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# M.Ed. in EARLY CHILDHOOD: TEACHER OF STUDENTS WITH and WITHOUT DISABILITIES (PreK-2)

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

This approved Master's program in Early Childhood leading to Professional licensure is designed to expose students to advanced levels of curriculum development and current issues and challenges beyond the scope of an Initial license. Students encounter topics such as policy, behavior, and multiculturalism. Practical classroom experiences enhance material presented in course sessions, and an appreciation for the teacher as researcher and advocate is fostered.

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

**Program prerequisite:** Massachusetts Initial license in Early Childhood Teacher of Students with and without Disabilities (PreK-2)

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

| Course Number | Course Title | Course Credits |
|---|---|---|
| **Core Coursework** | | **15** |
| EEDUC 6158 | Enduring Ideas and Current Issues in the Education of Young Children | 3 |
| EEDUC 6139 | Dimensions of Learning Through Play | 3 |
| EEDUC 6143 | Early Childhood Curriculum: Topics in Math, Science, and Health | 3 |
| EEDUC 6126 | Classroom and School Inquiry | 3 |
| EEDUC 6127 | Action Research and Seminar | 3 |
| **Specialization Courses** (Select a total of **six** courses in consultation with advisor) | | **18** |
| **English Language Learners** | | |
| EECLD 6001 | Culturally Responsive Teaching | 3 |
| EECLD 6002 | Essential Linguistics: What Every Teacher Needs to Know About Language | 3 |
| EECLD 6004 | First and Second Language Acquisition and Oral Development | 3 |
| **Literacy** | | |
| EEDUC 6001 | The Teaching of Writing (K-12) | 3 |
| EEDUC 6020 | Summer Primary Literacy Institute | 3 |
| EEDUC 5104 | Literature for Children and Young Adults | 3 |
| EEDUC 6032 | Exploring Nonfiction for the Elementary and Middle School Classroom | 3 |
| **Arts** | | |
| EARED 5010 | Creative Movement: Kinesthetic Learning Across the Curriculum | 3 |
| EARED 6100 | Arts Integration, Literacy, and Common Core | 3 |
| EARTS 5351 | Cultural History Through Storytelling | 3 |
| EARED 6002 | Integrated Arts Strategies for Inclusive Settings | 3 |
| EARTS 6105 | Multiple Perspectives Through Music | 3 |
| EARTS 6103 | Literacy and the Arts: Vision and Voice | 3 |
| **The Inclusive Classroom** | | |
| EEDUC 5051 | Children with Behavior Problems: Responding to the Challenge | 3 |
| EEDUC 5057 | An Introduction to D.I.R (Floortime): A Developmental Model for the Special Child | 3 |
| ESPED 6130 | Speech, Language, and Communication: Development, Disorders, and AAC | 3 |
| ESPED 6132 | Collaboration with Professionals, Families, and Community | 3 |
| ESPED 6119 | Technology in Communication and Curriculum | 3 |
| ESPED 5114 | Designing Instruction for the Inclusive Classroom | 3 |
| **Innovative Practices in Early Childhood Education** | | |
| EEDUC 5815 | The Reggio Emilia Approach to Early Childhood Education | 3 |
| EEDUC 5301 | Reggio Emilia-Inspired Study Tour: Collaboration, Inspiration, and Interpretation | 3 |
| EEDUC 5300 | Environment and Materials in Reggio-Inspired Teaching and Learning | 3 |
| **TOTAL CREDITS** | | **33** |

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.

**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

# Core Course Descriptions

**EEDUC 6158 Enduring Ideas and Current Issues in the Education of Young Children**
This course examines ideas that have consistently influenced thinking in early childhood education and have significantly impacted program planning for young children. Through examination of the ideas, students gain an understanding of some historical and theoretical frameworks that have shaped current educational thought. They use the theoretical frameworks as a basis for exploring current issues related to the processes of young children's development and learning. Assessment, leadership, and advocacy efforts are integral components of the course.

**EEDUC 6139 Dimensions of Learning Through Play**
How does one define play? What are the debates about the relationship of play to children's learning, to the development of meaning, and to creativity, PreK–2? Are there variations in play across cultures, between typically developing children and those with disabilities, and between genders? This course will examine theory and research that will help us explore these and other questions.

**EEDUC 6143 Early Childhood Curriculum: Topics in Math, Science, and Health**
Students build upon theory and practice of teaching math, science, and health through planning and implementation of integrated curriculum. Adaptation for all learners, assessment as a tool for improved teaching, and empowering children to be successful problem solvers and investigators will be emphasized. Student-designed curriculum will reflect developmentally appropriate practices. Additionally, students will identify their own strengths and define personal goals for designing math, science, and health experiences and facilitating young children's learning.

