
COURSE DESCRIPTIONS

MASTER ARTS MIDDLE SCHOOL

MAMS 5303: Middle School Philosophy and Organization

This course is a study of developmentally appropriate curriculum, instruction and pedagogy for teaching the middle level student that includes an understanding of the historical perspective of middle schools and their program. The course also addresses the unique developmental needs of the young adolescent.

MAMS 5333: Teaching Literacy in the Content Areas

This course is designed to examine the connections between literacy and learning across the curriculum, issues related to content literacy within the context of standards-based instruction, needs of struggling readers and writers, and development of culturally responsive instruction and assessments. Course includes creating literate environments, using research-based instructional practices, strategies, and technology to extend and enrich content knowledge.

MAMS 6063: Educational Assessment

This course is designed to provide the knowledge base for construction, selection, administration, and interpretation of formal, informal, and alternative forms of student assessment.

MAMS 6303: Models of Teaching

This course overviews a variety of research-based models of teaching and provides teachers with the knowledge and skills to apply these models in their classrooms. The course also requires that students apply the theories and principles to instructional planning, teaching, managing, and assessing students in the public school classroom. The course consists of classroom instruction.

MAMS 6806: Internship

The internship will provide a direct, substantial, and full-day, experience for a minimum of 12 weeks with a respective middle level or secondary emphasis (dependent upon program preparation). Types of embedded professional development include action research, peer coaching, networking, portfolio development, teaming, live case studies, curriculum design, needs assessment, data collection, and data analysis. The placement of candidates in the field is a thoughtful process, considerate of a complexity of standards, policies, procedures, agreements, and partnerships with the public schools, rules, regulations, and budgetary constraints as well as the special needs, hardships in housing and transportation, and employment futures of teacher candidates.