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Graduate School of Education
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MEd in EARLY CHILDHOOD: TEACHER OF STUDENTS WITH and WITHOUT DISABILITIES (PreK-2)

Leading to Initial Teacher License in Early Childhood Teacher of Students with and without Disabilities (PreK-2)

Designed for those who wish to become teachers of children in grades PreK-2, this program consists of a core of courses that lead to an initial license in early childhood education, with an emphasis on the inclusion of all children. In addition to challenging and engaging coursework, students gain a rich and relevant preparation for teaching by participating in a full-time practicum in early childhood classrooms.

Students may complete the program on a full-time or a part-time basis. Full-time students can complete this program in a minimum of four semesters (may begin in summer and complete at the end of the following summer).

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teaching Licensure in Early Childhood Teacher of Students with and without Disabilities (PreK-2) in the Commonwealth of Massachusetts.

Courses may have prerequisites for registration; please check course descriptions before registering.

Course Number	Course Title	Course Credits
EEDUC 5131	Developmental Learning*	3
EEDUC 6109	Observation, Documentation, and Assessment*	3
EEDUC 5139	Learning Mathematics in Early Childhood*	3
EEDUC 5137	Language and Literacy Development in the Early Years*	3
EEDUC 5138	Literacy, Literature, and the Arts in the Early Childhood Classroom*	3
EEDUC 5120	Young Children with Special Needs*	3
EEDUC 5130	Integrated Curriculum in Early Childhood: Science and Health*	3
EEDUC 5128	Integrated Curriculum for Early Childhood: Social Studies and Classroom Life*	3
EECLD 6115	Sheltered English Instruction (PreK-6)*	4
EEDUC 5115	Families, Society, and Schools	3
EEDUC 6058	Anti-Bias Early Childhood Education	3
Practicum		
EEDUC 7727	Practicum and Seminar in Early Childhood Education (PreK-2)	6

Practicum prerequisites: Successful completion of a 75-hour early field experience** and required pre-practicum courses; satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL)*** requirements. This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee. Approximately one-third of the semester will be in a PreK or kindergarten classroom, and two thirds will be in a first or second grade classroom.

TOTAL CREDITS **40**

** Must be completed prior to the practicum, and many courses include field-based assignments.*
*** As early in the program as possible, and prior to the practicum, graduate students must complete a 75-hour Early Field Experience in a classroom appropriate to the license sought. In some cases, recent appropriate classroom experience may be used to document this requirement. (This is not a credit-bearing course, and there are no fees required.)*
**** For current information on state testing requirements for initial licensure programs, Massachusetts Test for Educator Licensure (MTEL) test administration dates, and the Lesley University test policy, see Lesley's Certification Office web page at www.lesley.edu/certification.html.*

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 5131 Developmental Learning
This course is designed to help teachers understand the principles of developmental learning, physical knowledge, symbolic thinking, language development, social and moral development, and their implications for teaching practice. An understanding of principles of developmental learning will be presented both through readings and through direct observation of children's play, language, and social interactions.

EEDUC 6109 Observation, Documentation, and Assessment
This course provides an opportunity to examine a variety of ways to study children in their natural environment and in clinical settings. Emphasis is placed on looking at classroom settings, children's work, group interactions, and teacher behavior. Authentic assessment and work sampling systems are addressed. Strategies for presenting information about children and portfolios are developed.

EEDUC 5139 Learning Mathematics in Early Childhood
This course is designed to develop knowledge of content and pedagogy that is essential for teaching mathematics in schools. Assessment strategies, adaptations for special needs, and classroom management are all addressed. The "big ideas" and how they develop and become represented is a strong emphasis.

EEDUC 5137 Language and Literacy Development in the Early Years
This course will focus on the development of language and literacy in young children. Course sessions will address theories of literacy acquisition; the role of family, culture, and home in literacy learning; and assessments of literacy development. Emphasis will be placed on understanding literacy as social practice, the continuity of oral and written language, and a view of children as diverse and active meaning makers.

EEDUC 5138 Literacy, Literature, and the Arts in the Early Childhood Classroom
This course is designed to support teachers of young children as they design classroom experiences to foster literacy learning. Course sessions will address: the relationship between observation, assessment, and instruction; the integration of the arts and children's literature in a comprehensive literacy program; and family/school relationships. Emphasis will be placed on meaning-centered practices, student inquiry, and literacy as a tool for content learning. *Prerequisite: EEDUC 5137*

EEDUC 5120 Young Children with Special Needs
This course examines concepts relating to young children, preschool through second grade, at risk for or exhibiting developmental delays or mild to moderate disabilities. It focuses on the identification, assessment, diagnosis, and referral of young children with special needs. Class participants will analyze and reflect upon inclusive strategies for classroom structure and curricular/instructional accommodations and modifications. Strategies for collaborating with families with young children with special needs will also be addressed.

EEDUC 5130 Integrated Curriculum in Early Childhood: Science and Health
Young children learn about their world in an integrated, exploratory way. Children's understanding of the world continuously changes with the interaction between their development and the quality of these experiences. This course focuses on helping the pre-service teacher develop skills and intuitions in creating a rich learning environment for young students in the areas of science and health.

EEDUC 5128 Integrated Curriculum for Early Childhood: Social Studies and Classroom Life
Provides an opportunity for prospective teachers of young children to reflect on how the environments of the classroom and of the world outside the classroom affect learning. The broader concept of integrated curriculum addressing social issues, the past and its impact on life today, and use of technology related to social studies are addressed. Students make informed curriculum decisions for young children who enter school with a wide variety of needs, abilities, and backgrounds.

EECLD 6115 Sheltered English Instruction (PreK-6)
This course prepares pre-service and in-service teachers with the knowledge and skills to effectively shelter content instruction for the growing population of bilingual students to access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st century global economy. The course covers the bilingual students' world, second language acquisition process, academic language and literacy development in the Sheltered English Instruction (SEI) and bilingual classrooms.

EEDUC 5115 Families, Society, and Schools
This course is designed to provide an understanding of family diversity within the context of contemporary society. The course will examine links between school performance and family involvement. Institutional structures that facilitate or impede family-school relationships will be addressed. Specific issues facing families and children will be examined to help teachers better respond to the challenges of today's classrooms. Students will have the opportunity to explore community resources and family support systems.

EEDUC 6058 Anti-Bias Early Childhood Education
This course is designed to help students understand the complex, multi-dimensional diversity of young children and their families, and learn to create a fair, caring, and anti-bias classroom community. By studying sociolinguistics and socio-cultural theories, students will deepen awareness of their cultural perspectives, become more open minded and sensitive to young learners' development in the context of a classroom culture, and connect the stance of anti-bias education with practical curriculum ideas, classroom management, and teaching strategies. *Prerequisite: EEDUC 5131*

EEDUC 7727 Practicum and Seminar in Early Childhood Education (PreK–2)
Full-semester, full-time practicum, approximately one-third of which must be in a Pre-K or K classroom and two-thirds in a first or second grade classroom. Practicum is supervised by a supervising practitioner and University program supervisor and is accompanied by a seminar addressing issues in the field. Prerequisites: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. *Permission required.*