

Interdepartmental programs in Education

Courses of Study:
Minors
Master of Arts in Teaching

Objectives

Four central themes define the Brandeis education programs. These themes are woven throughout our courses.

Knowing Students as Learners: Good teachers work actively to know their students as individuals and learners. They use their knowledge of child development and learning, and their knowledge of individual students, to inform their planning and teaching. They modify their instruction to support students' academic learning and social progress.

Teaching for Understanding: The Brandeis education program strives to prepare teachers to narrow the achievement gap among students through the use of standards-based, learning-centered curricula. Good teachers communicate high standards and expectations for student learning and draw on a repertoire of approaches using instructional strategies to make knowledge accessible and interesting to diverse learners. They check for understanding and use multiple forms of assessment, including performance assessments, to guide planning and instruction.

Inquiry: Effective teachers continually assess and reflect on their own teaching practices and stay aware of current resources and information related to teaching and learning. Teachers need to have a firm grounding in educational research, theory, and practice and understand the ways in which inquiry and reflection on research, including their own classroom research, can inform practice.

Social Justice: Issues of social justice and injustice affect schools. Teachers need to work toward greater equity and access to knowledge for all students, while creating multicultural, democratic classrooms that celebrate respect and diversity. For a more complete description of the education program consult the program's Web site, www.brandeis.edu/programs/education.

Undergraduate Teaching Minor

The undergraduate education program leading to licensure is designed to prepare undergraduates for teaching at the preschool, elementary, or secondary level, and is taken in addition to the student's major. Those interested in this minor should meet with an education program advisor to develop a plan for teacher education courses, which begin in the sophomore year, and other required courses. Please see the education program Web site for course requirements. This minor is also valuable for those planning careers in related fields, such as special education.

Students who successfully complete the elementary, middle, or high school program, including the requirements set by the state of Massachusetts, may be recommended by Brandeis for initial licensure to teach in Massachusetts, which has reciprocal arrangements with more than forty other states. Requirements include passing appropriate portions of the Massachusetts Test for Teacher Licensure (MTEL). More information on licensure requirements may be found on the education program Web site. Students who want to be licensed to teach in Massachusetts must pass a Massachusetts Communication and Literacy Skills Test and demonstrate subject-matter knowledge as well. Of the students who completed the education program and who took these tests in 2005–06, 100 percent passed the Communications and Literacy Skills test and 100 percent passed the Subject Matter Knowledge tests.

Undergraduate Education Studies Minor

The education studies minor is designed for students seeking an understanding of some of the diverse issues related to education in the United States and other societies. This minor examines issues in education theory, research, and practice within a general liberal arts perspective. The goals are to enable students to investigate educational history and policy, human learning and development, and/or the place of education and schooling in families and societies, from a variety of disciplinary perspectives. The minor's interdisciplinary approach will enable students to examine the impact of political, historical, psychological, economic, and social forces that shape education and public expectations for schools.

The education studies minor encourages students to think critically and creatively about questions such as: How can we better understand and guide learning? How do various political, economic, and social forces shape education and public expectations for schools? What kinds of cultural understandings form the basis for educational expectations and school systems? What kinds of learning, schools, and teachers do young people need and deserve?

This minor is suitable both for students interested in the broad social and cultural contexts of education and for those interested in educational careers. Please note, however, that the education studies minor does not lead to a teaching license. Students interested in becoming licensed as teachers need to enroll in the education program that leads to licensure.

Master of Arts in Teaching

In the MAT program we conceive of teaching as practical intellectual work dedicated to enlargement of human capacity at the individual and societal level. Successful completion of the program leads to the degree and (with the exception of the secondary Bible concentration) the initial license to teach in Massachusetts, which has reciprocity agreements with more than forty other states and the District of Columbia.

The MAT in Elementary Education offers a choice of two concentrations: public elementary or Jewish Day Schools.

