



**GRADUATE SCHOOL OF EDUCATION &  
COLLEGE OF LIBERAL ARTS & SCIENCES/ CENTER FOR ADULT LEARNING**  
School District Partnerships

*Accelerated Degree in Liberal Studies with an Education Concentration Leading to  
Elementary Education Urban Initiative (EEUI) leading to Initial Licensure (1-6) with Add License  
Preparation for English as a Second Language.*

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**BA, Liberal Studies with an Education Studies Concentration**

**Leading to:**

**Elementary Education Urban Initiative (EEUI)**

**Master of Education Degree in Elementary (1-6) Leading to Initial Teacher License with Add License  
Preparation for English as a Second Language (PreK-6) (43-47 credits)**

**Overview of Pathway:** This accelerated bachelor's to master's pathway facilitates the transition of students earning an associate degree at a partner Community College\* or via other Adult Learning pathways through bachelor's degree completion into the EEUI teacher residency program.

This program meets a need for licensure options for transfer students as well as a diverse teacher education workforce in surrounding communities. Students will earn a BS in Liberal Studies with an education studies concentration that prepares them for the rigor of the graduate program as well as with the content necessary to be successful in the MTELS.

Six credits of the bachelor's degree will also apply to the master's degree requirements, which accelerates the pathway and lessens the graduate course requirements in the initial semesters of the master's degree.

*\*Pathways from the associate's to the bachelor's degree will be designed within Lesley's academic policies in conjunction with community college partners.*

## **BS, Liberal Studies with an Education Studies Concentration (120 credits)**

### **Program of Study**

#### **I. Education Studies Concentration (30 credits)**

##### **Education Courses (18 credits):**

1. CEDUC 2401: Literacy Learning
2. CEDUC 2712: Writing for Educators
3. CEDUC 3995: Literature for Children
4. EEDUC 6001: Teaching Writing
5. \*\*EEDUC 5102: Teaching Elementary School Mathematics
6. \*\*EECLD 6001: Culturally Responsive Teaching OR  
\*\*ESPED 5037 Strategies for Inclusive Schooling

*\*\*Acceleration: Applies to M.ED.in Elementary (1-6) Leading to Initial Teacher License with Add License Preparation for English as a Second Language (PreK-6) (43-47 credits)*

##### **Liberal Arts Required Support Courses (12 credits)**

7. CPSYC 2437: Characteristics of Children and Youth with Special Needs
8. CMATH 1501: Problem Solving
9. CSOCL 4201: Social Issues in Education
10. AINTD 4002: Research Capstone

#### **II. Liberal Arts Foundation (42 credits)**

**Note:** One course below must meet Global Perspectives requirement and depth of study (3000 level).

1. Arts & Humanities 9 credits (*EEUI has language requirement*)\*\*\*
2. Fine and Performing Arts 3 credits
3. Writing 6 credits
4. Mathematics 3 credits
5. Natural Science 3 credits
6. Social Science 6 credits (*Recommended CPSYC 1401 Lifespan Development*)
7. Liberal Arts Electives 12 credits

*\*\*\*Two semesters of a language or second language experience required (Note: Somerville requires Spanish immersion. Students with other languages may seek placements in SEI districts. Students still needing language are encouraged to take Spanish.)*

#### **III. Elective Credits (48 credits)**

For more information:

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Graduate School of  
Education

<http://www.lesley.edu/prek-12-education-programs/>

## **ACCELERATED M.Ed. in ELEMENTARY EDUCATION (1-6) with ADD LICENSE PREPARATION for ENGLISH as a SECOND LANGUAGE (PreK-6) PROPOSED**

### **Elementary Education Urban Initiative (EEUI): District-Based Clinical Collaborative Program**

#### **Leading to Initial Teacher License in Elementary (1-6)<sup>^</sup>**

This program is designed to create a pathway to licensure for students enrolled in the BA, Liberal Studies with an Education Studies Concentration. While this program endorses candidates for only the elementary license, it prepares them well to add the English as a Second Language (ESL) license through a year-long internship in a diverse school/classroom, which includes field experiences in elementary with ESL, sheltered English immersion, or dual bilingual classrooms. Key competencies relating to culturally responsive teaching, equity, inclusion, differentiated instruction, interdisciplinary teaching, and a focus on common-core standards, are integrated throughout the program, as are related ESL competencies. The ESL-related courses, which focus on second language acquisition, linguistics, methods and assessment, add to the skills developed through the elementary courses to assure that candidates are well prepared to address the needs of English language learners no matter what program/classroom instructional model is in place.

The year-long internship aspect of the EEUI program more than addresses the 75-hour early field experience required for EEDUC 7733 Practicum and Seminar in Elementary Education (1-6). Early field experience is also integrated within the course EEDUC 6635 Theory and Practice: A Contemporary Context for Teaching.

