

**Center for Equity in Urban Education  
Bachelor’s Completion Program: ESL, Grades 5-12 (Licensure)**

**15-week, 8- semester, 33-month ESL, 5-12 Licensure Program, 51-60 credits  
Delivery Models**

- F2F 4-hour classes evenings or Saturdays
- Hybrid program with **one** 4-hour F2F and **one** synchronous or asynchronous online course each session
- Low residency program with one F2F class during Sessions 1, 3, 5, 7, and 9 or any combination of the ten sessions with online courses.

Year One, ESL, 5-12, Traditional 15-Week Semester		
First Course		
Fall-Year One	Spring-Year One	Summer-Year One
<i><b>EDU 1001 Introduction to Urban Education (3)</b></i>	<i><b>PSY 2104 Children’s Learning and Development (3)</b></i>	<i><b>EDU 4407 Bilingualism and Applied Linguistics (3)</b></i>
Ten hours of prepracticum required.	Ten hours of prepracticum required.	No prepracticum.
Prerequisite: None	Prerequisite: EDU 1001	Prerequisites: EDU 1001, PSY 2104, EDU 3109
Second Course		
Fall-Year One	Spring-Year One	Summer-Year One
<i><b>EDU 1008 Writing for Educators (3)</b></i>	<i><b>EDU 3109 Students with Special Needs (3)</b></i>	<i><b>EDU 3502 Issues in ESL (3)</b></i>
No prepracticum.	Ten hours of prepracticum required.	No prepracticum.
Prerequisite: None	Prerequisites: EDU 1001, PSY 2104.	Prerequisites: EDU 1001, PSY 2104, EDU 3109
Year Two, ESL, 5-12, Traditional 15-Week Semester		
First Course		
Fall-Year Two	Spring-Year Two	Summer-Year Two
<i><b>EDU 4908 Developing Language &amp; Lit. I (3)</b></i>	<i><b>EDU 4909* Developing Language &amp; Lit. II (3)</b></i>  <i><b>EDU ____ Trauma-Informed Practice</b></i>	<i><b>SOC 3106 Racial and Cultural Groups OR SPA 4102 Hispanic Cultures in the US</b></i>

CEUE Bachelor's Completion Program: ESL, Grades 5-12

	<b>(3)</b> No prepracticum. Prerequisite: None	<b>(3)</b>
Five hours of prepracticum required.	*Five hours of prepracticum required.	No prepracticum.
Prerequisites: EDU 1001, PSY 2104, EDU 3109	*Prerequisites: EDU 1001, PSY 2104, EDU 3109, EDU 4908	Prerequisite: None
<b>Second Course</b>		
<b>Fall-Year Two</b>	<b>Spring-Year Two</b>	<b>Summer-Year Two</b>
<b><i>EDU 3300</i></b> <b><i>Middle &amp; Secondary Curriculum</i></b> <b><i>(3)</i></b>	<b><i>EDU 3505</i></b> <b><i>ESL Methods</i></b> <b><i>(3)</i></b>	<b><i>EDU 3101</i></b> <b><i>Writing Workshop</i></b> <b><i>(3)</i></b>
Ten hours of prepracticum required.	Ten hours of prepracticum required.	No prepracticum.
Prerequisites: EDU 1001, PSY 2104, EDU 3109	Prerequisites: EDU 100, PSY 214, EDU 319, PSY 335, EDU 447	Prerequisites: EDU 1001, PSY 2104
<b>Year Three, ESL, 5-12, Traditional 15-Week Semester</b>		
<b>Fall-Year Three</b>	<b>Spring-Year Three</b>	<b>Summer-Year Three</b>
EDU 4503A Practicum and EDU Capstone (12)  AND/OR Core, elective credits (0-9)	EDU 4503A Practicum and EDU Capstone (12)  AND/OR Core, elective credits (0-9)	

### Course Sequence At-a-Glance

Fall I	Spring I	Summer I	Fall II	Spring II	Summer II	Fall III	Spring III
EDU 1001 (3)	PSY 2104 (3)	EDU 4407 (3)	EDU 4908 (3)	EDU 4909 (3)	SOC 3106 or SPA 4102 (3)	EDU 4503A and EDU Capstone (12)	EDU 4503A and EDU Capstone (12)
EDU 1008 (3)	EDU 3109 (3)	EDU 3502 (3)	EDU 3300 (3)	EDU 3505 (3) EDU____ Trauma (3)	EDU 3101 (3)	OR Core, elective credits (3-12)	OR Core, elective credits (3-12)

### Course Descriptions

#### **EDU 1001 Introduction to Urban Education (3)**

*Course description pending.*

#### **EDU 1008 Writing for Educators (3)**

Educators of the twenty-first century must have a command of written communication. EDU 108 introduces prospective teachers to the demands of the profession in terms of written communication. Extensive skill practice and mastery are the hallmarks of this course. The course aims to teach students to become more conscious and aware of themselves as writers; to write clear and interesting prose; to defend and support their positions or beliefs in writing and in speech. Individual and group assistance on the mechanics of English (spelling, punctuation, capitalization) will be a major focus of this course.

