy, Ethics and Teaching in Schools (3)
- EDU625 Curriculum Models and Design (3)
- EDU628 Advanced Disciplinary Literacy, Writing and Critical Thinking (3) or
- EDU661 Advanced Human Development (3) or
  - EDU670 Educating the Human Brain: How Neuroscience Can Inform Teaching Practices (3)
- EDU665 Meeting the Needs of Exceptional Students in Regular Classrooms (3) or
  - EDU676 Collaborative Teaming of Special and Regular Educators (3)

Choose one of the following:

- EDU614 Integrating Technology for All Students (3)
- EDU629 Integrating Reading, Writing and Technology (3)
- EDU630 Integrating Math, Writing and Technology (3)

EDU690 Action Research (6)

### Concentration Courses (12 credit hours) (See Arts and Science Course Descriptions)

Choose 12 credit hours in chemistry. Check with the Graduate Education Office for current course offerings.

- CHE611 Quantitative Analysis (3)
- CHE612 Instrumental Analysis (3)
- BIO641/CHE641 Bio-Chemistry (3)
- CHE671 Environmental Chemistry (3)
- CHE672 Natural Medicinal Products (3)
- CHE673 Selected Topics (3)

**Total Program: 36 credit hours**

## Middle School English (Levels 5–8)/Secondary English (Levels 8–12)

### Core Courses (24 credit hours)

EDU604 Philosophy, Ethics and Teaching in Schools (3)  
EDU625 Curriculum Models and Design (3)  
EDU628 Advanced Disciplinary Literacy, Writing and Critical Thinking (3) or  
EDU661 Advanced Human Development (3) or  
EDU670 Educating the Human Brain: How Neuroscience Can Inform Teaching Practices (3)  
EDU665 Meeting the Needs of Exceptional Students in Regular Classrooms (3) or  
EDU676 Collaborative Teaming of Special and Regular Educators (3)

Choose one of the following:

EDU614 Integrating Technology for All Students (3)  
EDU629 Integrating Reading, Writing and Technology (3)  
EDU630 Integrating Math, Writing and Technology (3)

EDU690 Action Research (6)

### Concentration Courses (12 credit hours) (See Arts and Science Course Descriptions)

Choose 12 credit hours in English. Check with the Graduate Education Office for current course offerings.

ENG618 Advanced World Literature: Nobel Prize-Winning Authors (3)  
ENG632 Literature for Adolescence (3)  
ENG634 British Literature (3)  
ENG636 Poetry and Literary Analysis (3)  
EDU638/ENG638 General Linguistics (3)  
ENG661 History of the English Language—Advanced Content in English (3)  
ENG670 Chaucer and Medieval Traditions (3)  
ENG673 Selected Topics (3)  
ENG684 World Literature from the Middle Ages to the Renaissance (3)  
ENG686 Poetics (3)

**Total Program: 36 credit hours**

## Foreign Language (PreK-6, 5-12), Spanish or French

### Core Courses (24 credit hours)

EDU604 Philosophy, Ethics and Teaching in Schools (3)  
EDU625 Curriculum Models and Design (3)  
EDU628 Advanced Disciplinary Literacy, Writing and Critical Thinking (3) or  
EDU661 Advanced Human Development (3) or  
EDU670 Educating the Human Brain: How Neuroscience Can Inform Teaching Practices (3)  
EDU665 Meeting the Needs of Exceptional Students in Regular Classrooms (3) or  
EDU676 Collaborative Teaming of Special and Regular Educators (3)

Choose one of the following:

EDU614 Integrating Technology for All Students (3)  
EDU629 Integrating Reading, Writing and Technology (3)  
EDU630 Integrating Math, Writing and Technology (3)

EDU690 Action Research (6)

### Concentration Courses (12 credit hours) (See Arts and Science Course Descriptions)

Choose 12 credit hours in foreign language. Check with the Graduate Education Office for current course offerings.

EDU638/ENG638 General Linguistics (3)  
EDU651 Multicultural Education (3)  
EDU654 Understanding Cultural and Family Systems (3)  
FRE638 French African "Coming of Age" Novels (3)  
FRE671 Cinema (3)  
FRE673 Selected Topics (3)  
FRE676 Literature of the Old Regime (3)  
FRE678 French Literature of the 19<sup>th</sup> and 20<sup>th</sup> Centuries (3)  
SPN673 Selected Topics (3)  
SPN691 Contemporary Spanish Theatre (3)  
SPN692 La Guerra: Spanish Women—The Voice of Silence (3)  
SPN693 The Spanish-American Story (3)  
SPN694 The Contemporary Spanish-American Novel (3)

**Total Program: 36 credit hours**

## Middle School History (Levels 5–8)/Secondary History (Levels 8–12)

### Core Courses (24 credit hours)

EDU604 Philosophy, Ethics and Teaching in Schools (3)  
EDU625 Curriculum Models and Design (3)  
EDU628 Advanced Disciplinary Literacy, Writing and Critical Thinking (3) or  
EDU661 Advanced Human Development (3) or  
EDU670 Educating the Human Brain: How Neuroscience Can Inform Teaching Practices (3)  
EDU665 Meeting the Needs of Exceptional Students in Regular Classrooms (3) or  
EDU676 Collaborative Teaming of Special and Regular Educators (3)

Choose one of the following:

EDU614 Integrating Technology for All Students (3)  
EDU629 Integrating Reading, Writing and Technology (3)  
EDU630 Integrating Math, Writing and Technology (3)

EDU690 Action Research (6)

### Concentration Courses (12 credit hours) (See Arts and Science Course Descriptions)

Choose 12 credit hours in history. Check with the Graduate Education Office for current course offerings.

HIS614 The History of Massachusetts 1620–1865 (3)  
HIS637 History of the Postwar American Presidents(3)  
HIS640 1300–1700 Late Middle Ages to the Enlightenment (3)  
HIS645 Ancient Israel (3)  
HIS670 19<sup>th</sup>-Century American Thinkers (3)  
HIS673 Selected Topics (3)  
HIS675 Darwinian Evolution (3)  
EDU678/HIS678 Using Museums in the Classroom (3)

**Total Program: 36 credit hours**

## Middle School Mathematics (Levels 5–8)/Secondary Mathematics (Levels 8–12)

### Core Courses (24 credit hours)

- EDU604 Philosophy, Ethics and Teaching in Schools (3)
- EDU625 Curriculum Models and Design (3)
- EDU628 Advanced Disciplinary Literacy, Writing and Critical Thinking (3) or
- EDU661 Advanced Human Development (3) or
- EDU670 Educating the Human Brain: How Neuroscience Can Inform Teaching Practices (3)
- EDU665 Meeting the Needs of Exceptional Students in Regular Classrooms (3) or
- EDU676 Collaborative Teaming of Special and Regular Educators (3)

Choose one of the following:

- EDU614 Integrating Technology for All Students (3)
- EDU629 Integrating Reading, Writing and Technology (3)
- EDU630 Integrating Math, Writing and Technology (3)

EDU690 Action Research (6)

### Concentration Courses (12 credit hours) (See Arts and Science Course Descriptions)

Choose 12 credit hours in mathematics. Check with the Graduate Education Office for current course offerings.

- MAT601 Mathematics (3)
- MAT605 Quantitative Reasoning: Mathematics and the Greeks (3)
- MAT614/PHY614 Mathematical Methods I (3)
- MAT620 Discrete Mathematics (3)
- MAT621 Modeling Mathematics (3)
- MAT627 Investigating Mathematical Concepts (3)
- MAT635 Calculus with Precalculus (3)
- MAT636 Mathematical Inquiry (3)
- MAT637 Number Theory (3)
- MAT638 Real Analysis (3)
- MAT673 Selected Topics (3)

**Total Program: 36 credit hours**

## Middle School Physics (Levels 5-8)/Secondary Physics (Levels 8-12)

### Core Courses (24 credit hours)

EDU604 Philosophy, Ethics and Teaching in Schools (3)  
EDU625 Curriculum Models and Design (3)  
EDU628 Advanced Disciplinary Literacy, Writing and Critical Thinking (3) or  
EDU661 Advanced Human Development (3) or  
EDU670 Educating the Human Brain: How Neuroscience Can Inform Teaching Practices (3)  
EDU665 Meeting the Needs of Exceptional Students in Regular Classrooms (3) or  
EDU676 Collaborative Teaming of Special and Regular Educators (3)

Choose one of the following:

EDU614 Integrating Technology for All Students (3)  
EDU629 Integrating Reading, Writing and Technology (3)  
EDU630 Integrating Math, Writing and Technology (3)

EDU690 Action Research (6)

### Concentration Courses (12 credit hours) (See Arts and Science Course Descriptions)

Choose 12 credit hours in physics. Check with the Graduate Education Office for current course offerings.

EDU603/PHY603 General Physical Science (3)  
MAT/PHY614 Mathematical Methods I (3)  
PHY616 Statics (3)  
PHY625 Electronic Circuits (3)  
PHY636 Modern Physics (3)  
PHY673 Selected Topics (3)  
KIN620 Modeling and Simulation of Human Movement (3)

**Total Program: 36 credit hours**

† Indicates courses with prepracticum field component

## **Program Requirements—Educational Leadership (M.Ed.)**

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The Educational Leadership program prepares licensed and experienced teachers for school leadership roles as principals/assistant principals (preK-6, 5-8 or 9-12) or supervisors/directors (dependent on prerequisite license). The program is categorized as follows: core courses—9 credit hours; concentration courses—15 credit hours; and capstone experience and practicum—12 credit hours. Licensure Only program is available for candidates who hold a master's degree.

(See Educational Leadership Course Descriptions)

### **School Principal (PreK-6, 5-8 or 9-12)**

#### **Core Courses (9 credit hours)**

- EDU701 Educational Leadership I—Theoretical Seminar\* (3)
- EDU702 Educational Leadership II—Applied Concepts and Case Studies\* (3)
- EDU705 Principled Leadership—Ethics, Values and Moral Leadership (3)

#### **Concentration (15 credit hours)**

- EDU710 Curriculum, Instruction and Assessment\* (3)
- EDU720 Human Resources and Personnel Administration\* (3)
- EDU725 School Finance, Administration and Technology\* (3)
- EDU730 School Law (3)
- EDU740 School and Community Relations (3)

#### **Capstone Experience and Practicum (12 credit hours )**

- EDU751 Research-Based School and Program Improvement: Principals/Assistant Principals (6)

Choose One of the Following:

- EDU782 Practicum and Seminar for Principal, PreK-6 (6)
- EDU783 Practicum and Seminar for Principal, 5-8 (6)
- EDU784 Practicum and Seminar for Principal, 9-12 (6)

**Total Program: 36 credit hours**

\* Indicates courses with prepracticum field component

\*\* For those seeking licensure in Massachusetts, the Communication and Literacy Skills Test must be passed before beginning practicum.



## **School Principal or Assistant Principal (PreK–6, 5–8 or 9–12) (Licensure Only)**

Individuals who already hold a master's degree may choose the Licensure Only option.

### **Core Courses (6 credit hours)**

EDU701 Educational Leadership I—Theoretical Seminar\* (3)

EDU702 Educational Leadership II—Applied Concepts and Case Studies\* (3)

### **Concentration (9 credit hours)**

EDU710 Curriculum, Instruction and Assessment\* (3)

EDU720 Human Resources and Personnel Administration\* (3)

EDU725 School Finance, Administration and Technology\* (3)

### **Capstone Experience and Practicum (6 credit hours)**

Choose One of the Following:

EDU782 Practicum and Seminar for Principal, PreK–6\*\* (6)

EDU783 Practicum and Seminar for Principal, 5–8\*\* (6)

EDU784 Practicum and Seminar for Principal, 9–12\*\* (6)

**Total Program: 21 credit hours**

## Supervisor/Director (PreK–12)

### Core Courses (9 credit hours)

- EDU701 Educational Leadership I—Theoretical Seminar\* (3)
- EDU702 Educational Leadership II—Applied Concepts and Case Studies\* (3)
- EDU705 Principled Leadership—Ethics, Values and Moral Leadership (3)

### Concentration (15 credit hours)

- EDU710 Curriculum, Instruction and Assessment\* (3)
- EDU712 Developing and Leading Educational Programs\*(3)
- EDU715 Collegial Supervision and Mentoring\* (3)
- EDU730 School Law (3)
- EDU740 School and Community Relations (3)

### Capstone Experience and Practicum (12 credit hours)

- EDU750 Research-Based School and Program Improvement: Supervisors/Directors (6)
- EDU781 Practicum and Seminar for Supervisor/Director (6)

**Total Program: 36 credit hours**

\* Indicates courses with prepracticum field component

## **Supervisor/Director (PreK–12) (Educational Leadership—Licensure Only)**

Individuals who already hold a master's degree may choose the Licensure Only option.

