

EDUCATION (EDU)

EDU 110: Introduction to Early Childhood Education (3 credits)

This course presents an introduction to the field of early childhood education through an examination of the history and philosophy of early childhood programs and educational theorists with regard to cognitive, social, emotional, language, and physical development. Students will be introduced to the characteristics and instructional implications of moderately and severely disabling conditions. Emphasis will be placed on understanding the development of early childhood programs and environments in relation to the changing needs of modern digitally-dependent and ever-changing society. Required observations at local preschools, child care facilities and public elementary schools will augment classroom activities.

EDU 130: Education, Schools, and Culture (3 credits)

This course provides students with background and context for thinking critically about the challenges facing elementary school educators and the cognitive, social-emotional, and linguistic needs of learners in the classroom. Students will develop an understanding of the characteristics and instructional implications of moderately and severely disabling conditions. With exposure to the major socio-cultural factors that continue to shape education within a complex, students will reflect on their role as future professionals in an ever-changing digitally-dependent society. Observation/fieldwork is required.

EDU 210: Creativity and the Arts in Early Childhood Classrooms (3 credits)

The course presents the theories, research, and issues that encourage the creative process in young children. Addressed are areas of the creative arts such as the relationship between play and creativity, the arts, music, movement, drama, and the integration of the arts across the curriculum.

EDU 211: Methods and Approaches in Teaching Children I (3 credits)

This early childhood course studies the theoretical and practical aspects of teaching and caring for young children with respect to their cultural and linguistic backgrounds. Topics include: philosophical constructs, program development, curriculum design and delivery, planning and organization, and instructional and classroom management techniques that meet the cognitive, social, and emotional needs of all learners. Students will be introduced to the Massachusetts Curriculum Frameworks. Students will participate in early childhood setting observations.

Prerequisite: EDU 110

EDU 212: Methods and Approaches in Teaching Children II (3 credits)

This course continues the study of the theoretical and practical aspects of teaching and caring for young children with respect to their cultural and linguistic backgrounds. Topics include: creative arts, mathematics, science and technology, history, early literacy and literature for young children. The Massachusetts Curriculum Frameworks are used to plan and design instruction that meets the cognitive, social, and emotional needs of all learners. Students will participate in a 20-hour field experience at the preschool or kindergarten level.

Prerequisite: EDU 211

EDU 220: Multicultural Education in Early Childhood Classrooms (3 credits)

This course presents a comprehensive approach to understanding diversity and the role it plays in the lives of young children and their families. Issues and information about diversity and multiculturalism are presented to that teacher candidates can create more culturally appropriate curricula and classroom environments that meet the cognitive, social, and emotional needs of all learners.

EDU 250: Introduction to Special Education (3 credits)

This course deals with the implications of disabling conditions on optimal learning potential and daily well-being of children. Emphasis is on identification of disabling conditions and techniques used to promote successful integration of children with and without special needs in education settings. Topics covered include familiarity with individualized education plans, intervention and instructional strategies for diverse learners, including cognitive, social and emotional strategies, and collaborative partnerships with families and community resources. Observations are required.

EDU 300: Reading and Early Literacy (3 credits)

Students examine current research-based theories and instructional practices for developing proficient readers (phonics and word recognition, vocabulary, fluency, comprehension, and the reading-writing connection) in grades PK-2. Topics include theories, research, and instructional practices for supporting readers with diverse cultural and linguistic backgrounds, strengths, and challenges. Assessment, corresponding interventions, and differentiating literacy instruction to meet the needs of emerging readers will also be addressed. Observation/fieldwork is required.

Prerequisite: PSY 205 or one course in education and Junior status.

EDU 310: Guiding Behavior in Early Childhood Classrooms (3 credits)

This course explores positive guidance techniques in early childhood classrooms. Looking at positive guidance from a maturationist, behaviorist and constructivist perspective, students will explore techniques to prevent behavior problems and develop strategies to incorporate positive interventions with young children.

EDU 323: Reading and Language Arts for Elementary School (3 credits)

Students examine current research-based theories and instructional practices for developing proficient readers (phonics and word recognition, vocabulary, fluency, comprehension, and the reading-writing connection) in grades 3-6th. Topics include theories, research, and instructional practices for supporting readers with diverse cultural and linguistic backgrounds, strengths, and challenges. Assessment, corresponding interventions, and differentiating literacy instruction to meet the needs of developing readers will also be addressed. Observation/fieldwork is required.