The elementary portion of this program of study has been approved by the Massachusetts Department of Elementary and Secondary Education for Initial Teacher License in Elementary (1-6) in the Commonwealth of Massachusetts.

To obtain Massachusetts ESL licensure, students will need to apply for an Initial ESL license with the Department of Elementary and Secondary Education (DESE) and have passed the appropriate MTEL's. DESE also requires students to complete 150 hours in an ESL classroom to qualify for add ESL license. EEUI students will meet this requirement through a year-long placement in a district-based clinical setting.

**Program Prerequisite:** An approved child development course completed with a grade of B or better. Without such a course, students may be accepted into the program but must take EEDUC 5122 Development & Learning: Psycho-social Perspectives in Education in their first semester of study.

**Language Requirement:** Documentation of having earned a minimum of 3 college credits in a language other than English or equivalent must be submitted prior to program completion. For non-native English speakers, English is considered to be the foreign language.

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

*Program phases parallel the recommended course sequence. Any changes must be approved in consultation with academic advisor. Students meet for an advising support session following each phase, and more often if needed.*

Course Number	Course Title	Course Credits
<b>Phases I and II</b>		<b>15</b>
EEDUC 5102	Teaching Elementary School Mathematics* (taken as part of BA Degree)	3
EEDUC 6173	Literacy in the Disciplines*	3
EEDUC 5135	STEM Elementary School: Thinking with Evidence*	3
EEDUC 5136	Integrating Social Studies into the Elementary Classroom*	3
EMATH 6108	Constructing Mathematical Understanding for Number Theory*	3
<b>Phase III</b>		<b>12-16</b>
EEDUC 6635	Theory and Practice: A Contemporary Context for Teaching*	3
EECLD 6115	Sheltered English Instruction (PreK-6)* <i>Note: may be waived with documented state approved SEI endorsement</i>	4
EECLD 6001	Culturally Responsive Teaching* (taken as part of BA Degree or M.Ed)**	3
EECLD 6002	Essential Linguistics: What Every Teacher Needs to Know about Language	3
ESPED 5037	Strategies for Inclusive Schooling* (taken as part of BA Degree or M.Ed)**	3
<b>Phase IV</b>		<b>15</b>
EECLD 6004	First and Second Language Acquisition and Oral Development	3
EECLD 6007	Teaching English to Speakers of Other Languages: Literacy and Literature	3
EECLD 6012	Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities	3
EEDUC 7733	Practicum and Seminar in Elementary Education (1-6)	6
<b>Practicum prerequisite:</b> Satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL).*** This full-time, full-semester experience is accompanied by a weekly seminar and requires a field experience fee.		
<b>TOTAL CREDITS</b>	<b>Note: Variable credit only applies to SEI course EECLD 6115 Sheltered English Instruction</b>	<b>42-46</b>



Graduate School of Education ♦ 29 Everett Street ♦ Cambridge, MA 02138 ♦ [lesley.edu](http://lesley.edu)

**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](http://lesley.edu)

*\* Must be taken prior to EEDUC 7733, unless approved by academic advisor, and many courses include field-based assignments.*

**\*\*BA program includes a choice of EECLD 6001 or ESPED 5037 to be taken as part of Education Studies Concentration**

**\*\*\*For current information on state testing requirements for initial licensure programs, Massachusetts Test for Educator Licensure (MTEL)**

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.



## Program 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.

## Phases I & II Course Descriptions

### 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.

### EEDUC 5400 Literacy and Literature: Methods and Materials (1-6)

This course presents foundational principles of literacy development, assessment, and instruction in the elementary classroom. Methods for locating, evaluating, and teaching with high quality children's literature are embedded across the course. Emphasis is placed on theory to practice connections that support language arts learning in linguistically and culturally diverse classrooms. A multiliteracies framework highlights the roles that technology, the arts, and digital resources play in literacy learning. *Co-requisite: EDIAG 5100*

### EEDUC 5135 STEM 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.

### EMATH 6108 Constructing Mathematical Understanding for Number Theory

Participants develop a solid conceptual understanding of the branch of mathematics known as number theory. Topics include properties of prime, composite, abundant, deficient, and perfect numbers, divisibility rules, and the use of geometric and other representations for finding prime factorizations, and greatest common factors. Participants will also investigate the fundamental theorem of arithmetic, computing in different bases, and arithmetic progressions.

## Phase III Course Descriptions

### EEDUC 6635 Theory and Practice: A Contemporary Context for Teaching

This course invites examination of historical and contemporary educational issues in American education through an emphasis on field-based experiences and investigations of the social and historical forces that shape the character of schooling and the lives of students and teachers in elementary public school classrooms. As an enhancement to either internship or early field experience models, the course offers wide site-based opportunities for reflection, sense-making, and deeper understanding of the Professional Standards for Teachers.