### **Core Courses (6 credit hours)**

EDU701 Educational Leadership I—Theoretical Seminar\* (3)

EDU702 Educational Leadership II—Applied Concepts and Case Studies\* (3)

### **Concentration (9 credit hours)**

EDU710 Curriculum, Instruction and Assessment\* (3)

EDU712 Developing and Leading Educational Programs\* (3)

EDU715 Collegial Supervision and Mentoring\* (3)

### **Capstone Experience and Practicum (6 credit hours)**

EDU781 Practicum and Seminar for Supervisor/Director (6)

**Total Program: 21 credit hours**

## **Prepracticum for Initial Licensure in Educational Leadership**

Prior to the practicum, all graduate students seeking the Initial License are required to complete a minimum of 75 documented clock hours of monitored, field-based experience and satisfactory completion of the appropriate Massachusetts Tests for Educator Licensure (MTEL) requirements.

These field experiences will prepare candidates by acquainting them with the duties, situational challenges and requisite skills of the school or program leader at the appropriate grade level or content area(s). As future school leaders, students will early in their preparation program be exposed to the myriad of demands attendant to providing quality instructional programs for typical and atypical students of different gender, racial, linguistic and socioeconomic backgrounds.





# **COURSE DESCRIPTIONS**





# Initial License Course Descriptions

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**EDU504 Philosophy, Ethics and Teaching (3)** Examines historical and philosophical roots of curriculum and pedagogy in today's schools. Every effort made to relate past to present and view contemporary issues in historical perspective. Teachers challenged to apply principles and ethical standards in classrooms and develop own coherent philosophy of education.

**EDU520 Teaching Strategies (3)** Instruction in parameters of teaching, including classroom management, instruction, motivation and curriculum. Students learn and demonstrate understanding of strategies in classroom. Major emphasis to plan thematic unit or other appropriate unit of study incorporating objectives, lessons and evaluation. Students consider needs of all students, taking into account such factors as multiple intelligence theory, learning style and exceptionality. Requires field experience in classroom setting, arranged according to guidelines set for individual students by graduate program

**EDU521 Math in the Interactive Classroom (3)** Acquaints classroom teachers with development of mathematical concepts in curriculum through use of manipulatives. The NCTM Curriculum Standards and Massachusetts Math Curriculum Framework assume manipulatives are an integral part of instruction in classroom, where learning of mathematics is an active process. Variety of manipulatives utilized.

**EDU522 Integrating English Language Arts in the Classroom (2)** Explores teaching theory and practices needed for effective instruction of English language arts. Participants become familiar with curriculum standards and instructional practices in teaching language arts. Students develop methods and practices in teaching writing and in integrating literature in elementary classroom.

**EDU523 Integrating History in the Classroom (2)** Prepares elementary teachers to educate young citizens in today's fast-changing, culturally diverse world. Offers highly effective methods in fueling student's interest through brain-based learning, standards-based learning, and differentiated instruction. Focuses on research and understanding of founding documents in American history.

**EDU524 Integrating Science in the Classroom (2)** Prepares elementary teachers to educate students in scientific theory, principles of scientific inquiry, and relevant practices for effective instruction in scientific methods.

**EDU527 Exploring Mathematical Concepts (3)** Explores ways to expand teacher's knowledge of strategies used to teach mathematics. Topics include number and operation; algebraic thinking; geometry; measurement; problem solving, justifying and reasoning; mathematical communication; representation and making mathematical connections.

**EDU528 Disciplinary Literacy and Writing (3)** Students integrate literacy instruction (reading, writing, speaking and thinking) into disciplines in areas of licensure

**EDU532 Literature for Adolescents (3)** Examines literature for young adults that can be used thematically throughout middle school and secondary curricula. Cross-cultural implications of literature included.

**EDU533 Foundations of Reading (3)** Based on findings of scientifically based reading research. Consideration of teaching theories, methods, strategies and materials for teaching literacy viewed in light of current reading research. Each of five components of reading as identified by National Reading Panel (2000) examined through study of reading process.

**EDU534 Literacy and Language Acquisition (3)** Provides fundamentals and methodologies of assessing and instructing English Language Learners toward improved literacy. Explores preconditions and methodology needed for ELL students to succeed, as well as linguistic theory and equity issues related to second language acquisition. Current issues in ELL literacy education

analyzed and critiqued.

**EDU535-EDU540 Selected Topics in Content Areas:** Offers independent study in content area appropriate to desired teaching field needed to insure sufficient content knowledge. (Middle/secondary licensure)

- EDU535 Selected Topics in Content Field: Science (3) Appropriate field of knowledge for development of competency in student's field.
- EDU536 Selected Topics in Content Field: English (3) Appropriate field of knowledge for development of competency in student's field.
- EDU537 Selected Topics in Content Field: Mathematics (3) Appropriate field of knowledge for development of competency in student's field.
- EDU538 Selected Topics in Content Field: Foreign Language (3) Appropriate field of knowledge for development of competency in French or Spanish.
- EDU539 Selected Topics in Content Field: History (3) Appropriate field of knowledge for development of competency in social sciences.
- EDU540 Selected Topics in Content Field: General (3) Appropriate field of knowledge for development of competency in student's field.

**EDU562 Human Development and Learning (3)** Introduces major theories of human development from infancy through adulthood. Special emphasis on educational needs and implications of each aspect of lifespan. Students encouraged to integrate knowledge of human development and learning with theological principles and ethical considerations. Includes lecture, discussion, group participation, case studies and audio-visual presentations.

**EDU564 Introduction to Exceptionality (3)** Basic special education for pre-K through grade 12 teachers. Provides participants general understanding of special education federal and state law, procedures and responsibilities. Covers impact of child with disabilities on family and culture of family. Introduces strategies for working and collaborating with parents and other professionals as well as discovering resources of services for family by other agencies. Analysis of issues and in-depth look at most frequent types of disabilities encountered in classroom. Identifies ways to design or modify curriculum for children with disabilities in general education classroom when universally designed plans do not meet these students' needs.

**EDU575 Classroom Management and Organization (3)** Provides ideas, techniques and skills to improve performance of professional educators. Explores discipline theories and practical ideas, effective teaching strategies, classroom organizational models and other issues related to teaching and learning.

**EDU580 Methods and Practice in Early Childhood Education (3)** Emphasizes teaching methods appropriate for preschool through grade 2 and early childhood curriculum. Interdisciplinary teaching unit developed to meet needs of students with and without disabilities in early childhood classroom. Significant documented field experience.

**EDU581 Methods and Practice in Elementary Education (3)** Emphasizes teaching methods for grades 1-6 and particular curriculum of elementary school. Explores teaching theory and practices relevant to elementary level teacher. Become familiar with Massachusetts Curriculum Frameworks and standards and benchmarks for all curriculum areas. Develop methods and practices which equip effective elementary teachers. Accumulate 40-60 hours of field experience in local elementary school, where students observe and teach Interdisciplinary curriculum unit. Significant documented field experience.

**EDU582 Methods and Practice in Teaching Students with Moderate Disabilities (3)** Prepares teachers of preK-8 or grades 5-12 learners with moderate disabilities through curriculum and teaching methods. Provides examination of assessment instruments, diagnostic process, and

instructional implications for students with suspected disabilities. Special education process examined, including laws and IEPs. Significant documented field experience.

**EDU583 Methods and Practice in Middle School Education (3)** Prepares teachers of middle school grades 5–8 through curriculum and teaching methods. Looks closely at becoming effective middle school teacher and all that encompasses. Learn about goals, objectives, learning styles and methods of teaching middle school; how to grow as professionals; and use of technology. Developing unit plan a major focus in preparing for practicum. Field observation hours required. Significant documented field experience.

**EDU584 Methods and Practice in Secondary Education (3)** Emphasizes appropriate methods and curriculum in variety of content fields in high school: history, mathematics, English, biology, chemistry, physics, French and Spanish. Looks closely at becoming effective high school teacher and all that encompasses. Students learn about goals, objectives, learning styles and methods of teaching high school; how to grow as professionals; and use of technology. Developing unit plan a major focus in preparing for practicum. Field observation hours required. Significant documented field experience.

**EDU589 Practicum and Seminar (3)** Full-time, 12-week supervised practicum assignment in appropriate school setting. Must complete minimum of 360 clock hours in classroom, including at least 180 hours of full responsibility. Required seminars at College. Supervising practitioner and College faculty supervisor give each preservice teacher guidance and supervision during practicum. Supervising practitioner provides daily support and feedback. College supervisors visit student teachers throughout practicum to observe them in classroom, provide feedback and conduct three-way conferences.

## M.Ed. and Licensure Course Descriptions

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**EDU603/PHY603 General Physical Science (3)** Foundation in physical sciences with in-depth understanding of atom, matter, mechanics, thermodynamics, waves, electromagnetism and circuitry. Students increase knowledge base and become more confident and resourceful teachers as well as gain thorough understanding of MA Curriculum Frameworks.

**EDU604 Philosophy, Ethics and Teaching in Schools (3)** Examines historical and philosophical roots of curriculum and pedagogy in today's schools. Every effort made to relate past to present and view contemporary issues in historical perspective. Teachers challenged to apply principles and ethical standards in classrooms and develop own coherent philosophy of education.

**EDU614 Integrating Technology for All Students (3)** Explores and gains working knowledge of current instructional technologies. Class demonstrations and hands-on exercises focus on systems and tools K-12 teachers may find in their districts and schools, as well as those technology resources available at Gordon College. Become familiar with web 2.0 tools and current hardware and software platforms. Assists teachers in computer technology for students with special needs in general or specific settings. Overview of appropriate adaptive software as well as tools to evaluate and use computer technology for individualizing instruction.

**EDU620 Mentoring New Teachers (3)** For experienced classroom teachers; information and necessary skills to be effective mentors for new teachers.

**MAT621 Modeling Mathematics (3)** Acquaints preK-8 classroom teachers with development of mathematical concepts in curriculum through use of manipulatives. NCTM Curriculum Standards and Massachusetts Math Curriculum Framework assume manipulatives are an integral part of instruction in preK-8 classroom, where learning of mathematics is an active process. Variety of manipulatives utilized.

**EDU 625 Curriculum Models and Design (3)** Designed to give broad sense of curriculum development requiring student to examine philosophies behind curriculum design, analyze curriculum models with respect to different paradigms, understand basic components and concepts of curriculum development, and design curricular models following current practices for appropriate grade levels. Theory integrated with practical application gives teachers principles to develop, improve and evaluate curriculum within school system, grade level and individual classroom.

**MAT627 Investigating Mathematical Concepts (3)** Explores ways to expand teacher's knowledge of strategies used to teach mathematics. Topics include number and operation; algebraic thinking; geometry; measurement; problem solving, justifying and reasoning; mathematical communication; representation and making mathematical connections.

**EDU628 Advanced Disciplinary Literacy, Writing and Critical Thinking (3)** Students will research, discuss, synthesize and analyze theories and practices of disciplinary literacy instruction including content area reading, writing, speaking and critical thinking. Four modes of communication under study will also be four methods class utilizes to complete class assignments.

**EDU629 Integrating Reading, Writing and Technology (3)** Prepares experienced teachers to integrate technology with language arts instruction. Students examine theory, research and appropriate programs, materials and technology in effort to promote effective instruction in reading and writing with technology. Dual emphases of theory and application include close examination of research and theory related to judicious use of technological tools, and hands-on analysis of technology that supports literacy instruction.

**EDU630 Integrating Math, Writing and Technology (3)** Prepares teachers to integrate technology with mathematics and writing instruction. Students examine theory and appropriate programs, materials and technology to promote effective instruction in writing and mathematics. Emphasis on evaluation and application of a variety of technological tools. (Technology option)

**EDU631 Integrating Literature throughout the Curriculum (3)** Offers extensive reading experience, mainly in children's literature and young adult literature (including a variety of genres), but also in supportive professional readings. Methods and ideas for integrating high quality children's literature throughout subject areas shared, generated and discussed.

**EDU633 Principles of Reading and Literacy (3)** Based on findings of scientifically based reading research. Consideration of teaching theories, methods, strategies and materials for teaching literacy viewed in light of current reading research. Each of five components of reading as identified by National Reading Panel (2000) examined through study of reading process. Field experience.