Prerequisite: PSY 205 or one course in education and Junior status.

EDU 330: Designing Inclusive Learning Env. within Sci/Eng/Tch & Soc Sci. (3 credits)

Students will explore curriculum design and instructional strategies to facilitate learning that reflects the Massachusetts Curriculum Frameworks in both Science and Engineering/Technology and History and Social Science. Topics include anti-racist and anti-bias curriculum and instructional design and delivery methods, technology as a curriculum resource, formal and informal assessment techniques and their connection to instructional planning, effective communication, and strategies for promoting classroom spaces that develop positive social identities based on membership in multiple groups. Observations/fieldwork are required. This course must be taken at Bay Path University. *Corequisite: Completion of all 100- and 200-level courses in Education*

EDU 331: Fundamentals of Instruction and Classroom Mgmt. for Secondary Ed. (3 credits)

This course explores curriculum design and classroom management strategies for teachers using cognitive, social, and emotional guidelines presented in the Massachusetts Curriculum Frameworks. Topics include instructional design and delivery methods, technology as a curriculum resource, formal and informal assessment techniques and their connection to instructional planning, effective communication with children and adults, and strategies for engaged and effective learning. Observation/fieldwork in a secondary biology class is required.

Prerequisite: completion of all 100 and 200 level courses in education and Junior status. This course must be taken at Bay Path University.

EDU 348: Reading and Language for English Language Learners (3 credits)

This course is designed to introduce the developing teacher to reading instruction and the development of a reading/writing community in English for English language learners (ELLs). This course is designed to promote continuous improvement in educator practice, and to build confidence and familiarity with research-proven practices for working with ELLs. This course is framed around two module areas: A) ELLs: Their World and Second Language Acquisition Process in the SEI Classroom, and B) Academic Language and Literacy Development in the SEI Classroom. Students are only endorsed for SEI if they complete an initial licensure program at Bay Path University.

EDU 350: Designing and Implementing Math Instruction for Diverse Learners (3 credits)

Students will plan, implement, and assess curriculum and instruction in mathematics for diverse student populations that reflect the Common Core and the Massachusetts Mathematics Frameworks. Emphasis is on research-based mathematical pedagogical practices that develop literacy skills alongside math skills. Topics include anti-racist and anti-bias curriculum and instructional design and delivery methods, technology as a curriculum resource, formal and informal assessment techniques and their connection to instructional planning, effective communication, and strategies for promoting classroom spaces that develop positive social identities based on membership in multiple groups. Students are required to complete a fieldwork experience in mathematics at the early childhood or elementary level.

Prerequisite: EDU 330 and Junior status. This course must be taken at Bay Path University.

EDU 351: Curriculum Development for Secondary Education (3 credits)

Students design, implement, and assess curriculum and instruction using the Massachusetts Curriculum Frameworks as they relate to the academic disciplines in secondary education. Emphasis is on instructional approaches and methodology in a standards based environment. Fieldwork in a secondary biology class is required.

Prerequisite: EDU 331 and Junior status. This course must be taken at Bay Path University.

EDU 411: MTEL Communication & Literacy: Reading & Writing (1 credits)

This course focuses on the knowledge and skills needed in the preparation for the Communication & Literacy exam required by the Department of Elementary & Secondary Education for Teacher licensure. Students will become familiar with reading and writing mechanics, grammar, and comprehension skills needed to succeed in the passing of the MTEL exams, particularly the Communication & Literacy exam.

EDU 412: MTEL General Curriculum: Math (1 credits)

This course focuses on the knowledge and skills needed in the preparation for the General Curriculum exam required by the Department of Elementary & Secondary Education for Teacher licensure. Students will become familiar with number and operations, analyzation, geometry, and statistics skills needed to succeed in the passing of the MTEL exams, particularly the General Curriculum Mathematics subtest.