The MAT in Secondary Education offers a choice of four concentrations: history, English, sciences, or Bible. A coherent one-year/four semester course of study integrates sustained guided-teaching practice in area schools with challenging coursework and analysis of educational problems and issues at macro and micro levels. A small cohort of students works closely with peers, mentors, and faculty in an atmosphere that is collegial and open to risk taking. Inquiry is a theme across the year: as the culminating project, students design, conduct, and report on a classroom-based, action-research project. All graduates are expected to demonstrate strong conceptual and practical command of the field, commitment to children as learners and thinkers, and habits of reliance on reason, evidence, and values in pedagogical decision making.

One exceptional feature of the MAT is the early career support provided to graduates who teach in the greater Boston area. Social support, reflection on teaching challenges, and individual advising are offered in monthly meetings and in one-on-one conferences.

How to Become a Minor

Education Program

Any undergraduate at Brandeis may begin fulfilling requirements of the minor at any time, without formal admission. Candidates for the elementary or secondary teaching license must achieve a grade of at least B– in all required education program courses. Satisfactory grades and permission of the education program advisor (elementary) or director (secondary) are required in order to proceed to the final semesters of the program (ED 101a and b, ED 105a, and ED 111e; or ED 102a, ED 104a, and ED 110e; or ED 112e). Students must pass specified portions of the Massachusetts Test for Educator Licensure (MTEL) prior to student teaching (consult program office for further information).

Education Studies

Any undergraduate enrolled at Brandeis can begin fulfilling requirements of the minor at any time, without formal admission. A grade of at least B– is required in each course taken for credit in the minor. Pass/Fail courses are not allowed. Permission of the director is required to enroll in the education studies minor and should be sought no later than when a student has completed the two core courses.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this program. Applicants to the MAT program apply to the concentration of interest: Elementary Education in public or Jewish Day Schools; or Secondary Education in history, English, sciences, or Bible.

Strong liberal arts preparation with depth in an appropriate discipline and/or a record of professional accomplishment in an appropriate field is expected. Applicants to the Elementary MAT should be able to demonstrate possession of the knowledge necessary to teach the four subjects comprising the core of the elementary school curriculum: mathematics, literacy/English language arts, science, and the social studies. Applicants to the Secondary MAT must have an undergraduate major or other very strong academic background in the content area they wish to teach. Program faculty are available for consultation and transcript review prior to application with respect to this or other admissions criteria. Prospective applicants are urged to request transcript review.

Prior experience with children is strongly advised. Applications should include three letters of reference, the results of the GRE general exam, a transcript, a resumé, and a statement of purpose explaining their reasons for pursuing this degree.

Further information about application processes and criteria, scholarship opportunities, and program requirements is available on the MAT Web site.

Program Committee

Joyce Antler

(American Studies)

Marc Brettler

(Near Eastern Jewish Studies)

Ruth Charney

(Mathematics)

Joseph Cunningham

(Psychology)

Jane Hale

(Romance and Comparative Literature)

Andrew Hahn

(The Heller School)

Joseph Reimer

(Hornstein Jewish Professional Leadership Program)

Daniel Terris

(American Studies; International Center for Ethics, Justice, and Public Life)

Faculty

Marya Levenson, Director

Teacher education. Education policy. Education studies.

Dirck Roosevelt, Director of the MAT/ Assistant Director

Elementary education. Teacher education. Democracy and education.

Marcie Abramson

Mathematics.

Robin Dash

Arts and Education.

Sharon Feiman-Nemser

Elementary education. Jewish education. Teacher education.

Tom Heyman

Elementary science.

Sondra Langer

Preschool education.

Jon Levisohn

Philosophy of education. Jewish education.

Deborah Moriarty

Reading and literacy.

Edward Rossiter

Secondary curriculum and instruction.

Faye Ruopp

Mathematics.

Theodore Sizer

Public education.