**EDU634 Language Acquisition, Learning Disabilities and the ELL (3)** Provides fundamentals and methodologies of assessing and instructing English Language Learners toward improved literacy. Explores preconditions and methodology needed for ELL students to succeed, as well as linguistic theory and equity issues related to second language acquisition. Current issues in ELL literacy education analyzed and critiqued.

**EDU635 Sheltering Content Instruction for ELLs(3)** Provides teachers who work with English language learners with knowledge and skills needed to effectively shelter content instruction for students. Examines strategies for lesson preparation and delivery.

**MAT636 Mathematical Inquiry (3)** Furthers knowledge of mathematics. Problem-centered approach. In-depth knowledge of algebra, geometry and measurement. Mathematical appropriate for any current or future teacher of mathematics or for math specialist.

**EDU637 Selected Topics in Sheltered Content Instruction (3)** Studies appropriate field knowledge for development of competency in ESL.

**EDU638/ENG638 General Linguistics (3)** Introduces major areas of general linguistics, theoretical and applied; studied analytically and in correlation with other disciplines.

**EDU639 Assessment and Diagnosis of Reading/Language Difficulties (3)** Provides advanced-level examination of reading assessment instruments. Examines appropriate application, data interpretation, and instructional implication for diagnosing pupils with reading difficulties. Field experience.

**EDU640 Differentiation and Remediation of Reading/Language Difficulties (3)** Focuses on strengthening knowledge and skills required to instruct readers with diverse abilities, needs and backgrounds. Emphasizes use of assessment and progress monitoring tools to develop appropriate learning interventions and strategies. Prerequisites EDU639, EDU633. Field experience.

**EDU649 Assessment and Diagnosis of Math Difficulties (3) (Field Experience)** Provides teachers with advanced-level knowledge to assist students with diverse abilities, needs and backgrounds in mathematics. Focuses on appropriate application, data interpretations and instructional implication for diagnosing pupils with math difficulties. Readings from selected texts and articles inform class discussion and assignments. Fifteen hours of participatory observation required in each class member's school setting. Contributes to overall math specialist prepracticum requirement of 75 hours. (Prerequisite EDU 621, 627, 636) Field experience.

**EDU650 Differentiation and Remediation of Math Difficulties (3)** Equips teachers with advanced-level knowledge to instruct students with diverse abilities, needs and backgrounds in mathematics. Focuses on assessment and progress monitoring tools to develop appropriate learning interventions and strategies. Readings from selected texts and articles inform class discussion and assignments. Students tutor for minimum of 10 one-hour sessions and write case study. Contributes 15 hours to overall math specialist prepracticum requirement of 75 hours. Field experience.

**EDU651 Multicultural Education (3)** Examines diversity of United States and resulting differences of students enrolled in elementary and secondary schools. Concepts, issues and perspectives related to multicultural education introduced to examine personal awareness and attitudes toward diversity, instructional practices, curriculum and resources that impact schools. Highlights importance of developing reflective practitioners with competence to teach all learners. Students work independently and collaboratively to develop teaching strategies that specifically integrate arts to better incorporate understanding and appreciation of cultural diversity in context in which differences are a strength, not a deficiency, and to create equity of learning and assessment. Field trips.

**EDU654 Understanding Cultural and Family Systems (3)** Examines family structure and cultural diversity and how these two factors significantly impact schools and demand new or modified approaches to curriculum and instructional practices to better meet needs of all children. Field trips.

**EDU661 Advanced Human Development (3)** In-depth reexamination of major theories of human development from infancy to adulthood. Special emphasis placed on educational needs and implications of each aspect of lifespan. Students encouraged to integrate knowledge of human development and learning with theological principles and ethical considerations. Includes lecture, discussion, group participation, case studies and audio-visual presentations.

**EDU665 Meeting the Needs of Exceptional Students in Regular Classrooms (3)** Prepares students to design and implement curriculum and instructional strategies for teaching students with moderate disabilities within general education classroom. Legal and historical foundations supporting inclusion of students with disabilities discussed. Current research and theoretical background of inclusive practices examined. Major topics are characteristics of students with learning, behavior, emotional, communication and physical disabilities; models for co-teaching, consultation and collaboration; and classroom management skills. Major considerations are Response to Intervention (RTI); Universal Design for Learning (UDL); Differentiated Instruction (DI) and NCLB legislations.

**EDU667 Educational Assessment of Students with Moderate Disabilities (3)** Examines methods of educational assessment of students with moderate disabilities. Emphasis given to formal and informal evaluation procedures used by special needs educators to study and maximize educational functioning of students. Focus given to literacy, mathematics, and affective and cognitive factors related to learning. Examines historical, ethical, legal and multicultural considerations. Prereferral procedures, parental rights, educational planning and current trends in assessment introduced. Students complete educational assessment and write formal testing report.

**EDU670 Educating the Human Brain: How Neuroscience Can Inform Teaching Practices (3)** Explores “best practices” of teaching in light of recent research from disciplines of memory, learning theory, cognitive psychology, and brain science. Central goal is to bring together contemporary theories of how we learn with specific teaching strategies. Emphasis placed on brain development; how the brain can change (plasticity), and limitation the brain can place on mastering material presented in classroom.

**EDU675 Classroom Management (3)** Provides ideas, techniques, and skills to improve performance of professional educators. Explores discipline theories and practical ideas, effective teaching strategies, classroom organizational models and other issues related to teaching and learning.

**EDU676 Collaborative Teaming of Special and Regular Educators (3)** Explores practical and philosophical approaches to inclusion. Emphasizes collaboration and communication of special and regular educators with common knowledge of assessment, diagnosis, strategies and modifications for all children.

**EDU678/HIS678 Using Museums in the Classroom (3)** Focuses on professional applications of historical methodology of archives, museums, documents conservation, government and corporate record management. Substantial field work and on-site observations of operation of museums and challenges faced in current field of public history.

**EDU682 Advanced Theory and Practice In Teaching Students with Moderate Disabilities (3)** Prepares teachers of students with moderate disabilities to identify and choose instructional content and methodology. Focuses on (1) how various disabilities impact school performance of children and adolescents; (2) nature of curriculum and access to it; (3) interventions to help students with disabilities access general curriculum; and (4) curriculum access and Individualized education program. Examines teaching methods and practice to promote inclusion of students with disabilities; state and federal laws pertaining to special education; characteristics and needs of students with learning, behavioral, emotional, intellectual, communication, and low incidence disabilities; development of Individual Education Plan and team process; models for consultation and collaboration; and classroom management skills.

**EDU683 Advanced Theory and Practice for Reading Specialists (3)** Experienced educators synthesize, analyze, dialogue and reflect on current reading and learning theory and research to apply to classroom curriculum choices, methods and intervention.

**EDU684 Advanced Theory and Practice for Teachers of English as a Second Language (3)** Experienced educators synthesize and analyze research and theories of second language acquisition at different ages, and theories and methods of instruction in reading and writing in a second language. Examines teaching strategies for development of language skills at different age levels: theory and research in second language acquisition; linguistics, regional socioeconomic and developmental factors in influencing language variation; theories and strategies for developing English language skills in communication; assessment techniques; historical, philosophical and legal bases for ELL.

**EDU685 Advanced Methods and Practice in Math (3)** Culminating course of math specialist program. Specifically targets areas where math specialist will need to lead elementary school math programs forward in light of current Common Core and NCTM Standards and Focal Points. Participants explore ways to work with administrators, teachers, parents and students, providing direction and focus towards effective elementary school mathematics program.

**EDU686 Math Clinical (3)** Equips teachers with advanced-level knowledge required to instruct students with diverse abilities, needs and backgrounds in mathematics. Focuses on addressing needs of all learners by breaking down basic math content into concrete elements, then moving to semi-concrete to semi-abstract to abstract, utilizing a multisensory, hands-on, manipulative-based learning approach.

**EDU687 Practicum and Seminar in ESL (3)** Full-time, 12-week supervised practicum assignment in appropriate school setting. Must complete minimum of 360 clock hours in classroom, including at least 180 hours of full responsibility. Required seminars at College.

**EDU688 Reading Clinic (3)** Develops understanding of dyslexia and Orton-Gillingham remediation approach. Students learn definition and characteristics of dyslexia and how to teach persons with dyslexia using systematic, multisensory approach. In addition to seminar hours, students complete at least 100-hour supervised practicum with at least two students, using techniques taught during seminars. Completion of course may lead to Initial Certification in Orton-Gillingham program.

**EDU689 In-School Clinical (3)** Full-time, 12-week supervised practicum assignment in appropriate school setting. Must complete minimum of 150 clock hours. Required seminars at College.

**EDU690 Action Research in the Classroom (3-6)** Introduces methods of qualitative and quantitative research. Student identifies research question related to classroom setting; explores action research methods; conducts survey of professional literature germane to question; develops research tools and research plan. Student conducts action research study based on plan and reports findings at conclusion of course. Uses own classroom during fall term as lab for reflective research. During spring term, conducts research and prepares extensive written research report, presented orally to colleagues and professors.

**See Educational Leadership Course Descriptions for courses EDU701 and above.**



# Arts and Science Course Descriptions

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## Arts

**ART601 Experimental Drawing (3)** Advanced-level drawing class extends beyond traditional boundaries to explore two-dimensional surface through use of metaphoric visual language. Variety of papers, pigments, drawing tools (traditional and contemporary) and adhesives used. Larger scale works encouraged. Lab fee.

**ART610 Modern Art Seminar (3)** Introduces major trends, theories and movements in 20<sup>th</sup>-century art (Cubism, Surrealism, Expressionism, Minimalism, etc.); Modernism and Postmodernism discussed within Western contexts while addressing non-Western influences.

**ART612 Figure Painting (3)** A studio painting course exploring use of human figure in narrative, social commentary, religious iconography and other contexts. Model fee.

**ART620 Photography II and Lab (3)** Introduces fundamentals of cameras, lighting, composition, basics of processing and printing black and white film, and use of photography as medium of communication and artistic expression. Lab fee.

**ART673 Selected topics (3)** Research, analysis and investigation of appropriate topic or issue of discipline not covered elsewhere.

## Biology

**BIO604 Conservation Biology (3)** Presents ecological, population and genetic factors that influence biological diversity from biological, social and faith-based perspectives. Topics include theoretical concepts and practical applications to preserve and protect ecosystems, habitats and species in decline, with emphasis on sustainability and stewardship.

**BIO625 Nutrition (3)** Explores fundamentals of current nutritional science; emphasizes physiological basis. Analyzes proteins, lipids, carbohydrates, vitamins, minerals and their major functions, and importance of water. Encompasses whole person and integral role of nutrition in human health.

**BIO635 Environmental Science (3)** Introduces broad range of science concerning environment. Topics selected relevant to understanding science and environment. Focuses on conservation biology and biological side of environmental science.

**BIO640 Landscape Ecology and GIS (3)** Focus on field techniques, including use of GPS, and on data analysis of community and population ecology data. Connections with local groups lead to field project. Individual research.

**BIO641/CHE641 Biochemistry (3)** Explores inner workings of cellular metabolism, starting with basic biomolecules such as amino acids and building to biosynthesis and maintenance of body homeostasis. Lab fee.

**BIO673 Selected Topics (3)** Research, analysis and investigation of appropriate topic or issue of discipline not covered elsewhere.

**KIN610 Motor Control and Learning (3)** Examines perceptual, memory and motor functions in acquisition, retention and control of motor skills. Explores central and peripheral nervous system mechanisms involved in control of movement. Weekly lab. Lab fee.

**KIN620 Modeling and Simulation of Human Movement (3)** Examines application of advanced kinematic and kinetic analyses in assessment of human motion. Concepts of data processing, three-dimensional analysis, mechanical modeling and energy and power analysis applied in sport and rehabilitation contexts. Special emphasis on analysis of locomotion.

## Chemistry

**CHE611 Quantitative Analysis (3)** Surveys analytical techniques in chemistry and introduces modern methods of chemical analysis in hands-on experiments. Digs deeper to emphasize practical applications in laboratory environment. Topics include error analysis and statistics, titrimetric analysis, electrochemistry, ASTM standard methods.

**CHE 612 Instrumental Analysis (3)** Introduces instrumental methods of quantitative and qualitative analysis, including chromatography (gas and liquid), spectroscopy (UV-Vis, fluorescence, FTIR, AA, mass) and associated hyphenated techniques (gas chromatography mass spectrometry). Laboratory emphasizes environmental and bioanalytical applications. Lab fee.