### 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.

### 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.

### ESPED 5037 Strategies for Inclusive Schooling

This course provides an overview of instructional and curricular strategies for students with disabilities in inclusive schools. Theory and effective practices are presented in relation to the educational, social, and academic components of classrooms. The course reviews the historical and legal perspectives of special education, the Individualized Education Plan, effective collaboration, and models of inclusion.

## Phase IV Course Descriptions

### 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*

### EECLD 6007 Teaching English to Speakers of Other Languages: Literacy and Literature

This is a hands-on course dedicated to using outcome-based TESOL standards in multilingual/multicultural context for teaching reading, writing, and spelling in English to CLD students who are at different levels of English proficiency. Teachers acquire, evaluate, adapt, and develop materials that are responsive to the language proficiency level and cultural diversity of students in a classroom that fosters critical thinking skills and respect for all. Participants are expected to read, evaluate, and use a variety of K-8 children's literature and to learn to continuously assess and adjust their own language usage in the classroom in order to maximize student comprehension and verbal participation. *Prerequisite: EACLD 5500 or EECLD 6002*

### EECLD 6012 Assessment for Equity and Inclusion of CLD Learners: Linguistic/Cultural Differences and Disabilities

Appropriate assessment is essential to understanding and documenting standards-based learning and the process of distinguishing learning disabilities from language differences. Second language proficiency assessment is the primary focus of this course. Participants gain the skills to administer language assessments, monitor progress, interpret results, and incorporate them into instruction. Potential linguistic and cultural biases in assessment instruments, including biases in standardized tests, are analyzed. Students are required to practice with alternative assessment measures, including portfolio and other authentic measurements. *Prerequisite: EECLD 6002 or EACLD 5500*

### 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: Satisfactory completion of appropriate Massachusetts Tests for Educator Licensure (MTEL). Permission required.*

Roxbury Community College		Lesley University	
Associates of Arts in Liberal Arts		Bachelor of Arts in Liberal Studies w/ Education Studies Conc	Credits
ACS 102: The College Experience	3	Liberal Arts Elective	3
ENG 101: English Composition I	3	CWRIT 1101: English Composition	3
MAT College Level Mathematics	3	CMATH Requirement	3
HUM/ENG/LAN Humanities, English or Language Elective	3	Liberal Arts Elective	3
LAN Foreign Language I	3	Humanities Requirement	3
ENG 102: English Composition II	3	CLITR 1100: Writing and the Literary Arts	3
SSI Social Science Elective	3	Social Science Requirement	3
HUM/ENG/LAN Humanities, English or Language Elective	3	Liberal Arts Elective	3
LAN Foreign Language II	3	Humanities Requirement	3
Elective	3	Elective	3
SSI 102 or SSI 102: World History	3	Humanities Requirement	3
ENG Literature Elective	3	Liberal Arts Elective	3
SCI Laboratory Science Elective	4	Science Requirement	4
SSI Social Science Elective	3	Social Science or Liberal Arts Elective	3
Elective	3	Elective	3
SCI Lab Science Elective	4	Elective	4
Electives	12	Electives	12
Total Credits	62		62

**Suggested/Possible:**

HUM course in the Fine Arts (ex: Piano, Drawing, Acting, Voice Wksp)
SSI 209: Human Growth and Development
Additional MAT College Level Math class

Education Studies Concentration Courses	
CEDUC 2401: Literacy Learning	3
CPSYC 2437: Characteristics of Children and Youth Spec. Needs	3
CEDUC 2712: Writing for Educators	3
CEXTH 2623: Principles of Expressive Therapy	3
CEDUC 3373: Developmental Experiences Math/Science	3
CEDUC 3420: Language Arts, Social Studies, and Technology	3
CSOCL 4201: Social Issues in Education	3
AINTD 4002: Research Capstone	3
EEDUC 5102: Teaching Elementary School Math	3
EECLD 6001: Culturally Responsive Teaching OR	3
ESPED 5114: Designing Instruction for the Inclusive Classroom	

**Required Additional Liberal Arts (take Lesley Online or BHCC)**

Global Perspectives Requirement	3
Fine Arts Requirement	3

**Credit Summary**

Associate Degree Transfer	62
Lesley Liberal Arts Major - Education Studies Concentration	30
Required Liberal Arts	6
Remaining Electives	22
Total	120

Liberal Arts Courses Needed		CR
CMATH 1501 Problem Solving		3
CDRAM 2070 Movement and Improvisation		3
CMUSC 3339 World Music: Folk and Popular		3