EDU 441P: Early Childhood Pre-Practicum (1 credits)

Supervised pre-practicum with seminar in grades 1 or 2. Pre-Practicum begins the student's senior year experience and gives the student a consistent, supervised experience in a public school setting. Students integrate and apply what has been learned in earlier education courses, including planning, preparing and teaching through use of the Massachusetts Curriculum Frameworks. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. Pre-Practicum hours are earned normally in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period. Included is a weekly seminar session with a program supervisor from the College. This course must be taken at Bay Path University.

EDU 441Q: Elementary Education Pre-Practicum (1 credits)

Supervised pre-practicum in grades 1-6. Pre-Practicum begins the student's senior year experience and gives the student a consistent, supervised experience in a public school setting. Students integrate and apply what has been learned in earlier education courses, including planning, preparing and teaching through use of the Massachusetts Curriculum Frameworks. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. Pre-Practicum hours are earned normally in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period. This course must be taken at Bay Path University.

Prerequisite: EDU 350, cgpa of 3.0 or better, senior status, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the MTEL, and the approval of the department chair
Corequisite: EDU 490

EDU 441R: Pre-Practicum in Secondary Biology (1 credits)

Supervised pre-practicum in grades 8-12. Pre-Practicum begins the student's senior year experience and gives the student a consistent, supervised experience in a public school setting. This experience allows the student to integrate and apply what they have learned in earlier education courses. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. Pre-Practicum hours are earned normally in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period. This course must be taken at Bay Path University.

Prerequisite: EDU 351, CGPA of 2.67 (B-) or better, senior status, passing scores on the Communication and Literacy Exam and the Biology MTEL grades 8-12, and the approval of the department chair.
Corequisite: EDU 492

EDU 441S: Severe Special Needs (All Levels) (1 credits)

Supervised pre-practicum in Severe Special Needs (All levels). Pre-Practicum begins the student's senior year experience and gives the student a consistent, supervised experience in a public school setting or Chapter 766 approved school. Students integrate and apply what has been learned in earlier education courses, including planning, preparing and teaching through use of the Massachusetts Curriculum Frameworks. Students must provide their own transportation to school and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. Pre-Practicum hours are typically earned in 11 weeks, during one full day and two half days each of those weeks. A minimum of 80 hours are required over the 11-week period. Included is a weekly seminar session with a program supervisor from the University. This course must be taken at Bay Path University.

Prerequisite: Passing scores on all required MTEs for the license sought that need to be submitted to the Education department prior to beginning the course. Approval of the department required.

EDU 460: Child Care Administration (3 credits)

This course focuses on the knowledge needed for the preparation of quality directors in early childhood education. Students will become familiar with Massachusetts standards and regulations as stipulated by the Department of Early Education and Care. The following topics in early childhood administration will be explored: licensure and fiscal management, ethical considerations, physical facility requirements, quality curriculum, supervision and staffing requirements, nutrition, health and safety requirements, and program evaluation.

Prerequisite: PSY 205

EDU 461: Supervision in Early Childhood Education (3 credits)

This course is designed to familiarize students with the basics of organizational leadership and the supervisory processes necessary for a successful director of an early childhood center. This course will cover the characteristics of an effective leader, staff supervision, and the director as a professional, change agent, and an advocate. The Massachusetts Department of Early Education and Care regulations as they relate to staff supervision and leadership will be addressed.

Prerequisite: PSY 205

EDU 465: Education Capstone (3 credits)

Students engage in this capstone course as they enter the final stage of their academic program. While completing an internship or working in the field of education, students demonstrate their growing expertise by observing the needs of an educational community. With these observations and knowledge of research-based best practices, students assess the needs, identify an area to problem solve, develop a plan of action, and implement the plan. Reflection on personal and professional growth is encouraged throughout the course and shared at the end. Students are expected to be interning or working in an educational site throughout the course and must provide their own transportation to the site.

EDU 470: Special Topics in Education (0 credits)

This is a special topics course.

EDU 471: Special Topics in Education (0 credits)

This is a special topics course.

EDU 490: Pre-Practicum Seminar (1 credits)

Facilitated by a college program supervisor, students discuss curriculum, pedagogy and critical issues in support of their success as future teachers.

Corequisite: EDU 441P, EDU 441Q, EDU 441R, or EDU 441S

EDU 491: Practicum Seminar (1 credits)

Practicum Seminar Students discuss curriculum, pedagogy, the professional standards for teachers, and critical issues in support of their success as future teachers. Additional Seminar topics include: the Candidate Assessment of Performance, creation of a professional teaching portfolio, and licensure.