**BIO/CHE641 Biochemistry (3)** Explores inner workings of cellular metabolism, starting with basic biomolecules such as amino acids and building to biosynthesis and maintenance of body homeostasis. Lab fee.

**CHE671 Environmental Chemistry (3)** Examines basic chemistry of the environment and how we as humans effect change through air, water and soil.

**CHE672 Natural Medicinal Products (3)** Introduces discoveries of naturally occurring medicinal compounds and their elaboration into pure materials used in modern medicine. Similar to independent study program where topic of research and corresponding project is driven by student. (Field trips)

**CHE673 Selected topics (3)** Research, analysis and investigation of appropriate topic or issue of discipline not covered elsewhere.

## English

**ENG618 Advanced World Literature: Nobel Prize-Winning Authors (3)** Focuses on understanding more about the world through literature of its people. Includes research into social and cultural milieu from which literature emerges, how literature is both a reflection of its culture and a means for changing it. All genres of world literature represented—drama, short story, novel and poetry.

**ENG632 Literature for Adolescents (3)** In-depth examination of literature for young adults used thematically throughout middle school and secondary curricula. Draws on experience of M.A.T. students to examine cross-cultural implication of literature.

**ENG634 British Literature (3)** Studies major poets, novelists and dramatists. Explores literary movements they represent Different genres chosen each year.

**ENG636 Poetry and Literary Analysis (3)** Exploration of genre of poetry. Using literary elements, students analyze how meaning is created in poems, compare the Sonnet of Petrarch and Shakespeare, and explore early roots of poetry and poetic novels of Mel Glenn and Sandra Cisneros. Practice in writing of poetry demonstrates literary concepts.

**EDU638/ENG638 General Linguistics (3)** Linguistics is the study not just of languages, but of language itself. Examines different features common to all languages, such as phonetics and phonology, syntax, semantics and morphology.

**ENG661 History of the English Language: Advanced Content in English (3)** Studies history of English language, from its earliest beginnings up to 21<sup>st</sup> century; includes several different activities: study of “prehistory” of English—its ancestors and closest relatives; reading of various texts from different periods; and advanced examination of kinds of linguistic changes that have occurred—and are still occurring—as the language continues, including different types of changes English has undergone: historical, phonological, morphological, syntactic, semantic, etc.

**ENG670 Chaucer and Medieval Traditions (3)** Examines literary, linguistic and historical aspects of Chaucerian texts. Students investigate genre, style, structure and themes of various stories in *Canterbury Tales* and *Troilus and Criseyde*. Students explore meaning of Chaucerian texts in context of social history, examining such topics as religion, gender, class and commerce. Includes how to pronounce and translate medieval English by reading *Canterbury Tales* in original form.

**ENG673 Selected topics (3)** Research, analysis and investigation of appropriate topic or issue of discipline not covered elsewhere.

**ENG684 World Literature (3)** Investigates several of great works of world literature from Middle Ages to Renaissance which have influenced Western literature and culture for centuries. Students explore defining characteristics of wide range of genres (epic, poetry, drama, romance, novel and others) and develop proficiency about such topics as influence of classical culture, conceptions of the individual, definitions of love, Humanism, intertextuality, literary structure, and class and gender formation.

**ENG686 Poetics (3)** Explores theories of poetics, starting with Greeks and Romans, and continuing through medieval period, Renaissance, and eventually to contemporary developments in English and other theories of poetics. Students consider historical and contemporary analysis of art of poetry, including both close examination of technical features of the art, and a study of application of such concepts as intertextuality (allusion, reference between poems and other art forms) and what Harold Bloom has called “The Anxiety of Influence.”

## Foreign Languages

**EDU638/ENG638 General Linguistics (3)** Linguistics is the study not just of languages, but of language itself. Examines different features common to all languages, such as phonetics and phonology, syntax, semantics and morphology.

**EDU651 Multicultural Education(3)** Examines diversity of United States and resulting differences of students enrolled in elementary and secondary schools. Concepts, issues and perspectives related to multicultural education introduced to examine personal awareness and attitudes toward diversity, instructional practices, curriculum and resources that impact schools. Highlights importance of developing reflective practitioners with competence to teach all learners. Students work independently and collaboratively to develop teaching strategies that specifically integrate arts to better incorporate understanding and appreciation of cultural diversity within context in which differences are a strength, not a deficiency, and to create equity of learning and assessment. Field trips.

**EDU654 Understanding Cultural and Family Systems (3)** Examines family structure and cultural diversity and how these two factors significantly impact schools and demand new or modified approaches to curriculum and instructional practices to better meet needs of all children. Field trips.

**FRE638 French African “Coming of Age” Novels (3)** Studies French Africa and novels written depicting the coming of age.

**FRE671 Cinema (3)** Explores effects of French movies on culture.

**FRE673 Selected Topics (3)** Research, analysis and investigation of topic or issue of discipline not covered elsewhere.

**FRE676 The Literature of the Old Regime (3)** Surveys early masterpieces of French literature in historical and cultural settings from Middle Ages to Revolution.

**FRE678 French Literature of the 19<sup>th</sup> and 20<sup>th</sup> Centuries (3)** Study of modern French literature in historical and cultural settings. Conducted in French.

**SPN673 Selected Topics (3)** Research, analysis and investigation of topic or issue of discipline not covered elsewhere.

**SPN691 Contemporary Spanish Theatre (3)** Examines contemporary Spanish theatre from 1940s to 1990s. Playwrites include Antonio Buero Vallejo, Alfonso Sastre, Fernando Arrabal, Lauro Olmo and Paloma Pedrero. Class conducted in Spanish.

**SPN692 La Guerra Civil: Spanish Women—The Voice of Silence (3)** Examines and contrasts women's roles in literature during and after Spanish Civil War. Spanish female authors include Josefina Aldecoa, Carmen Laforet, Dulce Chacon and Carmen Martin Gaité. Class conducted in Spanish.

**SPN693 The Spanish-American Story (3)** Examines role of Spanish-American story from its origins moving to a particular focus on 19<sup>th</sup> century until present day. Analyzes influential themes and works, real events and mythical components aiding development of this great story. Class conducted in Spanish.

**SPN694 The Contemporary Spanish-American Novel (3)** Analyzes contemporary Spanish-American novel through lens of such authors as Carlos Fuentes from Mexico and Isabel Allende from Chile. Class conducted in Spanish.

## History

**HIS614 The History of Massachusetts: 1620–1865 (3)** Covers history of Massachusetts with emphasis on colonial era through American Civil War, including rise of world-famous Massachusetts leather and textile industries.

**HIS637: History of the Postwar American Presidents (3)** A detailed overview of four main postwar U.S. presidencies, focusing especially on U.S. foreign relations during administrations. Presidents are Dwight Eisenhower, John F. Kennedy, Lyndon Johnson and Richard Nixon. Significant attention given to Cold War, war in Vietnam, and Arab-Israeli conflict.

**HIS640 Europe 1300–1700 (3)** Examines history of Europe during important transitional period from Late Middle Ages to Enlightenment (c.1300–1700), including transformation of Latin Christendom into our Modern European (Western) world.

**HIS651 Ancient Israel (3)** Examines history of ancient Israel against cultural, geographical and literary background of ancient Near East. Archaeology, comparative history and literature used to supplement and explain primary biblical source materials bearing on our understanding of history of ancient Israel. Special attention given to origin of moral and ethical values shaping Western civilization and foundational to three great monotheistic world religions: Judaism, Christianity and Islam.

**HIS670 19<sup>th</sup>-Century American Thinkers (3)** Examines key ideas, movements and texts in American social thought in 19<sup>th</sup> century, with background from Puritans, focusing on relationship between the individual and society.

**HIS673: Selected topics (3)** Research, analysis and investigation of appropriate topic or issue of discipline not covered elsewhere.

**HIS675 The Darwinian Revolution (3)** Examines advent and impact of Charles Darwin's evolution theory. Surveys life and earth sciences, religion and views on human origins before, during and after upheaval brought by Darwin's *On the Origin of Species* (1859). Includes recent debates on intelligent design and teaching of evolution.

**EDU678/HIS678 Using Museums in the Classroom (3)** Focuses on professional applications of historical methodology of archives, museums, documents conservation, government and corporate record management. Substantial field work and on-site observations of operation of museums and challenges faced in current field of public history.

## Mathematics

**MAT601 Mathematics (3)** Reviews and strengthens basic algebra and precalculus concepts in context of understanding and using functions to analysis and model real world data, focusing on functions (including linear, quadratic, exponential and logarithmic functions) and exploring them with and utilizing them for graphing, data analysis, problem investigation and problem solution.

**MAT605 Quantitative Reasoning: Mathematics and the Greeks (3)** Explores significance of Greeks in development and application of mathematics. Includes Pythagoras, Euclid and the "Great Theorem." Follows historical and philosophical underpinnings of discipline of mathematics.

**MAT614/PHY614 Mathematical Methods I (3)** Examines mathematical skill, sophistication and confidence in application of mathematical topics commonly used in physical science and engineering, including complex algebra, vector algebra, matrices, vector spaces, systems of linear equations, vector differential and integral calculus, Fourier series and Fourier transforms.

**MAT620 Discrete Mathematics (3)** Introduces notion of proof, induction, sets, relations and functions, basic combinatorial analysis, graphics, trees, and basic probability. Emphasizes notions of proof and mathematical rigor, thinking mathematically.

**MAT621 Modeling Mathematics (3)** Acquaints preK-8 classroom teachers with development of mathematical concepts in curriculum through use of manipulatives. NCTM Curriculum Standards and Massachusetts Math Curriculum Framework assume manipulatives are integral part of instruction in preK-8 classrooms, where learning of mathematics is an active process. Variety of manipulatives utilized.

**MAT627 Investigating Mathematical Concepts** Explores ways to expand teacher's knowledge of strategies used to teach mathematics. Topics include number and operation; algebraic thinking; geometry; measurement; problem solving, justifying and reasoning; mathematical communication; representation and making mathematical connections.

**EDU636/MAT636 Mathematical Inquiry (3)** Furthers knowledge of mathematics. Problem-centered approach. In-depth knowledge of algebra, geometry and measurement. Appropriate for current or future teacher of mathematics or for math specialist.

**MAT635 Calculus with Precalculus (3)** From the invention of Isaac Newton and Gottfried Wilhelm Leibniz, calculus provides framework and language for change. Introduces study of calculus, a study of continuous functions. Calculus is composed of two main branches: differential calculus and integral calculus. Differential calculus is primarily concerned with problems involving rates of change of a relationship between two variables, particularly instantaneous rate of change.

**MAT637 Number Theory (3)** Study of whole numbers is one of the oldest mathematical subjects as well as perhaps the easiest to understand. Also one of the most difficult and newest branches to study at the highest level. Course reviews main topics in number theory of last 2,500 years, such as primes, congruences and residues. Also explores ways in which it connects to other areas (like calculus, geometry, algebra, and computer science) today.

**MAT638 Real Analysis (3)** After Newton and Leibniz discovered the amazing power and flexibility of calculus, a lot of work was left to understand why it works. Over two centuries, mathematicians had to define what it means to get “close to” something. In the 20<sup>th</sup> century, this depended on the notion of being open, as in the open interval (0,1). Course reaps fruit of all that labor by proving that calculus in one real variable works—from a modern perspective.

**MAT673 Selected topics (3)** Research, analysis and investigation of appropriate topic or issue of discipline not covered elsewhere.

## Physics

**EDU603/PHY603 General Physical Science (3)** Foundations of physical sciences with in-depth understanding of atom, matter, mechanics, thermodynamics, waves, electromagnetism and circuitry. Students increase knowledge base and become more confident and resourceful teachers as well as gain thorough understanding of MA Curriculum Frameworks.

**MAT614/PHY614 Mathematical Methods I (3)** Examines mathematical skill, sophistication and confidence in application of mathematical topics commonly used in physical science and engineering, including complex algebra, vector algebra, matrices, vector spaces, systems of linear equations, vector differential and integral calculus, Fourier series and Fourier transforms.

**PHY616 Statics (3)** Examines and demonstrates analysis of forces acting on any static and rigid object. Enhances engineering intuition, mathematical facility and computational skill (using MATLAB).

**PHY625 Electronic Circuits (3)** Examines and explains concepts of electronics, calculating numerical quantities related to analog electronics, such quantities as voltage, current, impedance, power, bandwidth and gain.

