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M.Ed. in CURRICULUM and INSTRUCTION with a SPECIALIZATION in LITERACY: LANGUAGE, READING, and WRITING

Leading to Professional License in Early Childhood: Teacher of Students with and without Disabilities (PreK-2) or Elementary Education (1-6)

Massachusetts

This 33-credit program addresses the needs of experienced educators who already hold an Early Childhood or Elementary Initial license and wish to enhance and expand their knowledge and skills. The program's core courses focus on current issues in educational practice and policy; curriculum theory and development; practical and applied action research; the integration of technology into the curriculum; and the synthesis of coursework and research into an original collaborative project. The literacy specialization provides educators with a foundation in literacy learning and language and its application across different populations and content areas.

This program reflects Lesley's strength in the integration of reading and writing in literacy courses, and it enhances and expands understanding of curriculum planning and design, embedding literacy instruction and assessment strategies.

This program of study is approved by the Massachusetts Department of Elementary and Secondary Education for Professional Licensure in the Commonwealth of Massachusetts, and leads to a Professional License in Early Childhood (PreK-2) or Elementary (1-6).

Program prerequisites:
For Professional license in Early Childhood Education: Massachusetts Initial license in Early Childhood Education (PreK-2)
For Professional license in Elementary Education: Massachusetts Initial license in Elementary Education (1-6)

Course Number	Course Title	Course Credits
EEDUC 6125	Dimensions of Learning and Teaching	3
EEDUC 6039	Systematic Teaching of Phonics and Spelling in the Primary Classroom (K-3)	3
EEDUC 6032	Exploring Non-Fiction for the Elementary and Middle School Classroom	3
EEDUC 6101	Content Area Literacy	3
EEDUC 7111	Curriculum, Assessment, and Instruction: Assumptions, Relationships, and Design	3
EEDUC 6128	Dimensions of Equity	3
EEDUC 6120	First and Second Language Acquisition	3
EEDUC 6001	The Teaching of Writing (K-12)	3
EEDUC 6136	Struggling Readers and Writers	3
EEDUC 6126	Classroom and School Inquiry	3
EEDUC 6127	Action Research and Seminar	3
TOTAL CREDITS		**33**

Accreditation:
Lesley University is accredited by the New England Association of Schools and Colleges and is authorized to offer degree programs in many states.

For more information, please visit our website lesley.edu

Please Note: Lesley University reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.

Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to or treatment in its programs or activities.

Course Descriptions

EEDUC 6125 Dimensions of Learning and Teaching
Students identify and use resources available to support them in their learning, teaching, and reflection. They begin to examine their identity as learners and professionals and use what they learn to explore ways that educational practices and enduring educational controversies can be understood using multiple perspectives and the knowledge that people learn differently. They also begin to build a portfolio in which they reflect upon and demonstrate their expanding understanding and competencies.

EEDUC 6039 Systematic Teaching of Phonics and Spelling in the Primary Classroom (K-3)
The course is designed to develop an in-depth understanding of the current role of phonics in learning to read and write. This course will include an update of current issues and research findings regarding exemplary word study and phonics instruction for reading and writing. Topics will include planning for effective mini-lessons, assessing student competencies, designing word study centers, using word sorting to develop reading and spelling strategies, teaching for word analysis in guided reading, and using a comprehensive spelling system.

EEDUC 6032 Exploring Nonfiction for the Elementary and Middle School Classroom
Utilizing children's literature as its required reading, this specialized course closely examines the often overlooked genre of nonfiction and its rich potential for integration across K–8 curricula. This in-depth study emphasizes developing critical skills for evaluation, analyzing various types of nonfiction books, highlighting notable creators in the field, and sharing strategies that increase nonfiction reading and comprehension, as well as techniques for the researching and writing of nonfiction within the classroom setting.

EEDUC 6101 Content Area Literacy
This course explores the ways in which content knowledge is accessed through specific disciplinary literacies. The course examines schema-based and text-based reading comprehension strategies, including vocabulary strategies, and investigates how a wide range of text types and genres support content area learning. Teaching tools and formative assessments are constructed, analyzed, and used to shape future instruction and meet diverse language needs. Writing is examined as a means of developing and demonstrating content area knowledge. Critical literacy is explored as a mechanism for disciplinary understanding.

EEDUC 7111 Curriculum, Assessment, and Instruction: Assumptions, Relationships, and Design
Students work with several models and frameworks of curriculum development and their application to systems, classroom curriculum and instruction, and assessment. Models include standards-driven, integrated curriculum, portfolio, and performance assessment. Brain-based research and its impact on curriculum development and instruction are analyzed.

EEDUC 6128 Dimensions of Equity
This course will examine the goals, assumptions, and strategies of multicultural and special education and prepare teachers to effectively apply theories of equity to classroom practice. Through a variety of cognitive and affective approaches, students will identify and analyze the cultural and structural factors that have led to unequal academic outcomes for diverse learners within the socio-political and historical context of the United States.

EEDUC 6120 First and Second Language Acquisition
This course addresses the theories and current research in first and second language acquisition. Participants will understand the theories and practices for developing literacy skills in English for English Language Learners (ELL) with different educational backgrounds and different English proficiency levels. A variety of programs—two-way bilingual, sheltered English immersion, English as a second language, and others—are examined. Participants will work with the TESOL PreK-12 English Language Proficiency Standards and other standards-based Curriculum Frameworks and instructional materials.

EEDUC 6001 The Teaching of Writing (K–12)
This course promotes the thoughtful examination of writers and writing instruction. Throughout the course, students are introduced to strategies and skills they can use to enhance their own writing and the writing of K–12 students. Using a process approach, students learn how to communicate ideas effectively in a variety of genres and for a multitude of purposes. Based on the most current understandings in the field, this course explores such topics as writer's workshop, conferencing, struggling writers, assessment, reading/writing connections, writing in the disciplines, revision and editing, the use of technology to support writers, and the management of writing instruction.

EEDUC 6136 Struggling Readers and Writers
This course explores the nature of the challenges facing those students at all grade levels who struggle (for diverse reasons) to achieve expected progress in reading and writing development. Participants will describe and analyze the nature of difficulties encountered by struggling readers and writers; they will identify appropriate classroom approaches to address these difficulties and will survey the many well-established programs for learners who are struggling. Issues related to serving diverse populations are raised throughout. *Prerequisites for Reading students: EEDUC 5121, EEDUC 6001, EEDUC 6101; for C&I Literacy students: EEDUC 6001, EEDUC 6039, EEDUC 6101 Permission required.*

EEDUC 6126 Classroom and School Inquiry
Classroom and School Inquiry focuses on the understanding and critical analysis of educational research and methods for accurately communicating this information to the public. As teachers participate in redefining their educational roles, decision-making and action-oriented classroom practice will be critical in promoting student learning. Both require problem-solving, which is enhanced by the forming and testing of hypotheses, gathering data that is then analyzed, synthesized, and evaluated, and generating solutions. This course will engage students in this process by acquainting them with the knowledge and techniques necessary for them to become lifelong teacher researchers, and to present the results of their research effectively and professionally to a variety of audiences.

EEDUC 6127 Action Research and Seminar
In this course, students demonstrate their expanding understandings and competencies as teachers by collaborating with several classmates to design a research project that can have a direct impact on their classroom, school, or school community. In addition, work from this course provides students with opportunities to develop professional development presentations and their leadership skills. *Prerequisite: EEDUC 6126 or an equivalent research course.*