Requirements for the Minors

Education Programs Leading to Licensure

Secondary

PSYC 36b (note that PSYC 1a is a prerequisite for PSYC 36b), ED 100b (sophomore year), and ED 102a (junior year) are prerequisites for practice teaching. ED 104a and ED 110e are taken in the senior year or ninth semester. Students must consult the director of the program for other requirements. It is recommended that students take ED 100b in their sophomore year and ED 102a in their junior year. Students must pass the Massachusetts Communication and Literacy Skills Test before enrolling in ED 110e (student teaching).

Elementary

PSYC 33a (note that PSYC 1a is a prerequisite for PSYC 33a); ED 100a followed by ED 107a (sophomores who have taken ED 100a are advised to take ED 107a as juniors); ED 101a and b and ED 105a, always begun the semester before student teaching; and ED 111e (student teaching); MATH 3a, unless waived upon education program and math department review. Students must consult the education program faculty advisor for elementary candidates regarding these and other program requirements. It is strongly recommended that, whenever possible, students consult the advisor during the freshman year. The education program Web site lists significant additional liberal arts courses required for licensure by the Massachusetts Department of Education. Students must pass specified portions of the Massachusetts Test for Educator Licensure (MTEL) before enrolling in ED 111e (student teaching).

Preschool

Practice teaching at the Lemberg Children's Center is possible (ED 112e). Prerequisites are PSYC 33a and ED 103a. These courses, plus two others, will fulfill the Department of Early Education and Care requirements for lead teachers in infant/toddler and/or preschool. For further information, consult the director of the Lemberg Children's Center.

Education Studies

A. Core Course: ED 155b Education and Social Policy

B. A second core course to be selected from the following electives:

AMST 180b	Topics in the History of American Education
COML 165a	Reading, Writing, and Teaching across Cultures
ECON 59b	Introduction to the Economics of Education
ED 158b	Creative Inquiry, Critical Analysis
ED 159b	Philosophy of Education
SOC 104a	The Sociology of Education

C. At least four additional program electives, no more than two of which can be taken in the same department or interdepartmental program. Program electives are listed below under "Electives."

Students may substitute successful completion of an essay, thesis, or internship, as described below, for the sixth elective course option:

1. Essay: an approved research or honors essay, usually taken in the senior year. Students would receive credit for this essay through their department major, or ED 98a (Individual Readings and Research in Education), or an independent study or research course approved by the director of the education program.

2. Honors Thesis: a senior thesis in the student's major that has an emphasis on some aspect of education.

3. Internship: an internship (ED 92) approved by the director of the education program. (Students who are student teaching in the education program will also be eligible to receive internship credit if they are concurrently pursuing an education studies minor.) Students who choose this option will keep a journal about their experiences and produce a final paper.

D. Students must achieve a grade of B– or higher in each course taken for credit in the minor. Pass/Fail courses will not earn credit toward the minor.

E. Students may have only two cross-over courses that meet requirements for both the education (licensure) minor and the education studies minor.

Requirements for the Degree of Master of Arts in Teaching

The MAT is a full-time, in-residence, yearlong, 48-credit program running summer-fall-spring-summer consecutive terms.

Candidates for the degree of Master of Arts in Teaching – Elementary Education are admitted to one of two concentrations: public education or Jewish Day Schools (formerly DeLeT).

Candidates for the degree of Master of Arts in Teaching – Secondary Education are admitted to one of four concentrations: history, English, sciences, or Bible.

Within a coherent, sequenced course of study, students examine theories and cases of human learning, study principles and practices of teaching specific subjects, and engage some of the big questions and debates that characterize the field. Guided teaching practice begins in the summer and continues through a yearlong internship in a nearby classroom. Working closely with an experienced mentor teacher, students gradually assume increasing instructional responsibility and begin functioning as junior colleagues in the school community. Over the course of the year, students learn principles and practices of inquiry-oriented pedagogy in the subject area(s). They study formal and informal methods of assessment, learn how to interpret and adapt curricular standards, and practice engaging families in meaningful conversation about children's educational accomplishments and needs.