**PHY636 Modern Physics (3)** Study of special relativity, following historical trajectory of modern physics, breakdown of classical physics and development of quantum physics.

**PHY673 Selected Topics (3)** Research, analysis and investigation of topic or issue of discipline not covered elsewhere.

**KIN620 Modeling and Simulation of Human Movement (3)** Examines application of advanced kinematic and kinetic analyses in assessment of human motion. Concepts of data processing, three-dimensional analysis, mechanical modeling and energy and power analysis applied in sport and rehabilitation contexts. Special emphasis on analysis of locomotion.

## Educational Leadership Course Descriptions

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**EDU701 Educational Leadership I—Theoretical Seminar (3)** Introduction to Educational Leadership. Provides aspiring educational leaders comprehensive overview of major issues, perspectives and theories as reflected in writings of leading researchers and theorists within field of educational leadership. Examines bibliographic profiles of exceptional leaders to identify shared characteristics, traits and skills essential to effective leadership of schools and educational programs. Examines theory behind leadership style and identifies his/her individual leadership style. Field experience required.

**EDU702 Educational Leadership II—Applied Concepts and Case Studies (3)** Case studies and simulations used to address problems and issues encountered by school leaders. Through this problem solving approach, students develop personal skill and confidence using leadership theories and strategies introduced in leadership seminar. Major issues, theories, and perspectives of educational leadership reexamined with particular emphasis on issues such as problem solving, consensus building, conflict resolution, ethics, and building relevant community connections. Field experience required.

**EDU705 Principled Leadership—Ethics, Values and Moral Leadership (3)** Examines from Christian perspective how leadership practices with moral dimension built around purpose, values, and beliefs can transform a school into an outstanding organization marked by commitment, dedication and service. Through theological lens, students examine how transformational leaders respond to situations they encounter, and reflect on how their own moral values and ethical understandings enable principled decision making. Use of case studies that represent situations often faced by educational leaders are significant instructional strategy in this course.

**EDU710 Curriculum, Instruction and Assessment (3)** Provides future school administrators with tools for effective instruction and curriculum leadership. Examines development of curriculum plan responsive to student performance standards; identifies and implements effective instructional strategies; utilizes appropriate performance measures for assessing instructional programs. Examines variety of instructional technologies that support student learning and enhance teacher efficacy. Readings from selected texts and articles inform class discussion and assignments. Field experience required.

**EDU712 Developing and Leading Educational Programs (3)** Emphasizes program development and evaluation that reflect student cultural and ethnic diversity as well as accommodation of learning needs of all students. Field experience required.

**EDU715 Collegial Supervision and Mentoring (3)** Studies nature and function of supervision relative to teacher and supervisor. Emphasis given to planning, organization and evaluation of instruction that effectively improves cooperative participation of school personnel. Field experience required.

**EDU720 Human Resources and Personnel Administration (3)** Effectiveness of public schools and organizational vitality is largely dependent on people who comprise the staff and the ability of the principal leader to creatively shape school and district goals through them. To administer effectively, the principal leader must possess skills and understandings that best enable him/her to lead and manage adults. Together, professional and paraprofessional, clerical, cafeteria and custodial staff all constitute the school's human resources team. Focuses on need for comprehensive and clearly written policies together with efficient organizational structures to support effective human resource administration. Topics include personnel search, staff selection, teacher induction, mentoring, supervision, evaluation, professional development, policymaking, teacher contracts, teacher "professional status" (tenure), promotion and dismissal. Emphasis placed on interpersonal dynamics



of educational enterprise as it relates to human resource management. Issues of affirmative action and prohibited discriminatory personnel practices examined. Students gain thorough knowledge of adult learning and strategies that work best to bring about positive school culture. Field experience required.

**EDU725 School Finance, Administration and Technology (3)** Provides students with comprehensive overview of school budgeting and business administrative functions. Specific emphasis given to program, school and district-level budget development and implementation. Financial support is critical to success of public schools. School leaders are required to be adept at assessing school needs and developing financial plan to successfully address needs. Needs are identified as those financial, human or material resources necessary to advance goals of district, school or department. Prepares future educational leaders to understand federal, state and local context of school finance. Students will be able to identify major types of budgeting models utilized and become directly involved in preparation of actual school budget. Examines other related issues regarding operation and maintenance of facilities, acquisition and maintenance of instructional equipment and materials (including educational technology), transportation management, and other ancillary student health and counseling services. Field experience required.

**EDU730 School Law (3)** Examines constitutional, statutory and case law governing public education on local, state and national levels. Explores facets of school law and manner in which it is interwoven in day-to-day decisions of running school district in Massachusetts. To be successful leaders of educational organizations, thorough understanding of school law and Massachusetts law is imperative. Students discover legal framework that surrounds decisions and actions in day-to-day pursuits as administrators. Through class discussions, assignments, simulations, case studies, presentations and guest speakers, students learn and experience school law and many areas in which it impacts public educational administration.

**EDU740 School and Community Relations (3)** Examines theories and strategies related to effective communications with all stakeholder groups. Particular attention given to role of educational leader as politician in developing relationships and constituencies essential for shared vision and support of educational programs within an increasingly diverse and multicultural society. Strategies for providing assistance to media in interpreting and explaining school programs and student performance data; development of publication strategies for local dissemination of information; and development of school-wide and/or program-specific communications plans.

**EDU750 Research-Based School and Program Improvement for Supervisor/Director (6);**

**EDU751 Research-Based School and Program Improvement for Principal/Assistant Principal (6)**

Capstone master's thesis course engages students in area-specific action research. Identifies actual programmatic need or organizational issue and provides appropriate, systematic and research-based leadership to address research question. Completed in two concurrent terms at end of student's program.

**EDU781 Practicum and Seminar for Supervisor/Director, PreK-12 (6)** In-setting practicum of 300 clock hours under direct supervision of supervisor/director who holds Massachusetts licensure in area and/or level being sought; scheduled seminars with College supervisor. Student required to work in school setting performing kinds of responsibilities and duties for which he/she is preparing. Practicum arranged as full-time or part-time. Student must discuss proposed arrangements with advisor early in program. During practicum, student meets with College supervisor for scheduled seminar class sessions and is visited at practicum site a minimum of three times for observation and evaluation of performance. Three required three-way meetings with cooperating administrator.

**EDU782 Practicum and Seminar for Principal, PreK-6 (6)** In-setting practicum of 300 clock hours under direct supervision of principal who holds Massachusetts licensure in area and/or level being sought; scheduled seminars with College supervisor. Student required to work in school setting performing kinds of responsibilities and duties for which he/she is preparing. Practicum arranged as



full-time or part-time. Student must discuss proposed arrangements with advisor early in program. During practicum, student meets with College supervisor for scheduled seminar class sessions and is visited at practicum site a minimum of three times for observation and evaluation of performance. Three required three-way meetings with cooperating administrator.

**EDU783 Practicum and Seminar for Principal, 5-8 (6)** In-setting practicum of 300 clock hours under direct supervision of principal who holds Massachusetts licensure in area and/or level being sought; scheduled seminars with College supervisor. Student required to work in school setting performing kinds of responsibilities and duties for which he/she is preparing. Practicum arranged as either full-time or part-time. Student must discuss proposed arrangements with advisor early in program. During practicum, student meets with College supervisor for scheduled seminar class sessions and is visited at practicum site a minimum of three times for observation and evaluation of performance. Three required three-way meetings with the cooperating administrator.

**EDU784 Practicum and Seminar for Principal, 9-12 (6)** In-setting practicum of 300 clock hours under direct supervision of principal who holds Massachusetts licensure in area and/or level being sought; scheduled seminars with College supervisor. Student required to work in school setting performing kinds of responsibilities and duties for which he/she is preparing. Practicum arranged as either full-time or part-time. Student must discuss proposed arrangements with advisor early in program. During practicum, student meets with College supervisor for scheduled seminar class sessions and is visited at practicum site a minimum of three times for observation and evaluation of performance. Three required three-way meetings with cooperating administrator.

# MUSIC



**GORDON**  
GRADUATE EDUCATION

**MASTER OF  
MUSIC EDUCATION**

## Program Description

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The Master of Music Education program is designed for students who already possess the Massachusetts Initial License and who wish to pursue additional licensure through the completion of this degree program. The Master of Music Education (M.M.Ed.) degree at Gordon College emphasizes the improvement of music teaching skills. All coursework is relevant to the music classroom and prepares the music educator to become more effective in aiding students' musical development. While cognitive and academic areas are essential, this degree program recognizes the importance of applying knowledge and theory to the process of teaching.

The M.M.Ed. is a summers-only program except for three (3) hours of Field-Based Teaching Experience or Thesis during the academic year (total 30 hours). Students who take a full load of courses each summer, nine (9) credits, may expect to complete the degree in three summers plus one year to complete the Field-Based Experience or Thesis. Courses meet three weeks online, two weeks in the classroom on campus, suspend for a one-week mini-term during which workshops are offered, and resume for two additional weeks on campus in the classroom.

A maximum of three (3) credits may be earned each summer during workshop week. Workshop credits range from 1.5 credits for a 2.5-day workshop to 3 credits for a full-week workshop. A maximum of six (6) workshop hours count as electives towards the degree. Electives also may be taken as Special Topics or Ensembles, one (1) credit each. Students may also register two times for the MMEA Conference, one (1) credit each.

All students must register for Lab Ensemble each of three summers. This rehearsal/class seminar permits music teachers to be music makers, thus allowing students to learn from one another and the instructor(s) involved. If there are sufficient students registered, the Lab Ensemble will consist of choral, instrumental and general music sections.

Gordon also offers an initial licensure only program for those with an undergraduate degree in music—see separate section for licensure only—and a 12-credit professional license program.

# Program Requirements

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## **I. Musicianship** (11 credit hours)

GMU601 Graduate Music Theory Review\* (0-1)  
GMU602 Graduate Music History Review\* (0-1)  
GMU610 Analytical Techniques (2)  
GMU612 Western Music (2)  
GMU614 Non-Western Music (2)  
GMU616 Techniques of Conducting\*\* (0-2), or  
GMU618 Conducting Seminar (0-2)  
GMU620 Lab Ensemble (3)

## **II. Music Processing and Research** (4 credit hours)

GMU624 Learning and Assessment in Music Education (2)  
GMU630 Introduction to Behavioral Research (2)

## **III. Music Education** (9 credit hours)

GMU622 Foundations of Music Education  
GMU626 Curriculum Development in Music Education (2)  
GMU628 Supervision and Administration in Music Education (2)  
GMU682 Field-Based Experience or Thesis\*\*\* (3)

## **IV. Electives** (minimum 6 credit hours)

Workshops are offered during a one-week mini-term and change each summer.  
Workshops (1.5 credits per 2.5 days) (0-6)  
Conducting Seminar (0-2)  
General Music Seminar (0-2)  
Child and Adolescent Vocal Pedagogy (0-2)  
Applied Lessons (by transfer credit) (0-3)  
Special Topics in Music\*\*\*\* (1 credit each) (0-3)  
Ensembles (0-2)  
MMEA Conference (0-2)

**Minimum Credit Hours: 30**

\* Hours taken for theory and history reviews do not count towards graduate credit.

\*\* All students must take Techniques of Conducting unless waived by audition. Students who complete Techniques of Conducting may take Conducting Seminar as an elective.

\*\*\* The Field-Based Experience and Thesis are completed off campus during the academic school year.

\*\*\*\* Electives in special topics are offered during the summer term and/or can be taken during the academic year. Course requirements are available in the Music Office.

# Master of Music Education—Course Rotation Schedule

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(Subject to Change)

**Gordon 2-1-2 Plan: Five Weeks—Three Summers**

**Classes Monday–Friday, 9 A.M.–4 P.M.**

## Section A (9 credit hours\*)

GMU601/602 Music Theory and History Reviews (0-2)

GMU614 Non-Western Music (2)

GMU622 Foundations of Music Education (2)

GMU616 Techniques of Conducting (0-2), or

GMU618 Conducting Seminar (optional, 0-2)

GMU620 Lab Ensemble (1)

Electives (2, may include workshops)

## Section B (9 credit hours\*)

GMU601/602 Music Theory and History Reviews (0-2)

GMU612 Western Music (2)

GMU626 Curriculum Development in Music Education (2)

GMU630 Introduction to Behavioral Research (2)

GMU618 Conducting Seminar (optional, 0-2)

GMU619 General Music Seminar (0-2)

GMU620 Lab Ensemble (1)

Electives (2, may include workshops)

## Section C (9 credit hours\*)

GMU601/602 Music Theory and History Reviews (0-2)

GMU610 Analytical Techniques (2)

GMU628 Supervision and Administration in Music Education (2)

GMU624 Learning and Assessment in Music Education (2)

GMU618 Conducting Seminar (optional, 0-2)

GMU619 General Music Seminar (0-2)

GMU620 Lab Ensemble (1)

Electives (2, may include workshops)

Workshops change each summer. Titles and descriptions are available online beginning in January at [www.gordon.edu/workshops](http://www.gordon.edu/workshops). Workshops during the one-week mini-term and other times are open to nondegree persons for noncredit. The three-summer plan excludes the Field-Based Teaching Experience, Thesis, or optional independent study projects completed during the regular academic year. Master of Education

\* Hours taken for theory and history reviews do not count towards graduate credit.



