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COURSE DESCRIPTIONS

EECLD 6001: Culturally Responsive Teaching
This course establishes the exploration of culture, equity, and access as the foundation for effective family and community engagement in education. The course aims to support teachers as they create meaningful and responsive teaching and learning for culturally and linguistically diverse students. A critical theoretical lens is used to explore the teacher, school and family partnership within a larger school, community, and societal context. Sociopolitical and historical perspectives are used to examine the civil rights and educational needs of students and families, and the ways that prejudice, culture, language diversity, and socioeconomic factors influence academic success, or lack of it, within the current system and under the current policies. Historical case studies and exploration of contemporary issues in equity and achievement are used to deepen understanding of the impact of culture on learning and school achievement for under-represented groups in the United States. This knowledge is used in planning and cultivating culturally responsive instruction and communication with families and communities.

EECLD 6002: Essential Linguistics
This course takes a practical approach to the study of linguistics and of English as a new language with implications for teaching reading, writing, and grammar in monolingual or multilingual contexts. The basic nature of language, oral and written language, 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 students’ first languages and English as a new language are examined and used in planning for learning. Participants will explore their own culture to deepen their understanding of the interdependency of language & culture.

EECLD 6003: Family and Community Engagement
This course builds on concepts introduced in EECLD 6001 Culturally Responsive Teaching (which is a course prerequisite), to strengthen students’ theoretical and practical understandings of the role of families and communities in schooling. A critical theoretical lens (e.g. that non-dominant communities have forms of cultural capital that are not recognized in formal institutions like schools) is used to examine existing barriers and impediments to effective parent, family, and community engagement in schools. The course additionally focuses on ways to develop, improve and maintain effective parent and community engagement in education. The course will challenge students to understand and prepare for community-driven systemic educational reform. Through an action-research inquiry project, students will apply an ecological model of parent engagement to their own contexts, in which parents are centrally engaged in multifaceted and varied aspects of school life. Prerequisite: EECLD 6002

EECLD 6004: First & Second Language Acquisition & Oral Language 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 multilingual/multicultural contexts. A primary focus of this course is the development of effective culturally responsive and research-based language learning strategies and engaging methods for listening and speaking two or more languages. TESOL/NCATE standards (2010) are used in lesson planning and evaluation of second language. Instructional materials including realia and a variety of media are also used.

EECLD 6007: TESOL: Literacy and Literature
This course is dedicated to using outcome-based TESOL standards in multilingual/multicultural contexts for teaching reading and writing to culturally and linguistically diverse (CLD) students who are at different levels of English proficiency. It will also include research on literacy instruction for English Learners as well as for those students with limited or interrupted formal education. 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. Educational topics in language and literacy are addressed, including concerns for reading, writing, academic English and language assessments. Linguistic and cultural diversity and second language acquisition are considered throughout the course. Prerequisite: EECLD 6002

EECLD 6010: TESOL in Content Areas: Engaging Students
This course outlines key factors affecting second language acquisition (SLA) and the implications of SLA and cultural differences on instruction and classroom organization, particularly in relation to content area instruction. The course is designed to equip participants with essential knowledge and skills to effectively plan and implement standards-based content lessons for English Language Learners (ELLs) by using sheltered content instruction methodologies appropriate for different levels of English proficiency. Prerequisite: EECLD 6002

EECLD 6012: Assessment for Equity and Inclusion of Bilingual Learners
Appropriate assessment is essential to understanding and documenting standards-based learning in understanding and speaking English as a second/new language and the process of distinguishing learning (dis)abilities from languages 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 assessments. Prerequisite: EECLD 6002

EARED 6003 An Arts Approach to Multicultural Education
This course will explore the arts as a tool to raise awareness about cultural difference in the context of pedagogical practices. Following a carefully designed developmental process, students will first focus on their own cultural identity, perspectives, ideas, and practices. The students’ understanding of their own social location will be the basis for the study of multicultural education in its historical and political context. Finally, students will be able to apply their knowledge in the creation of educational and community environments that promote multicultural understanding and collaboration.

EARED 5009 Drama as Critical Multimodal Literacy
Drama, as a critical multimodal literacy, utilizes arts-based learning to bridge literacy skills with meaningful community actions in and out of schools. Critical multimodal literacies across the curriculum engage learners in critical questioning, exploring language as social practice, and incorporating spoken, written, visual, and spatial texts. Integrating drama into multiple subjects, such as social studies and language arts, scaffolds learning for students learning the language of instruction and contributes to equity and inclusion in education.
EEDUC 6032 Exploring Nonfiction in 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. His 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.

EEDUC 6174 Literature for Children, Tweens, and Teens in a Diverse Society  
This course explores the range of literature published for today’s young readers as well as the many roles that literature can play in home, community, and school settings. Participants will learn strategies for locating high quality children’s books in different genres; practice with criteria for evaluating books for quality, complexity, and utility; and be introduced to strategies for incorporating children’s books across the curriculum. Special attention is paid to the need for diverse voices and representations in children’s literature and to the potential books hold to build cultural competencies and connections.

EEDUC 5131 Developments in Cultural Contexts  
The purpose of this course is to support teachers in establishing nuanced, critical perspectives on the construct of human development across cultures and experiences. Teachers will examine various elements of development (physical, symbolic thinking, language development, social and moral development) under a critical, multicultural lens in order to develop deeper understandings of children, and the diversity of developments across the world. This work will be done through readings, discussions, observations, and collaborations.

EEDUC 6100 Adolescent Development  
This course on adolescent development focuses on understanding how cognitive theory and neuroscience can be applied in educational settings. Understanding how adolescents learn allows teachers to do the best possible job in supporting students’ academic achievement. This course also examines adolescent development in the areas of language, memory, sensory perception and attention. The roles of emotion in learning will be explored, along with moral and social development, including changes in adolescent’s interpersonal relationships with family and peers.

ESPED 5037 Strategies for Inclusive Schooling  
This course prepares prospective elementary teachers for the complex diversity of the inclusive classroom. It addresses the legal foundations and principles of special education, as well as the implementation of instructional strategies, adaptations, and supports for students with diverse learning needs. It includes introduction to universal design for learning, differentiated instruction, and appropriate instructional strategies for IEP implementation. The course reviews the historical and legal perspectives of special education from a social justice perspective.

EECLD 705 Practicum and Seminar in ESL (5-12)  
This is a full time, full-semester practicum in ESL/TESOL (5-12) under the supervision of a TESOL/ESL supervising practitioner and university program supervisors in TESOL/ESL. The practicum is accompanied by a weekly seminar addressing issues in the field of second language learning education, classroom practices, and action research. Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required.

EECLD 7006 Practicum and Seminar in ESL (PreK-6)  
This is a full time, full-semester practicum in ESL/TESOL (PreK-6) under the supervision of a TESOL/ESL supervising practitioner and university program supervisors in TESOL/ESL. The practicum is accompanied by a weekly seminar addressing issues in the field of second language learning education, classroom practices, and action research. Prerequisite: Completion of a 75-hour early field experience, required pre-practicum courses, and MTEL requirements. Permission required.

Effective: CY19-20  
EME.2630 (PreK-6)  
EME.2631 (5-12)