Corequisite: EDU 497 or EDU 499

EDU 492: Pre-Practicum Seminar: Secondary (1 credits)

Pre-Practicum Seminar/ Secondary Students discuss curriculum, pedagogy, and critical issues in support of their success as future teachers.

Corequisite: EDU 441R

EDU 493: Practicum Seminar: Secondary (1 credits)

Practicum Seminar/ Secondary Students discuss curriculum, pedagogy, the professional standards for teachers, and critical issues in support of their success as future teachers. Additional Seminar topics include: the Candidate Assessment of Performance, creation of a professional teaching portfolio, and licensure.

Corequisite: EDU 494

EDU 494: Practicum in Secondary Biology (12 credits)

Students will complete a full-time, supervised practicum (student teaching) with seminar in a public school, grades 8-12, and will assume direct instructional and professional responsibilities as teachers. Practicum hours are earned over a 12-week period. A minimum of 300 hours are required. Requirements for Practicum are the same for students enrolled in the traditional or one-day program. Practicum allows the student to refine pedagogical and methodological skills necessary for exemplary teaching. Practicum students are supervised jointly by the school supervising practitioner and program supervisor. Students will have three observations and participate in a minimum of three conferences during the semester. Students must demonstrate competence on the Preservice Performance Assessment, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education. Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) and any other requirements as mandated by a school district. This course must be taken at Bay Path University.

Prerequisite: EDU 441R, Senior status, CGPA of 2.67 (B-) or better, passing scores on the Communication and Literacy Exam and Biology MTEL, and the approval of the department chair.

Corequisite: EDU 493

EDU 495: Practicum Seminar (1 credits)

Students discuss curriculum, pedagogy, professional standards for teachers, and critical issues in support of their success as future teachers. Additional Seminar topics include: the Candidate Assessment of Performance, creation of a professional teaching portfolio, and licensure. This course must be taken at Bay Path University.

Corequisite: EDU 496

EDU 496: Practicum: Severe Disabilities (All Levels) (12 credits)

Supervised practicum in severe special needs (All levels). This practicum involves full-time supervised teaching responsibilities in a public school classroom (PreK-12) or Chapter 766 approved school with learners with severe disabilities. It requires attendance at weekly seminars. A minimum of 300 hours are required over 12 weeks with at least 75 hours in an inclusive general education classroom at any level, and at least 150 hours in a setting with students with severe disabilities; the remaining 75 hours may be in either setting. A weekly seminar session, facilitated by a University program supervisor, will be incorporated into the practicum experience. Practicum (student teaching) allows the student to refine pedagogical, methodological, and management skills necessary for exemplary teaching, using the Massachusetts Curriculum Frameworks. Practicum students are supervised jointly by the school supervising practitioner (cooperating teacher) and program supervisor. Students will have a minimum of six observations and participate in conferences at regular intervals during the semester. Students must demonstrate competence on the Candidate Assessment of Performance, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education. This course must be taken at Bay Path University.

Prerequisite: EDU 441S, EDU 495, eligible for Initial license in Severe Disabilities Level All, Senior status, CGPA of 3.0 or better, passing scores on the Communication and Literacy Exam, General Curriculum exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.

EDU 497: Early Childhood Practicum (12 credits)

Students will complete a full-time, supervised practicum with seminar in a public school, grades K and 1-2, and will assume direct instructional and professional responsibilities as teachers. Students enrolled in EDU 497 must complete two public school placements, one in a kindergarten setting (minimum of 100 hours over a 4-week period) and the second in a grade 1 or 2 setting (minimum of 200 hours over an 8-week period). At least one of these settings must include children with special needs. A minimum of 300 hours are required over 12 weeks. A weekly seminar session, facilitated by a college program supervisor, will be incorporated into the practicum experience. Practicum (student teaching) allows the student to refine pedagogical, methodological, and management skills necessary for exemplary teaching, using the Massachusetts Curriculum Frameworks. Practicum students are supervised jointly by the school supervising practitioner and program supervisor. Students will have three observations and participate in a minimum of three conferences during the semester. Students must demonstrate competence on the Preservice Performance Assessment, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education. Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. This course must be taken at Bay Path University.