\* Does not include hours for review courses in history and theory.



**LICENSURE ONLY**

**PROGRAMS IN**

**MUSIC EDUCATION**

# INITIAL LICENSE IN MUSIC EDUCATION (LICENSURE ONLY, NOT A DEGREE PROGRAM)

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## Program Description

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The program in this section is designed for students who have completed a baccalaureate degree in a liberal arts field and do not yet hold the Initial License in Music. Students will need to have passed the MTEL (Massachusetts Test for Educator Licensure) in communication and literacy and in the applicable content areas in music prior to their enrollment in the Initial License program.

With a summer component and evening classes during the academic year, the program is meant to meet the needs of career changers and current educators. Upon completion of the courses listed below and the practicum, the student will be eligible for recommendation to the Massachusetts Department of Elementary and Secondary Education for the Initial License. This may enable the student to secure a full-time teaching position while continuing study in the master's degree program. See Master of Music Education section for M.M.Ed. admission and program requirements.

## Program Requirements

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The following core courses are required for students who desire to obtain initial licensure and be eligible for recommendation for the Initial License. Total program credit hours will vary based on individual applicant's educational and professional backgrounds.

### Core Courses for Initial Licensure in Music (total credit hours vary)

#### Instrumental Classes (1)

GMU543 Woodwinds Class  
GMU544 Brass Class  
GMU545 Strings Class  
GMU546 Percussion Class  
GMU547 Guitar Class

GMU550 Conducting (2)  
GMU555 World Music (2)  
GMU557 Choral Methods and Literature (3)  
GMU558 Instrumental Methods and Literature (3)  
EDU562 Human Development and Learning (3)  
GMU565 Music Education I/Elementary Methods (3)  
GMU566 Music Education II/Secondary Methods (3)  
GMU577 Music Education Seminar (2)  
GMU580 Practicum (3-6)

**Total Program: Credit Hours Vary**

## **Prepracticum Field Experiences**

Prior to the practicum, all graduate students seeking the Initial License are required to complete a minimum of 100 documented clock hours of monitored, field-based experience. These field experiences will prepare candidates by acquainting them with the school and classroom environment at the appropriate grade level and content area(s) with a variety of typical and atypical students of different gender, racial, linguistic and socioeconomic backgrounds. Gordon College places students for practicum.

## **Practicum**

For the practicum, students are placed in appropriate school settings for a 3-6 credit (minimum 15-week) student teaching experience supervised by College faculty, staff and cooperating practitioner(s). Students must apply for their practica prior to their student teaching and be registered and finalized prior to starting the student teaching assignment.

Academic records are reviewed to determine that candidates have completed all academic and field requirements, and have passed all applicable tests of the MTEL. As licensure requirements are subject to change by the Department of Elementary and Secondary Education and are beyond the control of the College, the College reserves the right to alter program requirements as necessary.



# **COURSE DESCRIPTIONS**



# Initial Licensure Course Descriptions

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**Instrumental Classes (1)** Laboratory course prepares students to teach instruments (woodwinds, brass, strings, percussion, guitar, (Orff/Kodaly Method) in public schools. Techniques of tone production, fingering and class procedure learned through individual and ensemble playing experience under supervision. Group instrument course fee.

**GMU543 Woodwind Class**

**GMU544 Brass Class**

**GMU545 Strings Class**

**GMU546 Percussion Class**

**GMU547 Guitar Class**

**GMU550 Conducting (2)** Studies beat patterns and fundamental baton techniques; laboratory experience in conducting literature of medium difficulty.

**GMU555 World Music (2)** Introduces study of world music in social, cultural and political contexts; folk and native music of North and South Americas and Africa; current critical approaches to contemporary forms of Western popular music such as rap.

**GMU557 Choral Methods and Literature (3)** Explores selected repertoire and organization and administration of choral program; emphasizes choral tone, blend, balance and intonation.

**GMU558 Instrumental Methods and Literature (3)** Explores purpose, aims and techniques of instrumental program; emphasizes rehearsal, repertoire and organization.

**GMU565 Music Education I Elementary Methods (K-5) (3)** Introduces methods and materials for teaching music to younger children; discussion, development and implementation of individual lessons for general music classes and curriculum planning. Field work.

**GMU566 Music Education II Secondary Methods (6-12) (3)** Introduces methods and materials for teaching music to older children and adolescents; discussion, development and implementation of individual lessons and total curriculum; general music, music theory, music appreciation and performing classes. Field work.

**EDU562 Human Development and Learning (3)** Introduces major theories of human development from infancy through adulthood. Special emphasis placed on educational needs and implications of each aspect of lifespan. Students encouraged to integrate knowledge of human development and learning with theological principles and ethical considerations. Format includes lecture, discussion, group participation, case studies and audio-visual presentations.

**GMU577 Music Education Seminar (2)** Analyzes issues in music education, classroom management and techniques.

**GMU580 Practicum (3-6)** Field placement in elementary, middle and/or high school. Supervision by College faculty and cooperating teacher(s) in schools. Fifteen weeks of full-time student teaching required. Student must be registered and finalized prior to starting teaching assignment./

## M.M.Ed. Course Descriptions

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**MU5-- Music Education Workshops (0-3)** Mini-term of one week is held each summer for the presentation of up to 10 workshops that concentrate on advanced instruction in vocal, instrumental (band), general music, strings, and music technology. Students may elect up to 6 credits or workshops in three summers.

**GMU601 Graduate Music Theory Review (1)** Reviews fundamentals of music theory including scales, chord structure, harmonic progression, modulation, etc. Required for all students who do not pass music theory diagnostic exam. Prestudy guidelines for exam available.

**GMU602 Graduate Music History Review (1)** Reviews major eras and compositional styles of music history. Required for all students who do not pass diagnostic exam in music history. Prestudy guidelines for exam available.

**GMU610 Analytical Techniques (2)** Explores advanced techniques employed in score analysis. Prerequisite: GMU601.

**GMU612 Western Music (2)** Studies great musical masterpieces applicable to K-12. Develops analytical tools for understanding compositional practices in major eras of Western art music.

**GMU614 Non-Western Music (2)** Presents multicultural perspective on music through use of non-Western musical examples. Emphasis on methods for teaching non-Western music K-12.

**GMU616 Techniques of Conducting (2)** Reviews basic conducting technique followed by more advanced study of conducting and score analysis. Required of all students unless waived by audition.

**GMU618 Conducting Seminar (2)** Required for any student conducting Lab Ensemble. Choral and instrumental sections available. Prerequisites: GMU616 (unless waived by audition) and permission of program director. (Elective)

**GMU619 General Music Seminar (2)** Required for any student leading general music portion of Lab Ensemble. Team presentations explore relation of general music (K-8) to national standards in music education. Prerequisites: GMU614 and permission of instructor. (Elective)

**GMU620 Lab Ensemble (1)** Hands-on teaching lab in which music teachers are also music makers, participating in activities related to general music, chorus and band. Must be taken for three summers.

**GMU621 Child and Adolescent Vocal Pedagogy (2)** Instruction in vocal method from *Teaching Kids to Sing* by Kenneth H. Phillips. (Elective)

**GMU622 Foundations of Music Education (2)** Explores foundational roots of music study in American schools and challenges students to determine their own rationale for the value of including music in school curriculum.

**GMU624 Learning and Assessment in Music Education (2)** Includes information on learning theories in music—particularly that of Edwin E. Gordon—and ways of assessing students' musical achievement and ability.

**GMU626 Curriculum Development in Music Education (2)** Students learn to write curricula reflecting nine national standards in music education, and to evaluate current curricula.

**GMU628 Supervision and Administration in Music Education (2)** The clinical supervision process is explored in the first half of the course, which is most helpful for working with student teachers. Administrative techniques such as budgeting, grant writing, personnel management, etc., studied in second part of course.



**GMU630 Introduction to Research in Music (2)** Explores understanding of quantitative and qualitative research processes; provides means for interpreting and applying this research to music processing.

**Music Ensembles (1)** Admission by audition. Representative music of each period of music history studied and performed. Minimum of three to five hours rehearsal and participation in all public appearances required.

**GMU651 Symphonic Band**

**GMU653 Symphony Orchestra**

**GMU655 Symphonic Chorale**

**GMU671 Special Topics in Music (1)** Students may elect to study specialized area independently as in-depth study. Final paper or project required of each special topic.

**GMU682 Field-Based Teaching Experience (3)** Independent teaching practicum carried out in teacher's own classroom and includes goal setting, mentoring, journaling and portfolio building. Candidate for master's degree expected to demonstrate qualities in teaching one would expect from a "master" teacher. Final, comprehensive exam is capstone of practicum experience.

**GMU690 Thesis (3)** For students considering doctoral program (Ph.D.), thesis provides way to explore suitable research topic. Expect to spend minimum of one full year completing written thesis.

**Applied Music (1)** Students enrolled in the music education degree program may study applied music for graduate credit during regular academic year. Up to 4 hours of applied credit may be used towards degree as electives. Lessons arranged individually and audition may be required.

**GMU677 Flute**

**GMU684 Violin**

**GMU685 Viola**

**GMU686 Cello**

**GMU687 Double Bass**

**GMU688 Guitar**

**GMU689 Harp**

**GMU691 Oboe**

**GMU692 Clarinet**

**GMU693 Bassoon**

**GMU694 Saxophone**

**GMU695 Trumpet**

**GMU696 Trombone**

**GMU697 French Horn**

**GMU698 Euphonium**

**GMU699 Tuba**

**GMU673 Piano**

**GMU674 Organ**

**GMU675 Voice**

**GMU676 Percussion**

# DIRECTORY

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## President's Cabinet

D. Michael Lindsay, Ph.D., President, 2011. B.A., Baylor University; O.D.M.T.G., Oxford University; M.Div., Princeton Theological Seminary; M.A., Princeton University; Ph.D., Princeton University.

Michael J. Ahearn, M.B.A., Senior Vice President for Finance and Administration, 2009. B.A., Colgate University; M.B.A., Dartmouth College; M.S., University of Rochester.

Barry J. Loy, M.A., Vice President for Student Development and Dean of Students, 1985. B.A., University of North Carolina at Chapel Hill; M.A., Wheaton College.

Stephen C. MacLeod, J.D., Ph.D., Dean of College Planning, College Counsel, 1985 (Barrington College, 1979–1985). B.A., Boston University; M.A.C.S., Regent College; Ph.D., Michigan State University; J.D., Suffolk University Law School.

Mark L. Sargent, Ph.D., Provost, 1996. B.A., University of California Santa Barbara; M.A., Ph.D., Claremont Graduate School.

Richard D. Sweeney Jr., Vice President for Marketing and Strategic Communications, 2010. B.A., Gordon College; M.S., Boston University.

Daniel B. Tyman, B.S.E.E., Executive Vice President, 2005. B.S.E.E., Tufts University.

## Faculty

Janet S. Arndt, Ed.D., Associate Professor of Education, Director of Graduate Education and Licensure, 2001. B.A., Gordon College; Ed.M., Boston University; C.A.G.S., Ed.D., University of Massachusetts Amherst.

Sandra Doneski, Ph.D., Assistant Professor of Music, 1999. B.M., Gordon College; M.M.Ed., Ph.D., Hartt School of Music., University of Hartford.

Janis Flint-Ferguson, D.A., Professor of Education and English; 1990. B.A., North Central College; M.S., D.A., Illinois State University.

Joyce L. Meeuwsen, Ed.D., Assistant Professor of Education, 2010. B.A., San Jose State University; M.A., University of California, San Diego; Ed.D., Vanderbilt University.