Additional information about required courses, calendar, and other information about the program and the specific concentrations may be found on the MAT Web site, www.brandeis.edu/programs/MAT. Consult the department coordinator for section assignments.

Internship

Intensive internships are an integral part of the MAT program. Duration ranges from two to five days a week; students are responsible for their own transportation. The program arranges placements in public or Jewish Day schools, in districts such as Belmont, Boston, Framingham, Newton, and Waltham. The field experience is supported by regular mentoring from school personnel and a weekly reflective teaching seminar that examines such topics as curriculum development, classroom environment, teaching strategies, and assessment.

Teacher Research

As a culminating project, students design, conduct, and report on a classroom-based inquiry project, often a form of "action research." Successful completion of the project is a requirement for the degree. In the second summer semester, students present their findings to faculty, friends, and colleagues.

Induction Year

MAT graduates whose initial teaching positions are in the greater Boston area are provided ongoing professional development in their first year. Social support, reflection on teaching challenges, and individual advising are offered in monthly meetings and in one-on-one conferences.

Courses of Instruction

(1–99) Primarily for Undergraduate Students

ED 92a Education Internship and Analysis

Usually offered every year.
Staff

ED 98a Individual Readings and Research in Education

Usually offered every year.
Staff

ED 98b Individual Readings and Research in Education

Usually offered every year.
Staff

(100–199) For Both Undergraduate and Graduate Students

ED 100a Exploring Teaching (Elementary)

[ss]
Not open to first-year students. Three hours per week of field experience (participant observation in an elementary school classroom), arranged by the education program, are required in addition to regular class time.

Examines the relationship of teaching and learning, the purposes of elementary schooling, and the knowledge requirements for elementary school teaching. Through readings, analysis of videotapes, and guided observations, students investigate classroom culture, student thinking, and curriculum standards. Usually offered every fall semester.

Ms. Feiman-Nemser

ED 100b Exploring Teaching (Secondary)

[ss wi]
Not open to first-year students. Three hours per week of field experience (participant observation in a secondary classroom), arranged by the education program, are required in addition to regular class time.

Examines the relationship of teaching and learning, the purposes of secondary schooling and the knowledge requirements for middle and high school teaching. Through readings, analysis of videotapes and guided observations, students investigate classroom culture, student thinking, and curriculum standards. Usually offered every spring semester.
Ms. Levenson

ED 101a Elementary School Curriculum and Teaching: Literacy, Social Studies, and Other Topics

[ss]
Limited to students enrolling in ED 111e spring semester. Permission of education program advisor required. Weekly field experience, arranged by the education program, is required in addition to regular class time. Contact the program for further information.

Focuses on principles and effective procedures for teaching literature and social studies in elementary classrooms. Emphasizes the cognitive, social, and cultural dimensions of literacy learning as well as strategies for reading and writing nonfiction and critical approaches to the teaching of social studies. Usually offered every year.

Ms. Moriarty and Mr. Roosevelt

ED 101b Elementary School Curriculum and Teaching: Arts, Multiculturalism, and Other Topics

[ss]
Limited to students enrolling in ED 111e spring semester. Signature of the education program director or assistant director required.

Focuses on principles and effective procedures for teaching elementary students. Examines how art, creative drama, multicultural education, special education, and physical education affect teaching and learning. Usually offered every year.

Ms. Moriarty

ED 102a Secondary Curriculum, Instruction, and Assessment

[ss oc]
It is strongly recommended that juniors who are planning to student teach (ED 110e) in their senior year enroll in ED 102a in their junior year. ED 102a is a prerequisite for ED 110e. Signature of the education program director required.

Principles of curriculum, instruction, and assessment in secondary schools. Two hours per week of participant observation in a secondary classroom are required. Usually offered every fall semester.

