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Graduate School of Education
http://www.lesley.edu/prek-12-education-programs/

Licensure Only

ELEMENTARY EDUCATION (1-6)

Leading to Initial Teacher License in Elementary Education (1-6)

This licensure-only, non-degree program is designed for career changers and others who may want to teach but do not require (or may already have) a full Master's degree. It will prepare teachers to work with the children in 21st century schools, as well as to meet Massachusetts state regulations for licensure. Appropriate for students with undergraduate degrees who wish to become teachers of children in grades 1-6, the program incorporates Lesley's commitment to inclusive classrooms, differentiated instruction, and the integration of theory with practice. Classroom inquiry is a focus, as teachers move through their coursework, early field experience, and a full-semester practicum experience. The program is offered at selected off-campus sites throughout Massachusetts.

This program has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teaching Licensure in Elementary (1-6) in the Commonwealth of Massachusetts.

Program Prerequisite: EEDUC 5122 Development and Learning: Psycho-social Perspectives in Education, or equivalent, is required for Elementary Initial license and must be completed prior to the Elementary practicum.

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

Course Number	Course Title	Course Credits
EEDUC 5121	Literacy: The Integration of the Language Arts*	3
EEDUC 5102	Teaching Elementary School Mathematics*	3
ESPED 5114	Designing Instruction for the Inclusive Classroom*	3
EEDUC 5146	Issues in American Schooling: Contemporary Challenges and Historical Contexts*	3
EEDUC 5135	Science in the Elementary School: Thinking With Evidence*	3
EEDUC 5136	Integrating Social Studies into the Elementary Classroom*	3
EECLD 6115	Sheltered English Instruction (PreK-6)*	4
Practicum		
EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	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.

TOTAL CREDITS **28**

** 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.

Prerequisite Course Description

EEDUC 5122 Development and Learning: Psycho-social Perspectives in Education
This course focuses upon constructivist-interactionist views of child development, spanning the preschool years through adolescence and young adulthood. Topics include early development, play, children's art, cognitive development and learning, family systems and social learning, classroom instruction and organization, communication, curriculum and cognition, evaluation and assessment, language development and literacy, moral development, gender differences, and developmental diversity among individuals and across cultures including race, ethnicity, linguistic background, and economic conditions.

Required Course Descriptions

EEDUC 5121 Literacy: The Integration of the Language Arts
This course presents fundamental principles of elementary reading and language arts. Focus is on students understanding the interrelationship of reading, writing, listening, and speaking. Students will also become knowledgeable about current materials, instructional strategies, and classroom-based assessment for emergent reading, beginning reading, and fluent reading.

EEDUC 5102 Teaching Elementary School Mathematics
Mathematics in the United States has historically been a difficult field because it has not always taken children's developmental and learning needs into account. In this course, we support learners gaining knowledge needed to teach school-age children and increase competency in the mathematics itself. A variety of materials and models are used to show connections to daily life, and many different approaches to mathematics are investigated. Relevant children's literature and technology are also emphasized.

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 5146 Issues in American Schooling: Contemporary Challenges and Historical Contexts
The course examines diverse contemporary issues in American education through a combination of field-based experiences and investigation of the social and historical forces that shape the character of schooling in a democratic society. The course opens the dialogue about the nature of teaching and learning, and the design of educational programs in the context of societal, political, and economic structures as well as within the diverse cultural values of a pluralistic society.

EEDUC 5135 Science in the Elementary School: Thinking With Evidence
In this course, participants develop a scientific stance and conceptual understandings important to teaching inquiry-based science to elementary school students. Participants plan and carry out sustained investigations, reflect on their own learning, and develop strategies for implementing and assessing inquiry-based science in the classroom.

EEDUC 5136 Integrating Social Studies into the Elementary Classroom
The essence of this course focuses on those methods and materials that facilitate the teaching of social studies in the elementary classroom. Attention will be paid to the integration of technology as an instructional tool, the development of appropriate assessment models, and the synthesis of social studies with the humanities and natural sciences. Selecting, developing, teaching, and evaluating skills, concepts, and resources play an active role in class meetings.

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 7733 Practicum and Seminar in Elementary Education (1–6)
Full-semester, full-time practicum in an elementary (1–6) classroom under the supervision of a supervising practitioner and University program supervisor. Practicum 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.