Prerequisite: EDU 441P, Senior status, CGPA of 3.0 or better, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.

Corequisite: EDU 491

EDU 498: Seminar (2 credits)

Facilitated by a college program supervisor, students discuss curriculum, pedagogy, and critical issues in support of their success as future teachers. Additional Seminar topics include the Preservice Performance Assessment, creation of a professional teaching portfolio, and licensure.

EDU 499: Elementary Education Practicum (12 credits)

Students will complete a full-time, supervised practicum with seminar in a public school, grades 1-6, and will assume direct instructional and professional responsibilities as teachers. Practicum hours are earned over a 12-week period. A minimum of 300 hours are required. Requirements for Practicum are the same for students enrolled in the traditional or TAWC program. Practicum (student teaching) allows the student to refine pedagogical, methodological, and management skills necessary for exemplary teaching, using the Massachusetts Curriculum Frameworks. Practicum students are supervised jointly by the school supervising practitioner and program supervisor. Students will have three observations and participate in a minimum of three conferences during the semester. Students must demonstrate competence on the Preservice Performance Assessment, based on subject and pedagogical knowledge and skills as defined by the Massachusetts Department of Elementary and Secondary Education. Students must provide their own transportation and will follow the public school calendar. Students must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. This course must be taken at Bay Path University.

Prerequisite: EDU 441Q, Senior status, cgpa of 3.0 or better, passing scores on the Communication and Literacy Exam, Foundations of Reading Exam, and subject exam of the Massachusetts Tests of Educator Licensure (MTEL), and the approval of the department chair.

Corequisite: EDU 491

EDU 506: Learning Theory and Designing Instruction for the Incl. Classroom (3 credits)

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 learning theories, 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.

EDU 520: Empowerment through Education (3 credits)

This course will examine effective ways to empower students to make real life connections with their academic material, by providing strategies and tips for teachers to continue the learning process outside the confines of the classroom. This course draws on the literature about teaching and learning in classrooms and the connection between ethnically diverse classrooms and the larger social context. To stimulate student involvement, the course will explore effective activities to engage family and community involvement, to establish partnerships and collaborations, to design inclusive environments, and to illustrate how to incorporate guest speakers and field trips into the curriculum and demonstrate the importance of empowering students in a social impact project.

EDU 521: Creating Collaborative Classrooms (3 credits)

This course will examine effective ways to empower students to make real life connections with their academic material, by providing strategies and tips for teachers to continue the learning process outside the confines of the classroom. This course draws on the literature about teaching and learning in classrooms and the connection between ethnically diverse classrooms and the larger social context. Students will develop plans on how to establish partnerships and collaborations and how to design inclusive environments.

EDU 544: Inclusive Elementary Mathematics Instruction and Asmt for Div Lrn (3 credits)

An in-depth examination of elementary mathematics content through The Guiding Principles and Learning Standards in the Mathematics Curriculum Framework, Massachusetts Department of Elementary and Secondary Education. Evidence-based instructional strategies to support learning basic number sense and numeration; numbers and operations; patterns, functions, and algebra; geometry and measurement; data analysis, statistics, and probability as appropriate to deepen understanding and excellence in pedagogical practice. The course also emphasizes integrating universal design for learning (UDL) to ensure learning is accessible and equitable for all students. Culturally and linguistically sustaining pedagogical practices and developmental theories related to childhood cognitive, social-emotional, and linguistic growth will be analyzed to inform developmentally appropriate instructional strategies and assessments. This course equips educators with the pedagogical knowledge and skills necessary to foster mathematical thought, problem-solving, and literacy development across the content area in the elementary classroom.

EDU 545: Inclusive Mathematics Instruction and Assessment for Div Lrn in EC (3 credits)

An in-depth examination of early childhood and elementary mathematics content through The Guiding Principles and Learning Standards in the Mathematics Curriculum Framework, Massachusetts Department of Elementary and Secondary Education. Evidence-based instructional strategies to support learning basic number sense and numeration; numbers and operations; patterns, functions, and algebra; geometry and measurement; data analysis, statistics, and probability as appropriate to deepen understanding and excellence in pedagogical practice. The course also emphasizes integrating universal design for learning (UDL) to ensure learning is accessible and equitable for all students. Culturally and linguistically sustaining pedagogical practices and developmental theories related to early childhood cognitive, social-emotional, and linguistic growth will be analyzed to inform developmentally appropriate instructional strategies and assessments. This course equips educators with the pedagogical knowledge and skills necessary to foster mathematical thought, problem-solving, and literacy development across the content area in the early childhood setting.