Mr. Rossiter

ED 103a Teaching Strategies for Early Childhood

[ss]
Provides classroom experience, principles, and methods for teaching young children. Students plan and analyze early-childhood learning experiences, based on current theory and best practices, as well as study positive approaches to classroom management and developmentally appropriate curricula. Related field placement required, once a week, at Lemberg Children's Center, 8 a.m.–12 p.m. or 2–6 p.m. Usually offered every spring semester.

Ms. Langer

ED 104a Secondary School: Theory into Practice

[ss]
Must be taken concurrently with ED 110e. Principles and methods of teaching in specific subject areas in secondary schools. Usually offered every fall semester.
Staff

ED 105a Elementary School Curriculum and Teaching: Mathematics and Science

[ss]
Limited to students enrolling in ED 111e spring semester. Must be taken concurrently with ED 101a in the fall semester.

Principles and strategies of teaching mathematics and science in elementary classrooms. Emphasizes understanding mathematical and scientific concepts needed by elementary teachers, effective teaching procedures, and recommended materials. Usually offered every year.

Ms. Abramson and Mr. Heyman

ED 107a Teaching and Learning Reading in Elementary Schools

[ss]
Summer session open only to MAT students.

Examines theories and methods of teaching reading and language arts to children in elementary schools. Emphasizes competencies necessary for developmental reading. Explores strategies for literacy, including the interrelated aspects of writing and spelling. Requires a field experience of fifteen hours. Usually offered every year.

Ms. Moriarty and Staff

ED 110e Practice Teaching: Secondary School

[ss]
Prerequisites: ED 100b, ED 102a (must be taken the year before ED 110e), and ED 104a (must be taken concurrently with ED 110e). Enrollment limited to students in the education program. Students must pass the Massachusetts Communication and Literacy Skills Test before enrolling in ED 110e.

Full-time student teaching under supervision of qualified teachers; regular conferences to discuss and evaluate the teaching experience. Includes at least one after-school meeting most weeks, covering such topics as multicultural education, special education, and reading. Usually offered every fall semester.

Ms. Levenson

ED 111e Practice Teaching: Elementary School

[ss]

Prerequisites: ED 100a, ED 101a, ED 101b, ED 105a, and ED 107a. Enrollment limited to students in the education program. Students must pass the Massachusetts Communication and Literacy Skills Test before enrolling in ED 111e.

Full-time student teaching under supervision of qualified teachers; regular conferences to discuss and evaluate the teaching experience. Includes at least one after-school meeting per week. Usually offered every spring semester.

Staff

ED 112e Practice Teaching: Preschool

[ss]

Prerequisites: PSYC 33a and ED 103a. Enrollment limited to students in the education program. Signature of the education program director required.

Teaching under supervision of qualified head teachers at the Lemberg Children's Center with toddlers, preschoolers, and kindergartners. Thirty-five hours per week includes thirty hours teaching, five hours planning and meeting time. Regular conferences to discuss and evaluate the teaching experience. Usually offered every year.

Staff

ED 155b Education and Social Policy

[ss wi]

Examines the various functions schools perform in a community, with special attention to the intended and unintended consequences of contemporary policies such as special education, desegregation, charter schools, and the standards/accountability movement. Usually offered every year.

Staff

ED 157b The Psychology of Student Learning

[ss]

Open only to MAT students.

How do children learn? Topics in this survey course include models of learning, cognitive and social development, creativity, intelligence, character education, motivation, complex reasoning, and learning disabilities. Course methods include contemporary research analyses, case studies, group projects, short lectures, and class discussions.

Ms. Davis or Mr. Reimer

ED 158b Looking with the Learner: Practice and Inquiry

Does not satisfy a school distribution requirement—for education studies core course credit only.

Inquiry and exploration in the visual arts have the capacity to develop the creative problem solving essential to both teaching and learning. Students will work in different media, examine interpretations of art, reflect in journals, and teach children about contemporary art at the Rose Art Museum. Students will complete a twelve-hour practicum as part of this course.

Usually offered every year.