#### **EDU 3109 Students with Special Needs (3)**

The successful inclusion of students with moderate disabilities is approached through lectures, readings, discussions, and activities designed to help participants gain an understanding of a variety of handicapping conditions, the laws which ensure educational equity for students with special needs, and general instructional and curricular modifications that teachers may be expected to make for students with special needs. Ten hours of fieldwork required.

Prerequisites: EDU 100, PSY 214.

**EDU 3101 Writing Workshop (3)**

This course examines the essentials of writing and the structures and changing curricula of the teaching of writing. Teacher and student modeling during drafting, revision, conferring, editing, and publishing are demonstrated; interactive and guided writing is modeled. Students prepare and present mini-lessons and mini-inquiries based on the Massachusetts English Language Arts Framework. Picture books are used as mentor pieces to study the craft of authors. Selected genres include: memoir, poetry, and nonfiction. Prerequisites: EDU 1001, PSY 2104.

**EDU 3300 Middle and Secondary Curriculum (3)**

This course examines Frameworks-based curricula for middle and secondary grades, as well as the culture of middle and secondary schools as shaped by basic educational purposes, school governance structure, the presence of adolescents, successive reform movements, and divergent parental expectations. Comprehensive analyses are emphasized: How did middle and secondary schools come to be the way they are, and should they remain that way? What forces have carved the present curriculum? Ten hours of fieldwork required. Prerequisites: EDU 1001, PSY 2104, EDU 3109.

**EDU 3502 Issues in E.S.L./Bilingualism (3)**

This course analyzes issues relating to bilingualism and the field of English as a Second Language/Bilingual Education. Students explore the historical, political, philosophical, sociological, legislative, and judicial context of programs for bilingual learners. Educational models for developing bilingual proficiency are studied, including those that integrate special needs and typical students. The crucial role of culture in the process of educating language minority students is a major focus. Prerequisites: EDU 1001, PSY 2104, EDU 3109.

**EDU 3505 Methods in Teaching English as a Second Language (3)**

E.S.L. methodologies are explored and demonstrated. Students learn to assess E.S.L. skills, to plan appropriate oral and written instructions, and to evaluate E.S.L. materials. Observation of E.S.L. methodology as implemented in classrooms is a central theme. Application of E.S.L. across the curricular areas of social studies, math, and science, plus the integration of special needs and typical E.S.L. learners, are explored. Ten hours of fieldwork required. Prerequisites: EDU 101, EDU 3109, EDU 4407.

**EDU 4407 Bilingualism and Applied Linguistics (3)**

A foundation in English linguistics (morphology, phonology, pragmatics, semantics, and syntax) is the basis for the subsequent study of language acquisition. Theories and principles of typical

and atypical first and second language acquisition are examined. Application of relevant research in work with early childhood, special needs, E.S.L., foreign language, and reading classrooms is explored. Prerequisites: EDU 1001, PSY 2104, EDU 3109.

**EDU 4503A ESL 5 – 12 Initial Practicum**

**EDU XXXX Trauma-Informed Practice (3)**

*Course description pending.*

**EDU 4908 Language and Literacy Development I (3)**

Part I of this course will examine three pillars of the reading process: Phonemic Awareness, Word Work and Vocabulary. The goal of the course is to assist students in understanding the complex processes involved in reading, while developing instructional approaches that will support all readers. The course will also investigate the importance of integrating reading, writing, listening and speaking into daily instruction. Students will do research, design lesson plans, and create a plan for integrated lessons using research-based best practices that will support all students' literacy development. The course emphasizes a balanced approach to reading instruction that will enhance student comprehension. Five hours of fieldwork are required.

**EDU 4909 Language and Literacy II (3)**

Part II of this course focuses on approaches to and classroom assessment of Fluency and Comprehension. Writings by Adams, Calkins, Clay, Fountas and Pinnell, and Cooper develop the topics that help teachers master the English Language Arts Framework. Prerequisite: EDU 4908.

**EDU XXXX Capstone – Service Learning in City Schools**

*Course description pending.*

**PSY 2104 Children's Learning and Development (3)**

An examination of the characteristics of children and adolescents who follow typical and atypical patterns of development is the focus of this course. It introduces students to theories of development and learning and looks at ways to observe learning experiences for students with a range of ability levels and learning styles. Ten hours of fieldwork required. Prerequisite for students in the pre-education sequence: EDU 1001.

**SOC 3106 Racial and Ethnic Groups (3)**

Students will examine the relationships between dominant and subordinate groups in the United States. Concepts of cultural and racial pluralism, immigrant experiences, and adaptation

will be included. Selected groups will be studied in depth. This course satisfies the culture outcome.

**SPA 4102 Hispanic Cultures in the United States (3)**

In this course, students will explore the Cuban, Puerto Rican, Mexican, and Central American people and their culture as it relates to life in the respective countries and on the U.S. mainland. They will study issues of religion, identity, discrimination, injustice, oppression, and resistance, and contemporary social and political issues through a variety of texts of fiction, non-fiction, and video. This course satisfies the culture outcome. Juniors and seniors only.