**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.*

# Specialization Course Descriptions

**EECLD 6001 Culturally Responsive Teaching**
This course sets the foundation for creating meaningful and relevant teaching and learning for culturally and linguistically diverse students. Legal issues and a historical perspective are used to examine the student's civil rights and the ways that prejudice, culture, language diversity, and socioeconomic factors influence the student's academic success or lack of it within the current system and under the current policies. The cultures of the student's state are studied and used in planning and cultivating culturally responsive learning/instruction and positive cultural identity in the family and community relations. Intercultural communication at the local, national, and international level is addressed. Participants engage in self-study, write their own cultural and linguistic autobiography, identify and utilize cultural resources in the community, and plan to actively involve linguistically diverse families in the school environment.

**EECLD 6002 Essential Linguistics: What Every Teacher Needs to Know About Language**
This course takes a practical approach to the study of linguistics and English as a new language with implications for teaching ESL, reading, writing, spelling, phonics, and grammar in monolingual or multilingual contexts. The basic nature of language, first language acquisition, language variation, language change, and the relations of language to society and culture are explored. The course focuses on the development of linguistic foundational knowledge elements such as phonology, morphology, syntax, and pragmatics that informs planning for teaching first or second language. Structural and semantic differences between the student's first and English as a new language are examined and used in planning for learning.

**EECLD 6004 First and Second Language Acquisition and Oral Development**
This course focuses on first and second language acquisition theories, research, and practice with special attention to the nature of second language learning in a multilingual, multicultural context. A primary focus of this course is on the development of effective culturally responsive and research based language learning strategies and engaging methods for listening and speaking in two or more languages. TESOL standards (2010) are used in lesson planning and evaluation of second language. Instructional materials, including realia and a variety of media, are also used. *Prerequisite: EECLD 6002 or EACLD 5500*

**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 6020 Summer Primary Literacy Institute**
This literacy institute is designed to engage teachers and administrators in thoughtful learning experiences and hands-on work. Each year different experts in the field of literacy will guide participants in thinking about best practices of literacy teaching and learning.

**EEDUC 5104 Literature for Children and Young Adults**
This survey of children's books from preschool through the adolescent years identifies the characteristics of the various literary genres, develops criteria for evaluating children's books, fosters an awareness and nurtures a consideration of how the developmental and diverse cultural needs of children affect their responses to literature, and shares strategies for integrating literature across the curriculum for enjoyment, learning, and classroom reading instruction.

**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.

**EARED 5010 Creative Movement: Kinesthetic Learning Across the Curriculum**
This course integrates kinesthetic modes of learning with the use of movement as a language for interdisciplinary inquiry. Students will explore embodied approaches to curriculum applications, and the critical questioning and exploration that exists at the heart of creative movement as an art form will deepen the students' comprehension and retention of curriculum themes. Furthermore, students' work with the social, cultural, and political dimensions of non-verbal communication will allow them to engage with issues of cultural diversity, critical pedagogy, and democratic schooling.

**EARED 6100 Arts Integration, Literacy, and Common Core**
This course will investigate how arts integration can support literacy skills by directly linking to Common Core State Standards and twenty-first century skills while building a more democratic culturally responsive classroom. Teachers will learn strategies in drama, visual arts, music, creative movement, and poetry to provide flexible options for their students to access curriculum and diverse ways of expressing understanding. Teachers will discover the role of arts-based learning in differentiated instruction and performance assessment. Teachers will have the opportunity to examine in-depth the meaning of arts integration and to construct curriculum and instruction designed to meet the needs of their particular students.

**EARTS 5351 Cultural History Through Storytelling**
Students explore stories and story types from various oral and written traditions. Drawing on culture and family, students develop original stories while integrating other art forms. Finally, students explore curriculum uses for storytelling in order to bring subject matter to life and motivate student learning.

**EARED 6002 Integrated Arts Strategies for Inclusive Settings**
This course explores how arts integration provides learning opportunities that enhance teachers' abilities to respond to the needs of diverse student populations. Teachers will engage in visual and performing arts strategies to consider the multiple ways people learn and interact in the world. Universal Design for Learning (UDL) and Differentiated Instruction will be used as frameworks to address the challenge of designing flexible curriculum to allow all learners to experience success.

**EARTS 6105 Multiple Perspectives Through Music**
This course opens the door to rethinking music from broader and deeper perspectives. Students examine their cultural assumptions about the role of music in their lives and in education. Through practice and theory, the many connections between music and curriculum are actively explored. Students are challenged to reconsider and expand their definition of music and to move beyond the traditional Western framework. The course takes students on a path of inquiry that examines multiple musical concepts.

**EARTS 6103 Literacy and the Arts: Vision and Voice**
Students gain an understanding of how the arts can be integral to the process of whole language, and gain skills in designing integrated learning projects. Through participating in aspects of music, drama, visual arts, movement and related language arts activities, students develop individual ways of building curricula in reading, writing, speaking and listening, based on creative modalities.