Ms. Dash

ED 159b Philosophy of Education

[ss]

Explores several major issues in philosophy of education through close examination and discussion of recent theoretical texts. Issues include the goals of education; the rights of the state to foster civic virtue; multiculturalism; moral education; the problem of indoctrination; education for autonomy, rationality, critical thinking, and open-mindedness. Usually offered every second year.

Mr. Levisohn

(200 and above) Primarily for Graduate Students**ED 221b Readings in Education**

Staff

ED 260a Special Education: Teaching for Inclusion

Open only to MAT students.

Examines specific learner characteristics of students with disabilities as well as modifications (program, instructional, environmental) and strategies that facilitate a more successful learning experience for these students. Usually offered every summer.

Ms. Brumbach

ED 261a Inquiry-Based Science Teaching and Learning

Open only to MAT students.

Focuses on the learning and exploration of scientific concepts and strategies needed to teach inquiry-based science in elementary classrooms. Usually offered every year.

Staff

ED 262a Teaching Mathematics in Elementary Classrooms

Open only to MAT students.

Focuses on the learning, discovery, and exploration of the skills and strategies needed to teach mathematical concepts and skills in elementary school classrooms. Usually offered every summer.

Ms. Ruopp

ED 263a Reflective Teaching

Open only to MAT students.

A weekly seminar closely coordinated with the Teaching Internship (ED 265a). Students explore and evaluate approaches to classroom organization and management, instructional planning, and assessment. They form habits of critical collegiality and develop skills to study their teaching and their students' learning. Students also assemble a teaching portfolio that documents their learning in relation to program standards. Usually offered every fall.

Ms. Pearlmutter

ED 263b Reflective Teaching

Open only to MAT students.

A weekly seminar closely coordinated with the Teaching Internship (ED 265b). Students explore and evaluate approaches to classroom organization and management, instructional planning, and assessment. They form habits of critical collegiality and develop skills to study their teaching and their students' learning. Students also assemble a teaching portfolio that documents their learning in relation to program standards. Usually offered every spring.

Ms. Kish or Ms. Pearlmutter

ED 264a Foundations of Education

Open only to MAT students.

Explores philosophical, sociological, historical, and political contexts of schools in the United States, including legal issues and concerns, teaching concerns, and current issues and trends. Emphasizes curriculum theory and the link between the developing child and instruction. Usually offered every summer.

Ms. Levenson, Mr. Roosevelt, and Staff

ED 265a Field Internship

Open only to MAT students.

Supervised teaching internship designed to help connect theory and practice. Students gradually build proficiency in teaching, adding responsibilities and skills over time. Students have guided opportunities to observe, plan, and teach core subjects, to manage classrooms, to get to know students and families, and to participate fully in the life of the school. Interns receive regular mentoring from school and university personnel. Usually offered every fall.

Staff

ED 265b Field Internship

Open only to MAT students. Corequisite: ED 263b.

Supervised teaching internship designed to help connect theory and practice. Students gradually build proficiency in teaching, adding responsibilities and skills over time. Students have guided opportunities to observe, plan, and teach core subjects, to manage classrooms, to get to know students and families, and to participate fully in the life of the school. Interns receive regular mentoring from school and university personnel. Usually offered every spring.

Staff

ED 266a Teacher Research

Open only to MAT students.

Students design and carry out a systematic investigation addressing a question or problem arising in their practice. Students explore principles and methods of classroom-based research and review examples of published teacher research. Students present their inquiry projects to fellow students, mentor teachers, and faculty in a teacher research colloquium at the conclusion of their second summer session. Usually offered every year.

Ms. Feiman-Nemser or Mr. Roosevelt

ED 267a Fundamentals of Teaching

Open only to MAT students.