EDU 553: Pre-Practicum and Seminar I (0 credits)

Pre-practicum and seminar class meets a minimum of four times during the spring semester and is designed to prepare the early childhood education initial licensure candidate for the pre-practicum seminar II experience. PLEASE NOTE: A candidate needs to have enrolled and completed EDU 553 (spring course) and EDU 557 (summer course) in sequence order to enroll in a practicum. Even if you took EDU 553 in a previous semester, you must retake EDU 553 if you did not sequence it with EDU 557. Both of these courses are for zero credit and a grade is either pass or fail. Candidates must pass all required MTEL tests for the licensure sought, as well as, receive a passing grade in pre-practicum seminar I EDU 553 to be eligible for pre-practicum seminar II EDU 557.

EDU 554: Pre-Practicum and Seminar I (0 credits)

Pre-practicum and seminar class meets a minimum of four times during the spring semester and is designed to prepare the elementary education initial licensure candidate for the pre-practicum seminar II experience. PLEASE NOTE: A student needs to have enrolled and completed EDU 554 (spring course) and EDU 555 (summer course) in sequence order to enroll in a practicum. Even if you took EDU 554 in a previous semester, you must retake EDU 554 if you did not sequence it with EDU 555. Both of these courses are for zero credit and a grade is either pass or fail. Candidates must pass all required MTEL tests for the licensure sought, as well as, receive a passing grade in pre-practicum seminar I EDU 554 to be eligible for pre-practicum seminar II EDU 555.

EDU 555: Pre-Practicum and Seminar II (0 credits)

Pre-practicum hours begin at the beginning of the public school year (August/September). This experience provides the elementary education initial licensure candidate a consistent, supervised experience in a public school/Chapter 766 school setting. A minimum of 80 hours is required in the appropriate school setting beginning the first week of school August/September and ending the last week in September. Pre-practicum students are supervised jointly by the school supervising practitioner and university program supervisor. Students will have a minimum of one observation during the pre-practicum seminar II. A minimum of six weekly seminar classes will be offered between August and September.

Prerequisite: EDU 554, passing scores on all MTELEs for the license sought that need to be submitted to the elementary education program prior to beginning this course.

EDU 557: Pre-Practicum and Seminar II (0 credits)

Pre-practicum hours begin at the beginning of the public school year (August/September). This experience provides the early childhood education initial licensure candidate a consistent, supervised experience in a public school/Chapter 766 school setting. A minimum of 80 hours is required in the appropriate school setting beginning the first week of school August/September and ending the last week in September. Pre-practicum students are supervised jointly by the school supervising practitioner and university program supervisor. Students will have a minimum of one observation during the pre-practicum seminar II. A minimum of six weekly seminar classes will be offered between August and September.

Prerequisite: EDU 553, passing scores on all MTELEs for the license sought that need to be submitted to the elementary education program prior to beginning this course.

EDU 562: Inclusive Elementary English Language Arts Instruction and Asmt DL (3 credits)

An in-depth examination of elementary English Language Arts content through The Guiding Principles and Learning Standards in the English Language Arts and Literacy Curriculum Framework, Massachusetts Department of Elementary and Secondary Education. Evidence-based instructional strategies to support literacy and language development in the areas of foundational reading skills, speaking, listening, vocabulary, reading comprehension, and writing. The course also emphasizes integrating universal design for learning (UDL) to ensure learning is accessible and equitable for all students. Culturally and linguistically sustaining pedagogical practices and developmental theories related to childhood cognitive, social-emotional, and linguistic growth will be analyzed to inform developmentally appropriate instructional strategies and assessments. This course equips educators with the pedagogical knowledge and skills necessary to foster literacy development across the content area.

