

Center for Equity in Urban Education
Bachelor’s Completion Program in Education: Moderate Disabilities
PreK-8, 5-12 (Licensure)

**OPTION TWO: 15-week, 8- semester, 33-month Moderate Disabilities,
 Pre-K -8 and 5-12 Licensure Program, 54 cr.**

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, Moderate Disabilities, Pre-K-8 And 5-12 Traditional 15-Week Semester First Course		
Fall-Year One	Spring-Year One	Summer-Year One
<i>EDU 1001</i> <i>Introduction to Urban Education</i> (3)	<i>PSY 2104</i> <i>Children’s Learning and Development</i> (3)	<i>MAT 1006</i> <i>Math for Educators</i> (3)
Ten hours of prepracticum required.	Ten hours of prepracticum required.	No Prepracticum.
Prerequisite: None	Prerequisite: EDU 1001	Prerequisites: _____
Second Course		
Fall-Year One	Spring-Year One	Summer-Year One
<i>EDU 1008</i> <i>Writing for Educators</i> (3)	<i>EDU 3109</i> <i>Students with Special Needs</i> (3)	<i>EDU 3805</i> <i>Inquiry-based Science Methods</i> (3)
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, Moderate Disabilities, Pre-K-8 And 5-12, Traditional 15-Week Semester First Course		
Fall-Year Two	Spring-Year Two	Summer-Year Two

CEUE Bachelor's Completion Program: Moderate Disabilities, PreK-8 and 5-12

<i>EDU 4908 Developing Language & Lit. I (3)</i>	<i>EDU 4909 Developing Language & Lit. II (3)</i>	<i>EDU 4306 Social Studies Methods (3)</i>
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
Second Course		
Fall-Year Two	Spring-Year two	Summer-Year Two
<i>EDU 3004 Teaching of Math Methods (3)</i>	<i>EDU ____ Trauma-Informed Practice (3)</i>	<i>EDU 3101 Writing Workshop (3)</i>
Ten hours of prepracticum required.	No prepracticum.	No prepracticum.
Prerequisites: EDU 1001, PSY 2104, EDU 3109	Prerequisites:	Prerequisites: EDU 1001, PSY 2104
Year Three, Moderate Disabilities, Pre-K-8 And 5-12, Traditional 15-Week Semester First Course		
Fall-Year Three	Spring-Year Three	Summer-Year Three
<i>EDU 3402 Assessment of Students (3)</i>	<i>Spring EDU 4508A Moderate Disabilities, PreK-8 Initial Practicum OR EDU 4608 Moderate Disabilities, 5-12 Initial Practicum (9)</i>	
Five hours of prepracticum.		
Prerequisites: EDU 1001, PSY 2104, EDU 3109		
Second Course		
Fall-Year Three	Spring-Year Three	Summer-Year Three
<i>EDU 3403 Models of Inclusion (3)</i>	<i>EDU ____ Capstone-Service Learning in City Schools (3)</i>	
Ten hours of prepracticum.		
Prerequisites: EDU 1001, PSY 2104, EDU 3109		

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)	MAT 1006 (3)	EDU 4908 (3)	EDU 4909 (3)	EDU 4306 (3)	EDU 3402 (3)	EDU 4508A OR EDU 4608 (9)
EDU 1008 (3)	EDU 3109 (3)	EDU 3805 (3)	EDU 3004 (3)	EDU ____ Trauma (3)	EDU 3101 (3)	EDU 3403 (3)	EDU Capstone (3)

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 3004 Methods of Teaching Mathematics (3)

This course examines elementary and middle school math curricula (N-9) and includes opportunities for students to practice teaching math skills and concepts. Implementation of N.C.T.M. Standards and the Massachusetts Mathematics Curriculum Framework, use of concrete materials, and the importance of problem solving are emphasized. Ten hours of fieldwork required. Prerequisites: EDU 1001, PSY 2104, EDU 3109.

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 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 1001, PSY 2104.

EDU 3402 Assessment of Students (3)

The focus of this course is to investigate assessment instruments for students with and without special needs. Students select, administer, and interpret nondiscriminatory assessment instruments and learn to use this information to develop curricula and implement appropriate instructional strategies for students with mild and moderate special needs. The use of augmentative and alternative communication and other assistive technologies is a key focus area. Students learn to develop I.E.P. from assessment date. Five hours of fieldwork required.

Prerequisites: EDU 1000, PSY 2104, EDU 3109.

EDU 3403 Models of Inclusion (3)

This course will explore various models of organizing services and for providing programming for students with moderate disabilities within the regular education classroom. Instructional strategies and techniques of inclusion along with practical suggestions for classrooms will be investigated. Students will develop plans for various age level classrooms. They will also be introduced to consultation responsibilities with regular education teachers in order to implement strategies in varied classroom settings. Ten hours of fieldwork required.

Prerequisites: EDU 1000, PSY 2104, EDU 3109.

EDU 3805 Inquiry-Based Science Methods (3)

This course introduces the inquiry approach to the teaching and learning of science, utilizing national and state standards for curriculum and instruction. The course emphasizes questioning methods and alternative assessment. Prerequisites: EDU 1001, PSY 2104, EDU 3109.

EDU 3600 Seminar in Professional Education (3)

The intent of this seminar is to provide time for students to reflect on their student teaching experience. This course will provide opportunities for students to discuss with their colleagues their current classroom experiences. The seminar's focus is twofold: to assist the student with the development of his/her individual portfolio, and to discuss various current and important topics that impact teachers. Various pedagogical approaches will be used, including films, speakers, and group discussions. Prerequisites: All pre-practicum coursework and fieldwork for the license sought. This course must be taken only in conjunction with the initial practicum.

EDU ____ Capstone-Service Learning in City Schools (3)

Course description pending.

EDU 4306 Social Studies Methods (3)

This course prepares teacher candidates to develop standards-based curriculum experiences in history, economics, political science, and geography for students PreK-Grade 8 for students with and without special needs and ELLs. While there is no fieldwork for this course, a visit to a field trip site will be necessary to prepare a lesson plan for a class visit. Prerequisites: EDU 1001, PSY 2104, EDU 3109.

EDU 4308 No-Fault Classroom Management (3)

Beyond the content standards and carefully crafted lessons, there is an entire set of skills and understandings that when mastered will guarantee that you will be a successful teacher of successful students; strategies which can be applied at any time of the year, at any grade level. This part I of a two part course offers what experienced teachers learn after years in the classroom: proven strategies for organizing and managing a busy learning environment, the development of self-regulation and emotional control in children and adolescents, and how effective management and problem-solving can turn even the most hard-to-control students into willing collaborators in learning.

EDU ____ Trauma-Informed Practice (3)

Course description pending.

EDU 4508A Teacher of Students with Moderate Disabilities (PreK-8); Initial Practicum (9)

EDU 4608 Teach of Students with Moderate Disabilities (5-12); Initial Practicum (9)

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.

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.