Michael Monroe, D.M.A., Assistant Professor of Music, 2005. B.M., University of Kansas; M.M., University of Maryland; D.M.A., New England Conservatory.

Priscilla Nelson, Ed.D., Associate Professor of Education, 2001. B.S., Gordon College; Ed.M., Boston University; Ed.D., University of Massachusetts Lowell.

Kenneth H. Phillips, Ph.D., Professor of Music and Director of Graduate Studies in Music Education, 2002. B.M., Westminster College (PA); M.M., West Virginia University; Ph.D., Kent State University. Professor Emeritus, The University of Iowa.

Donna J. Robinson, Ed.D., Associate Professor of Education, 1999. B.A., Gordon College; M.A., C.A.G.S., Salem State College; Ed.D., University of Massachusetts Lowell.

## Arts and Science Faculty

Stephen G. Alter, Ph.D., Associate Professor of History, 2000. B.M., Southern Methodist University; M.A., Rice University; Ph.D., University of Michigan.

Bryan Auday, Ph.D., Professor and Department Chair of Psychology, Director of Neuroscience Program. B.A., Biola University; M.A., California State University, LA; Ph.D., Colorado State University.

Dorothy F. Boorse, Ph.D., Associate Professor of Biology, 1999. B.S., Gordon College; M.S., Cornell University; Ph.D., University of Wisconsin Madison.

Ian Deweese-Boyd, Ph.D., Associate Professor of Philosophy and Education. B.A., University of South Carolina; M.A., Covenant Theological Seminary; Ph.D., Saint Louis University.

Dale J. Pleticha, Ph.D., Professor of Physics, Chair, Department of Physics, 1984. B.S., Saint Procopius College; M.Div., Biblical Theological Seminary; M.S., Ph.D., Cornell University.

Jonathan R. Senning, Ph.D., Associate Professor of Mathematics and Computer Science; Chair, Department of Mathematics and Computer Science; Moderator, Division of Natural Science, Mathematics and Computer Science, 1993. B.S., Gordon College; M.A.M., Ph.D., University of Virginia.

Craig Story, Ph.D., Associate Professor of Biology, 2009. B.S., Gordon College; M.A., Ph.D., Brandeis University.

## Adjunct Faculty – Graduate Education

Elissa J. Arndt, Ph.D., 2005. B.S., Gordon College; M.S., CCC-SLP, Massachusetts General Hospital (MGH) Institute of Health Professions; Ph.D., Florida State University.

Debra L. Auday, Ed.M., 1997. B.A., Biola University; Ed.M., Lesley College.

Earl Berg, M.S., 2001. B.S., Gordon College; M.S., Southern Illinois University; C.A.G.S., Salem State College.

Graeme Bird, Ph.D., Associate Professor of Linguistics and Classics; B.A., M.A., Auckland University; B.M., Berklee College of Music; M.A., Ph.D., Harvard University.

Carolyn Bray, M.M.Ed., 2006. B.M.E., Bethel College; M.M.Ed., Gordon College.

Blair Cochran, M.Ed., 2001. B.S., M.Ed., Gordon College.

Gerry Dolan, M.M., 2005. University of Massachusetts Amherst.

Mary Goodell, B.S., M.Ed., Lesley College.

Mariann Illingworth, M.Ed., 2002. B.A., M.Ed., Salem State College.

Connie Lawrence, Ed.D., 2006. B.A., Houghton College; M.Ed., Cambridge College; Ed.D., Nova Southeastern University.

Kimberly Leonard, M.Ed., 2005. B.A., M.Ed., Gordon College.

Robin MacLeod, M.Ed., 2003. B.A., Michigan State University; M.Ed., Gordon College.

Michael Molnar, M.Ed., 2004. B.A., Gordon College; M.A., University of Massachusetts Boston; C.A.G.S., Salem State College.

Heidi Mongeau, M.Ed., 2005. B.S., Salem State College; M.Ed., Gordon College.

Kathleen Mort, Ed.D. 2000. B.A., M.Ed, Rhode Island College; Ed.D. Johnson and Wales University.

Suzette Persenaire, B.S. Calvin College; M.Ed., Salem State College.

Ryan Plosker, Ph.D. B.S., M.S., Ph.D., Northeastern University.

Andrea Reade-Thompson, B.S., M.A.T., M.Ed., Keene State College; Ed.D. Candidate, University of Massachusetts Lowell.

Christine Redford, Ed.D., 1981. B.S., Lesley College; M.Ed., Lesley College; Ed.D., Boston University.

Barbara Sachs, Ed.D., 2003. B.A., Gordon College; M.Ed., University of Maine; M.Ed., Salem State College; Ed.D., Nova Southeastern University.

Carolyn Sawyer, B.A., Gordon College; M.Ed, Lesley University.

Doris-Ann Vosseler, M.A., 2002. B.A., Houghton College; M.A., Middlebury College.

M. Jane Wells, Ph.D. B.A., DePauw University; M.A., Washington University; Ph.D., Boston University.

Melissa Winchell, B.A., Gordon College; M.A.T., Salem State College.

Kim Winsor, Ed.D., 2000. B.A., Gordon College; M.Ed., Boston University; Ed.D., Boston University.

Susan Wood, M.A., 1997. B.S., Taylor University; M.A., University of Connecticut; C.A.G.S., Salem State College.

## **Graduate Education Personnel**

### **Master of Education and Master of Arts in Teaching**

The Office of Graduate Education is located on the first floor of Jenks Library.

#### **Director of Graduate Education and Licensure**

Janet S. Arndt, Ed.D.

Phone: 978.867.4814

Office: Jenks 107

Email: janet.arndt@gordon.edu

#### **Program Administrator**

Rebecca Lord

Phone: 978.867.4322

Office: Jenks 106

Email: rebecca.lord@gordon.edu

#### **Administrative Assistant**

Julie Lenocker

Phone: 978.867.4322

Office: Jenks 106

Email: julie.lenocker@gordon.edu

### **Master of Music Education**

The Office of Graduate Music Education is located on the first floor of Phillips Music Center.

#### **Director of Graduate Music Education**

Sandra Doneski, Ph.D.

Phone: 978.867.4818

Office: Phillips 107

Email: sandra.doneski@gordon.edu

#### **Program Coordinator for Graduate Music Education and Community Programs**

Kristen Harrington

Phone: 978.867.4429

Office: Phillips 108

Email: kristen.harrington@gordon.edu

### **Administrative Staff**

The Registrar's Office is located on the second floor of Jenks Library; the Student Financial Services Office is located on the first floor of Frost Hall.

#### **Assistant Dean and Registrar**

Carol A. Herrick, M.Ed.

Phone: 978.867.4208

Office: Jenks 216

Email: Carol.Herrick@gordon.edu

#### **Director of Student Financial Services**

Daniel O'Connell, B.A.

Phone: 978.867.4246

Office: Frost 101

Email: daniel.oconnell@gordon.edu

# APPENDICES

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## Appendix A—Statement of Faith

This declaration expresses the beliefs common to the administrative officials and the faculty.

- I. The 66 canonical books of the Bible as originally written were inspired of God, hence free from error. They constitute the only infallible guide in faith and practice. A careful translation, such as the New International Version, is sufficiently close to the original writings in text and meaning to be entitled to acceptance as the Word of God.
- II. There is one God, the Creator and Preserver of all things, infinite in being and perfection. He exists eternally in three Persons: the Father, the Son and the Holy Spirit, Who are of one substance and equal in power and glory.
- III. Humankind, created in the image of God, through disobedience fell from a sinless state at the suggestion of Satan. This fall plunged humankind into a state of sin and spiritual death, and brought upon the entire race the sentence of eternal death. From this condition humankind can be saved only by the grace of God, through faith, on the basis of the work of Christ and by the agency of the Holy Spirit.
- IV. The eternally preexistent Son became incarnate without human father by being born of the virgin Mary. Thus in the Lord Jesus Christ divine and human natures were united in one Person, both natures being whole, perfect and distinct. To effect salvation He lived a sinless life and died on the cross as the sinner's substitute, shedding His blood for the remission of sins. On the third day He rose from the dead in the body which had been laid in the tomb. He ascended to the right hand of the Father, where He performs the ministry of intercession. He shall come once again, personally and visibly, to complete His saving work and to consummate the eternal plan of God.
- V. The Holy Spirit is the third Person of the Triune God. He applies to humankind the work of Christ. By justification and adoption humankind is given a right standing before God; by regeneration, sanctification and glorification, humankind's nature is renewed.
- VI. The believer, having turned to God in penitent faith in the Lord Jesus Christ, is accountable to God for living a life separated from sin and characterized by the fruit of the Spirit. It is the responsibility of the believer to contribute by word and deed to the universal spread of the gospel.
- VII. At the end of the age the bodies of the dead shall be raised. The righteous shall enter into full possession of eternal bliss in the presence of God, and the wicked shall be condemned to eternal death.

## Appendix B—Campus Behavioral Standards

As a Christian community, Gordon College seeks to maintain itself by fostering ideals and standards consistent with a Christian worldview. These ideals and standards are broadly moral. The College has established a Statement of Life and Conduct setting forth the assumptions and principles which should guide the conduct of responsible Christians and the specific behavioral expectations for members of the Gordon College community.

The use of alcoholic beverages and tobacco is not permitted on the campus or adjacent properties, or at any College-related activity. Members of the Gordon community are not to use, possess or cause to be brought on campus narcotic or hallucinogenic drugs, including marijuana.

Although these and other rules are valuable for orderly community life, they do not dominate or express the spirit of Gordon College. As a community, the College is deeply committed to mutual support, freedom and responsibility, all of which are essential for the practical expression of God's love. While it is recognized that some students enrolled in the graduate program are not Christians, they are expected to respect and honor the practice of the behavioral standards listed above.

## Appendix C—Student Services and Resources

Graduate students are expected to pay a general administrative fee per term enrolled. Graduate students receive a College ID and an email account, and have full library access; they may use the Health Center and may use the Bennett Athletic and Recreation Center with graduate student membership acquired directly from the Center's manager. Health insurance is mandatory for all full-time graduate students. If a student does not have an insurance plan, he or she may purchase the College plan for students. Every vehicle operated on campus must be registered with the Department of Public Safety. A parking sticker must be affixed to the motor vehicle as directed.

**Art Gallery.** The Barrington Center for the Arts displays exhibits by artists with local and national reputation as well as the works of students, faculty and staff. New exhibits are displayed every three or four weeks with a wide variety of themes and media offered throughout the school year. Receptions and lectures are held for many exhibits, giving members of the Gordon community opportunities to meet artists and speak with them about their work.

**Bennett Athletic and Recreation Center.** The Bennett Center is a 78,000-square-foot athletic and recreation complex featuring a natatorium (25-yard, six-lane, short-course pool); 5,800-square-foot fitness center with Nautilus, Body Master and cardiovascular equipment; three competition racquetball/wallyball courts; an indoor rock climbing area; aerobic/dance studio; locker rooms with saunas; and a three-court gymnasium with a one-tenth mile walking/jogging track suspended above. Hours of all Bennett Center areas are posted on the campus website, [www.gordon.edu](http://www.gordon.edu). A separate Bennett Center user's guide is published each year with specific usage policies and procedures. Copies are available upon request. Every Bennett Center user must complete a short membership form at the beginning of each year. Campus picture ID must be presented at each visit.

**Bennett Athletic and Recreation Center**

Reception Desk: 978.867.3737

**Cashier.** All student funds are channeled through the cashier in Frost Hall. The cashier accepts bill payments and will cash personal checks (up to \$200 per person per day) with a student photo ID. Meal points may be purchased in \$25 increments from the cashier. Graduate students may not purchase meal points from undergraduates. At Lane Student Center the College has an ATM machine which dispenses cash only.

**Cashier (Business Office)**

Frost 102

Phone: 978.867.4254

Hours: M–F, 9:30 A.M. –3 P.M.

**Career Services.** A number of services are available to help graduate students locate and secure employment. Workshops are offered to help with the preparation of resumes and cover letters and the development of interviewing skills. MAT and GRE information and test booklets are available. For those graduate students who request it, the Career Services Office will maintain credentials files containing letters of recommendation and academic transcripts which may be used to supplement employment applications. Those who wish to have copies of their credentials files sent to potential employers must notify the office in writing. Persons licensed to teach should also include the final reports of the practicum from both cooperating teachers and College supervisors. A complete set of instructions, forms and statements explaining legal rights of access and confidentiality is available in the Career Services Office.