EDU 563: Inclusive English Language Arts Instruction and Asmt for Div Learners in EC (3 credits)

An in-depth examination of early childhood and elementary English Language Arts content through The Guiding Principles and Learning Standards in the English Language Arts and Literacy Curriculum Framework, Massachusetts Department of Elementary and Secondary Education. Evidence-based instructional strategies to support literacy and language development in the areas of foundational reading skills, speaking, listening, vocabulary, reading comprehension, and writing. The course also emphasizes integrating universal design for learning (UDL) to ensure learning is accessible and equitable for all students. Culturally and linguistically sustaining pedagogical practices and developmental theories related to early childhood cognitive, social-emotional, and linguistic growth will be analyzed to inform developmentally appropriate instructional strategies and assessments. This course equips educators with the pedagogical knowledge and skills necessary to foster early literacy development across the content area.

EDU 564: Inclusive Elementary Science Instruction and Asmt for Diverse Learners (3 credits)

An in-depth examination of elementary science, technology, and engineering content through The Guiding Principles and Learning Standards in the Science, Technology, and Engineering Curriculum Framework, Massachusetts Department of Elementary and Secondary Education. Evidence-based instructional strategies to support learning core scientific concepts across life, physical, and earth sciences, including technology/engineering, scientific inquiry, and safety in science investigations. The course also emphasizes integrating universal design for learning (UDL) to ensure learning is accessible and equitable for all students. Culturally and linguistically sustaining pedagogical practices and developmental theories related to childhood cognitive, social-emotional, and linguistic growth will be analyzed to inform developmentally appropriate instructional strategies and assessments. This course equips educators with the pedagogical knowledge and skills necessary to foster scientific thought, problem-solving, and literacy development across the content area in the elementary classroom.

EDU 565: Inclusive Science Instruction and Assessment for Div Lrn in EC (3 credits)

An in-depth examination of early childhood and elementary science, technology, and engineering content through The Guiding Principles and Learning standards in the Science, Technology, and Engineering Curriculum Framework, Massachusetts Department of Elementary and Secondary Education. Evidence-based instructional strategies to support learning core scientific concepts across life, physical, and earth sciences, including technology/engineering, scientific inquiry, and safety in science investigations. The course also emphasizes integrating universal design for learning (UDL) to ensure learning is accessible and equitable for all students. Culturally and linguistically sustaining pedagogical practices and developmental theories related to early childhood cognitive, social-emotional, and linguistic growth will be analyzed to inform developmentally appropriate instructional strategies and assessments. This course equips educators with the pedagogical knowledge and skills necessary to foster scientific thought, problem-solving, and literacy development across the content area in the early childhood setting.

EDU 566: Inclusive Elementary Social Studies Instruction & Asmt for Div Learners (3 credits)

An in-depth examination of elementary history and social science content through The Guiding Principles and Learning Standards in the History and Social Science Curriculum Framework, Massachusetts Department of Elementary and Secondary Education. Evidence-based instructional strategies to support learning core concepts of history, geography, government, arts, and economics in a society where we live, learn, and work together. The course also emphasizes integrating universal design for learning (UDL) to ensure learning is accessible and equitable for all students. Culturally and linguistically sustaining pedagogical practices and developmental theories related to childhood cognitive, social-emotional, and linguistic growth will be analyzed to inform developmentally appropriate instructional strategies and assessments. This course equips educators with the pedagogical knowledge and skills necessary to foster critical discourse, perspective-taking, research, analysis, and informed action in the elementary classroom.

EDU 567: Inclusive Social Studies Instruction and Asmt for Div Learners in EC (3 credits)

An in-depth examination of early childhood and elementary history and social science content through The Guiding Principles and Learning Standards in the History and Social Science Curriculum Framework, Massachusetts Department of Elementary and Secondary Education. Evidence-based instructional strategies to support learning core concepts of history, geography, government, arts, and economics in a society where we live, learn, and work together. The course also emphasizes integrating universal design for learning (UDL) to ensure learning is accessible and equitable for all students. Culturally and linguistically sustaining pedagogical practices and developmental theories related to early childhood cognitive, social-emotional, and linguistic growth will be analyzed to inform developmentally appropriate instructional strategies and assessments. This course equips educators with the pedagogical knowledge and skills necessary to foster critical discourse, perspective-taking, research, analysis, and informed action in the early childhood setting.