**EEDUC 5051 Children with Behavior Problems: Responding to the Challenge**
Based on a case study format, this course is designed to strengthen participants' ability to work effectively in inclusive settings. It focuses particularly, within these settings, on the provision of appropriate services for young children with behavior problems. Emphasis is on creating an environment that is psychologically and physically safe for teachers and children. Considered are ways in which these environments can be developed and maintained so that they foster the growth and development of all children.

**EEDUC 5057 Introduction to D.I.R. (Floortime): A Developmental Model for the Special Child**
This course introduces the Developmental, Individual-Difference, Relationship-Based (DIR) Model for working with children with special needs. This multidisciplinary model, developed by Dr. Stanley Greenspan and Serena Wieder, Ph.D., focuses on six developmental levels a child must master in the context of emotional relationships. Students will be introduced to Floortime, a strategic way of interacting that takes into account a child's motivations, relationships, and individual differences in processing and responding to sensory information.

**ESPED 6130 Speech, Language, and Communication: Development, Disorders, and AAC**
This course examines speech and language acquisition and development from birth through adolescence, addressing typical and atypical language development as well as first and second language acquisition. Focus is on the neurological basis of communication, developmental milestones, verbal and non-verbal communication, and language diversity as differentiated from disorder. Connections between culture and communication, socialization language delays, and communication disorders will be studied. Augmentative and alternative communication (AAC) and assistive technology (AT) are described and modeled throughout the course.

**ESPED 6132 Collaboration with Professionals, Families, and Community**
This course focuses on models and strategies for collaboration among general and special educators, families, outside evaluators, and the community to support students with and without disabilities and to help create positive educational change. Development of effective interpersonal communication skills in working with teachers, outside agencies, and families of students from culturally and linguistically diverse backgrounds will be emphasized. The teacher's roles and responsibilities as a professional and as a collaborative consultant will be explored. Use of outside agencies, services and community resources will be addressed.

**ESPED 6119 Technology in Communication and Curriculum**
This course reviews the field of communication (verbal and augmentative), language development, and literacy for students with moderate and severely handicapping conditions. Connections between reading, writing, and communications are explored. Computer-assisted communication and instruction, adaptive devices, software, and dedicated communication devices are introduced. Instructional methods, designs, planning, and adaptations for students with a wide range of abilities and needs are implemented. This is a literacy/communication skills/social skills-based instructional methods and materials course for children with intensive special needs.

**ESPED 5114 Designing Instruction for the Inclusive Classroom**
The design of curriculum and instruction for diverse learners in inclusive classrooms is the focus of this course. Course participants investigate universally designed approaches that draw on brain research, differentiated instruction, multiple intelligences approaches, and new technologies to respond to the needs of all learners, including students with disabilities and students who are culturally and/or linguistically diverse. Course participants will be introduced to Response to Intervention as well as to evidence-based practices that provide access to the curriculum for all learners.

**EEDUC 5815 The Reggio Emilia Approach to Early Childhood Education**
Exploration of the history and basic philosophy of the Reggio Emilia approach. The organization of the environment, the teacher's role and the role of the atelerista, and the relationships between the schools and the community will be considered. Special focus on the emergent curriculum and processes for documentation.

**EEDUC 5301 Reggio Emilia-Inspired Study Tour: Collaboration, Inspiration, and Interpretation**
This experiential course will provide participants a unique opportunity to learn about the Reggio Emilia approach to Early Childhood Education, create research questions for investigation, and develop their personal and professional relationships in the process. Students in the course will meet at Lesley University prior to traveling to the Study Tour site, so to better understand the approach and to highlight perceived connections between the Reggio Emilia approach and individuals' own contexts. As part of the formal study tour, which includes visits to classrooms, presentations by/with staff, and cultural experiences, students will network with colleagues in the field to promote collaborative work and to adapt specific ideas to our own contexts. While traveling, students and faculty will meet to process individual and shared experiences. Participants will also maintain reflective journals that may include writing, drawing, photographs, or other artifacts created during the course. The course will culminate with materials prepared for presentations and/or publication. This experience will provide an avenue for course participants to share their learning with the broader community, and will serve as documentation of our individual and group experiences.

**EEDUC 5300 Environment and Materials in Reggio-Inspired Teaching and Learning**
This course provides an opportunity to experience a variety of materials that form the symbolic languages children use to express ideas. Discussions focus on children's cognitive development as reflected in their use of expressive materials and on the education philosophy and processes that are characteristic of schools in Reggio Emilia, Italy. Highlighted are constructivist pedagogy, documentation, process learning, the role of the environment in teaching and learning, and the use of projects to facilitate in-depth learning.