**Career Services Office**

Lane Student Center (lower level)

Phone: 978.867.4275

Fax: 978.867.4647

Hours: M, Th, F, 8 A.M. –4:30 P.M.; T, W, 8 A.M. –7 P.M.

**Employment.** Full-time, part-time and temporary jobs on and off campus for the school year and summer are listed on the Student Employment website. Students who provide information on their skills, interests and class schedules will be referred to jobs as they are posted. Information on resume writing, interviewing skills and career planning is available. Call or visit the Student Employment Office for information or help.

**Student Employment Office**

Lane Student Center (lower level)

Phone: 978.867.4280

Hours: M–F, 9 a.m. –4:30 p.m.

**Food Services.** A variety of food services are available to graduate students with cash or meal points (see Cashier, previous page) at Lane Student Center: Food Court, Pizza Shop and Gillies Lounge. There are vending machines with drinks and snacks located on the second level of Jenks Library, on the second floor of MacDonald Hall and in the basement of Frost Hall.

**Health Insurance.** State law requires that all full-time students (9 credits) either provide evidence of health insurance, choose to purchase health insurance or sign an insurance waiver. If there is no waiver in place, students will be automatically billed for the plan available through the College.

**Housing.** Housing is not provided for graduate students during the academic year. Special arrangements for summer housing may be arranged on a very limited basis. Summer housing fees are in addition to tuition costs.



**ID Cards.** When a student is registered to take a graduate course for the first time, an identification number will be issued. This number will be used for the student's financial account, grades and transcript, parking permit and library usage. A photo ID is obtained at Auxiliary Services (lower level of Lane Student Center).

### **Lost or Damaged ID Cards**

The Auxiliary Services Office will give a temporary ID card to any student who has lost or damaged his or her student ID. Temporary ID cards can be picked up at the Auxiliary Services Computer Office during office hours.

#### **ID Replacement Fees**

Lost ID card—\$15

Replacement for damaged card—\$5

Lost temporary card—\$10

#### **Auxiliary Services Office**

Lane Student Center (lower level)

Phone: 978.867.4532

Hours: M–F, 8 A.M. –12, 1–4:30 P.M.

**Mail Services.** Stamps may be purchased and parcels mailed during the hours listed below. All items to be mailed should be properly prepared and ready for shipment before they are delivered to the Mail Room. Outgoing mail is taken twice daily to the South Hamilton Post Office at 8 A.M. and 3 P.M.

#### **Mail Room**

Lane Student Center (lower level)

Phone: 978.867.4296

Hours: M–F, 9 A.M. –1 P.M., 2–4 P.M.; Sa, 9 A.M. –12 P.M.

### **Public Safety**

#### **Rodger Reception Center**

Business Phone: 978.867.4444

Emergency Phone: 978.867.4333 (24 hours).

**Note:** If an officer is not in the Rodger Reception Center, the person on duty can call the Public Service dispatcher, who is on duty 24 hours a day.

### **Services Provided**

- Visitor passes
- First aid and emergency medical services
- Motor vehicle registration
- Motorist assistance program
- Crime prevention/investigation
- Escort service assistance
- Authorized admittance to rooms/buildings
- Lost and found services
- Parking and traffic control

**Vehicle Registration.** Every vehicle operated on campus by a student, faculty or staff member must be registered with the Department of Public Safety within two days of being brought on campus. This includes part-time, commuter and graduate students. Once a vehicle is registered, a parking permit will be issued and must be immediately affixed to the motor vehicle as directed.

**Special Information.** Gordon College assumes no responsibility for any vehicle or its contents while it is on campus. Massachusetts Motor Vehicle Accident Report forms are available from the Department of Public Safety. Massachusetts law requires these to be filed within five days of any accident in which there is any of the following: personal injury or death, total damage of \$1,000 or more to motor vehicles, any damage to personal or public property other than motor vehicles. Assistance in filing this report will be given by Public Safety personnel upon request.

**School Closing.** In the event a decision is made to cancel classes, the following stations will carry an announcement:

- WRKO 680 AM
- WBZ 1030 AM
- WBZ-TV Channel 4
- WCVB-TV Channel 5
- WHDH-TV Channel 7

Information about school closing is also available from Public Safety at ext. 4444. Please do not call this number as a first option when it is stormy. If school is closed, it will be announced through the media.

**Lost and Found.** Items found should be turned in to the Public Safety Office. Items will be kept for 30 days and then donated to charity or disposed of.

**Registrar's Office.** The Graduate Office is responsible for course scheduling and registration, student records and graduation audits. The Registrar's Office prints/distributes grades and oversees transcript requests. The requests for transcripts should be submitted to the Registrar's Office, allowing five days for processing. Please allow at least two weeks if degree or hours earned verification will be needed by employer at the start of the academic year, and request instructor to submit final grades as soon as possible.

**Registrar's Office**

Jenks Library 216

Phone: 978.867.4242

Fax: 978.867.4659

School-year hours: M-F, 8 A.M. -4:30 P.M.

Summer hours: M-F, 8 A.M. -NOON, 1:15-4:30 P.M.

**Telephones.** Pay phones are located in various venues on campus, including the second floor of Jenks Library (near the vending machines); in the lobby of the Bennett Athletic and Recreation Center; in the basement of Frost Hall (near the Pendragon); in the basement of A. J. Gordon Memorial Chapel (opposite the elevator); and in Lane Student Center.

## Appendix D—Academic Resources

### Jenks Library

Phone: 978.867.4339

#### School-year hours:

M–Th, 7:45 A.M. –MIDNIGHT

F, 7:45 A.M. –9 P.M.

Sa, 10 A.M. –9 P.M.

Su, 2 P.M. –12 A.M.

#### Summer hours:

M–F, 10 A.M. –4 P.M.

Additional hours as posted

Closed Saturdays and Sundays

Jenks Library serves the academic, recreational, social and informational needs of its clientele: Gordon students, faculty and staff. It has relational clientele at Gordon-Conwell Theological Seminary (a separate educational entity nearby) and the academic and public libraries of the North of Boston Library Exchange (NOBLE). In an inviting atmosphere, the growing collections of current resources and modern electronic access to information make Jenks a vital institutional resource and a source of growing community pride.

The library houses many of the institutional resources that support the Master of Education program. Jenks is open to all Gordon College students, faculty and staff for study and research. The library's resources—numbering approximately 195,259 items—include books, microforms, current periodical titles, record albums, tapes, films, CDs, videos, DVDs, specialized collections and Publications of the U.S. Government Printing Office (the library is a partial depository, and the holdings are listed in the online catalog). Jenks also has access to additional resource materials through interlibrary loan systems. A number of library journals for use in the M.Ed. program are available (i.e., *Journal of Experiential Education*, *Applied Measurement in Education*, and *Young Children*). Online databases provide access to the full text of over 15,000 periodicals. Databases include ERIC, EBSCO Professional Development Collection, EBSCO Academic Search Premier, and Infotrac Expanded Academic. The Burgess Curriculum Library is housed on the fourth floor of Jenks Library. It contains PreK–12 textbooks, kits, charts, maps, models, games, instructional devices and specialized diagnostic tests.

**Circulation Policy.** A student must present a valid bar-coded ID card in order to check out materials from the library. Disciplinary procedures will be followed if a student removes library materials from the library without following appropriate checkout procedures.

**Library Code of Conduct.** In order to ensure every patron's right to receive needed information and to study in quiet surroundings in Jenks Library, please observe the following rules of common civility.

- Study areas require silence.
- Normal conversation is allowed at the circulation or reference desk, and in group-study rooms.
- Be considerate of others.
- Keep entrances, aisles and exits clear for free passage.
- Play audio equipment in designated areas at low volume, preferably with headphones; personal walkmans, etc., only with headphones so as not to disturb others.
- Use appropriate trash containers.
- Return materials to shelving trucks or desk after use.
- Observe all campus, local, state and federal laws.
- Group eating is limited to individual snacks and bag lunches.

**Due Date.** Books and materials in the general circulating collection are loaned for a period of 21 days or until the last day of the term, whichever comes first. Graduate students may borrow Curriculum Library and juvenile materials for 21 days as well.

**Overdue Books.** Books not returned by the due date will be charged a fine of 10 cents per day per book, not to exceed \$5. Overdue Curriculum Library and juvenile materials will be charged a fine of 50 cents per day per item, not to exceed \$5.

**Replacement.** The library will charge the student the replacement cost for the material plus a \$10 processing fee if the borrowed material has not been returned after two notices have been given.

**Recall.** All materials checked out are subject to recall three weeks after the original checkout date. Exception: materials needed for reserve are subject to immediate recall with no three-week waiting period.

**Notices.** It is the student's responsibility to respond to all recall and overdue notices in person, Monday through Friday from 8 A.M. to 4 P.M. Any error or misunderstanding can be cleared from the record only after prompt response to the notice. Fines or any other library charges not paid at the circulation desk will be charged to the student's account in the Controller's Office.

**Non-Book and Special Materials.** Reference books may circulate overnight only and must be returned by the opening hour of the next day. Late items are fined at the rate of 50 cents per hour, not to exceed \$5. Videos and CDs circulate for a seven-day loan period; if returned late, the fine is 50 cents per day per item, not to exceed \$5.

**Vining Collection.** Books in the Vining, Special, Early, Brooks or Temperance Collections do not circulate outside the library. The assistance of a librarian on duty must be sought in order to use these materials.

**Reserves.** A student must present a valid bar-coded ID in order to check out materials on reserve. Reserves circulate for two hours or may be checked out for overnight usage within two hours of closing. Overnight reserves must be returned by the opening hour of the next day. All other reserves are due two hours after they are signed out. Renewal of reserve materials is subject to availability and demand. Fines for overdue reserve materials are 50 cents per hour or any part of the hour per item. There is no established maximum fine.

**Goddard Library.** Gordon students are permitted to use the library facilities of Gordon-Conwell Theological Seminary only when specific resource materials are needed. Goddard Library should not be used as a study hall, and Gordon students are expected to follow all of the procedures and rules established by the seminary.

**Lockers.** Lockers located in the library stacks and in the corridor are available for student use. Keys and information about lockers are available from the library secretary in the main office of the library.

**Reference Services.** The online catalog, periodical indexes and basic reference sources (EBSCO and CD-ROMs) are housed in the Reference Room adjacent to the lobby on the main entrance level. The online catalog and many of our online databases are also available from Gordon's websites. Reference help is available M-F, 8 A.M.-4:30 P.M., and Su-Th, 6 P.M. to 10 P.M. during the school year.

**Library "PIN."** Your PIN, together with the bar code number from the back of your ID card will allow you to view your library account for materials checked out, fines owed and items in transit. A library PIN will also allow you to request items from any other NOBLE library and to choose a pickup point (normally here at Gordon). A form for requesting a PIN is available on the library's website.

**Interlibrary Loan.** Gordon students may request materials from NOBLE and other libraries through Interlibrary Loan. Students are notified when their requested ILL material has arrived at Gordon and are responsible to return the material to Gordon's library by the due date. ILL forms may be found on the library's website.

## **Academic Support Center**

The Academic Support Center (ASC), in accordance with Section 504 of the Rehabilitation Act of 1973, provides students with disabilities equivalent access that enables them to receive an education equal to that of their nondisabled peers. Gordon provides basic support services and reasonable accommodations for students with documented disabilities. Any student with a documented disability who intends to request such services must provide to the Academic Support Center written comprehensive clinical documentation from a specialist; this should be done prior to registration. Testing must be current (i.e., completed within the past three years), provide clear and specific evidence and identification of the disability, and verify accommodation needs with specific academic recommendations (e.g., extended test time, notetaking assistance).

### **Academic Support Center**

Jenks Library

Phone: 978.867.4740

## **Technology Resources**

Graduate students have the use of four computer labs: two public Windows labs, one public Macintosh lab, and one education lab equipped with both Macintosh and Windows computers. Assistance with resources in the public labs is provided by the Center for Educational Technologies (CET). Assistance with resources in the education lab is provided by the Education Department.

### **CET**

Phone: 978.867.4500

Email: [cet@gordon.edu](mailto:cet@gordon.edu)

## **Bookstore**

The Gordon College Bookstore sells all of the textbooks for classes as well as a variety of clothing, music, food, personal items, Christian books and Bibles.

### **Bookstore**

Lane Student Center (first floor)

Phone: 978.867.4282

Hours: M–F, 10 A.M. –8 P.M.; Sa, 10 A.M. –2 P.M.



# CAMPUS MAP