EDU 568: Practicum in Elementary Education with Seminar (9 credits)

For candidates seeking initial licensure in elementary education (approximately 16 weeks). Candidates complete a four-week, full-time, supervised pre-practicum (80 hours), immediately followed by a twelve-week practicum, minimum of 300 hours, in a public school setting. Candidates must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. A seminar accompanies the practicum experience. Practicum candidates are supervised jointly by the school supervising practitioner and university program supervisor. Candidates will have a minimum of six observations and must demonstrate competence of the Candidate Assessment of Performance (CAP), based on subject matter knowledge and the professional standards for teachers as defined by the Massachusetts Department of Elementary and Secondary Education. *Prerequisite: EDU 554, EDU 555, GPA of 3.0 or better; passing scores on the MTEL for Elementary Education; Communication and Literacy, General Curriculum and math subtest and Foundations of Reading; and the approval of the Education Department. Runs duration of fall semester with seminar.*

EDU 569: Year-long Internship in Elementary Education with Seminar (6 credits)

For candidates seeking initial licensure in elementary education (year-long experience from September to June) Candidates complete a year-long internship experience from September to June in a public school setting. Candidates must complete a CORI (Criminal Offense Records Investigation) check and any other requirement as mandated by a school district. A seminar accompanies the practicum experience. Practicum candidates are supervised jointly by the school supervising practitioner and university program supervisor. Candidates will have a minimum of eight observations and must demonstrate competence of the Candidate Assessment of Performance (CAP), based on subject matter knowledge and the professional standards for teachers as defined by the Massachusetts Department of Elementary and Secondary Education.

Prerequisite: EDU 554, EDU 555, GPA of 3.0 or better; passing scores on the MTEL for Elementary Education; Communication and Literacy, General Curriculum and math subtest and Foundations of Reading; and the approval of the Education Department. Candidates must complete the 6-credit EDU 569 course twice to meet degree requirements.

EDU 570: Special Topics in Grad Education (3 credits)

This is a special topics course in the area of graduate education.

EDU 571: Practicum in Early Childhood Education with Seminar (9 credits)

For candidates seeking initial licensure in early childhood education (approximately 16 weeks). Candidates complete a four-week, full-time, supervised pre-practicum (80 hours), immediately followed by a twelve-week practicum, minimum of 300 hours, in a public PreK-2 school setting. The first 12 weeks are spent in either a 1st or 2nd grade classroom. The last 4 weeks of the 16 week experience is spent in a kindergarten setting. Candidates must complete a CORI (Criminal Offense Records Investigation) check and any other requirements as mandated by a school district. A seminar accompanies the practicum experience. Practicum candidates are supervised jointly by the school supervising practitioner and university program supervisor. Candidates will have a minimum of six observations and must demonstrate competence of the Candidate Assessment of Performance (CAP), based on subject matter knowledge and the professional standards for teachers as defined by the Massachusetts Department of Elementary and Secondary Education.

Prerequisite: EDU 553, EDU 557, GPA of 3.0 or better, passing scores on the MTEL for Early Childhood Education; Communication and Literacy, Early Childhood and Foundations of Reading, and approval of the Education Department. Runs duration of fall semester with seminar.

EDU 573: Year-long Internship in Early Childhood Education with Seminar (6 credits)

Candidates complete a year-long Internship experience from September to June in a public PreK-2 school setting. The candidate spends three-quarters of the experience in either a 1st or 2nd grade classroom and one-quarter in a kindergarten setting. Candidates must complete a CORI (Criminal Offense Records Investigation) check and any other requirement as mandated by a school district. A seminar accompanies the practicum experience. Practicum candidates are supervised jointly by the school supervising practitioner and university program supervisor. Candidates will have a minimum of eight observations and must demonstrate competence of the Candidate Assessment of Performance (CAP), based on subject matter knowledge and the professional standards for teachers as defined by the Massachusetts Department of Elementary and Secondary Education.

Prerequisite: EDU 553, EDU 557, GPA of 3.0 or better, passing scores on the required MTELEs for Early Childhood Education; Communication and Literacy, Early Childhood and Foundations of Reading, and the approval of the Education Department. Candidates must complete the 6-credit EDU 573 course twice to meet degree requirements.