Central seminar taught in conjunction with the Internship (ED 265a). Explores and evaluates approaches to instructional planning, formative and summative assessment, classroom culture and management, and emergent issues. Also policy and regulatory issues at national, state, district, and building level as they impinge on daily practice. Reflective practice, inquiry, and critical collegiality are themes. Portfolio requirement. Mr. Roosevelt, Mr. Rossiter, or Ms. Troen

ED 267b Fundamentals of Teaching

Open only to MAT students.

A continuation of ED 267a, the central seminar taught in conjunction with the internship (ED 265b). Mr. Roosevelt, Mr. Rossiter, or Ms. Troen

ED 268a Pedagogy of Teaching English

Prerequisite: ED 264a. Corequisite: ED 267a. Open only to MAT students in the secondary English concentration.

This course prepares teachers of secondary English language arts to effectively plan for and assess student learning in three primary areas of instruction: writing, reading, and speaking. The following are emphasized: methods of engagement with literature, content-specific assessment and discussion techniques, writing process instruction, reading strategy and vocabulary instruction, and methods for reaching a diverse group of learners. An underlying goal of this course is for teachers to approach their chosen profession with a spirit of reflection, continuous improvement, and collaboration. Usually offered every year. Ms. Blais

ED 269a Pedagogy of Teaching History

Prerequisite: ED 264a. Corequisite: ED 267a. Open only to MAT students in the secondary history concentration.

This course supports the aspiring secondary school history teacher as he or she prepares for the student teaching experience. Emphasis is placed on building a content-specific personal resource library, planning for cohesive lessons and units, teaching a variety of history content to students of diverse personal backgrounds and academic abilities, and developing collegial relationships in the teaching profession. Usually offered every year. Ms. Dunne

ED 270a Pedagogy of Teaching Science

Prerequisite: ED 264a. Corequisite: ED 267a. Open only to MAT students in the secondary sciences concentrations.

Provides students with an overview of trends, issues, strategies, and resources specific to the teaching of secondary school science. Focuses on the following key concepts as they relate to teaching secondary science: inquiry, teaching for understanding, knowing students as learners, strategies and resources to support science teaching, successful laboratory activities, professionalism, and social justice. Usually offered every year. Ms. Kraus

ED 271a The Pedagogy of Teaching Tanakh

Prerequisite: ED 264a. Corequisite: ED 267a. Open only to MAT students in the secondary Bible concentration.

This course is designed to provide opportunities to develop the intellectual and pedagogical skills needed for teaching Tanakh. Usually offered every year. Ms. Tanchel

Electives

The following courses are approved for the education program leading to licensure as well as the education studies minor. Not all courses are given in any one year. Please consult the *Schedule of Classes* each semester.

Note: Education studies minors will be required to focus their independent research and writing in any of the following courses on educational topics.

AMST 150a

The History of Childhood and Youth in America

AMST 180b

Topics in the History of American Education

ANTH 61b

Language in American Life

BISC 7a

The Biology and Culture of Deafness

COML 165a

Reading, Writing, and Teaching across Cultures

ECON 59b

The Economics of Education

ED 100a

Exploring Teaching (Elementary)

ED 100b

Exploring Teaching (Secondary)

ED 103a

Teaching Strategies for Early Childhood

ED 155b

Education and Social Policy

ED 158b

Looking with the Learner: Practice and Inquiry

ED 159b

Philosophy of Education

HBRW 236a

Teaching and Learning in Jewish Classrooms

HIST 153a

Americans at Home: Families and Domestic Environments, 1600 to the Present

HS 373a

Children and Families of Color

HSSP 192b

Sociology of Disability

LING 197a

Language Acquisition and Development

PAX 186a

Introduction to Intercommunal Coexistence

PHIL 148b

Philosophy of the Humanities

PHYS 22a

The Science in Science Teaching and Learning

PSYC 33a

Developmental Psychology

PSYC 36b

Adolescence and the Transition to Maturity

PSYC 169b

Disorders of Childhood

SOC 104a

Sociology of Education

SOC 108a

Youth and Democracy

SOC 154a

Community Structure and Youth Subcultures