# Feinstein School of Education and Human Development

Undergraduate Degree Programs

(*see also* Undergraduate Certificate Programs (p. 52))

Gerri August, Co-Dean

Julie Horwitz, Co-Dean

Lisa Owen, Associate Dean

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| --- | --- | --- |
|  | **Degree** | **Concentration** |
| Community Health and Wellness (p. 141) | B.S. | Community and Public Health Education |
|   |   | Health and Aging |
|   |   | Recreation and Leisure Studies |
|   |   | Wellness and Movement Studies |
|   |   | Women’s Health |
| Early Childhood Education (p. 144) | B.S. | Concentration in Teaching(Certification for PreK–Grade 2) |
|  | B.S. | Concentration in Community Programs |
|   | B.S. | Concentration in Birth to Three  |
|  | **Degree**  | **Content Major** |
| Elementary Education (p. 149) | B.A. | English (Certification for Grades 1–6) |
|   | B.A. | General Science (Certification for Grades 1–6) |
|   | B.A. | Mathematics (Certification for Grades 1–6) |
|   | B.A. | Multidisciplinary Studies (Certification for Grades 1–6) |
|   | B.A. | Social Studies(Certification for Grades 1–6) |
|  | B. S. | Concentration in Special Education (see options under Special Education) |
|   |
|  | **Degree** | **Major** |
| Health Education (p. 155) | B.S. |   |
| Physical Education (p. 157) | B.S. |   |
| Secondary Education (p. 160) | B.A. | Biology |
|   | B.A. | Chemistry |
|   | B.A. | English |
|   | B.A. | General Science |
|   | B.A. | History |
|   | B.A. | Mathematics |
|   | B.A. | Physics |
|   | B.A. | Social Studies |
| Special Education (p. 166) | B.S. | Mild/Moderate Disabilities, Elementary School Level |
|   | B.S. | Mild/Moderate Disabilities, Elementary School Level, and Severe Intellectual Disabilities |
|   | B.S. | Severe Intellectual Disabilities, Ages Three to Twenty-One |
|   | **Degree**  | **Teaching Concentration**  |
| Technology Education (p. 171) | B.S. | Concentration in Teaching |
|   | B.S. | Concentration in Applied Technology |
| World Languages Education  (p. 172) | B.A.  | French, Portuguese, Spanish  |
| Youth Development (p. 176) | B.A. |   |

Elementary Education B.S.

Admission Requirements

Admission requires the successful completion of FYW 100 or FYW 100P (with a minimum of B), BIOL 100 (with a minimum of C), MATH 143 (with a minimum of C), FNED 101 and FNED 346 (both with a minimum of B), completion of basic skills test (CORE: Math, Reading, Writing) or SAT or ACT, and an overall GPA of 2.75.

Retention Requirements

1. A minimum overall GPA of 2.75 each semester.

2. A minimum grade of B- in ELED 202 (or SPED 202), and recommendation to continue from the instructor.

3. A minimum grade of B- in all coursework, including an “acceptable” rating on primary course artifact. Courses in the department may be repeated once with a recommendation to retake from the previous instructor.

4. A minimum grade of C in all prerequisite courses offered in the Faculty of Arts and Sciences.

5. Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior.

Students must maintain acceptable standing in academic work, fieldwork, and demonstrate consistent professionalism (as described above), or risk suspension from the B.S. in Elementary Education program with teaching concentration in Special Education.

Course Requirements

Cognates

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 100 | Fundamental Concepts of Biology | 4 | F, Sp, Su |
| MATH 143 | Mathematics for Elementary School Teachers I | 4 | F, Sp, Su |
| MATH 144 | Mathematics for Elementary School Teachers II | 4 | F, sp, Su |
|  |  |  |  |
|  |  |  |  |
| PHYS 120 | Extraorinary Physics of Ordinary Things | 4 | Sp |
| GEOG 200 | World Regionalk Geography | 4 | F, Sp |
|  | -Or- |  |  |
| POL 202 | American Government | 4 | F, Sp, Su |

Note: BIOL 100 (NS), MATH 144 (M), PHYS 120 (AQSR), GEOG 200 or POL 202 (SS) all also apply to General Education requirements.

Note: . If taking GEOG 200 then must choose HIST 107 from the General Education History distribution. If taking POL 202 any HIST General Education is accepted.

Note: All cognates require a minimum grade of C.

Course Requirements

Professional Courses

|  |  |  |  |
| --- | --- | --- | --- |
| ELED 202 | Teaching All Learners: Foundations and Strategies | 4 | F |
|  | -Or- |  |  |
| SPED 202 | Teaching All Learners: Foundations and Strategies | 4 | Sp |
|  |   |  |  |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| ELED 222 | Foundations of Literacy I: Grades 1-3 | 3 | F, Sp |
| ELED 324 | Foundations of Literacy II: Grades 3-6 | 3 | F, SP |
| ELED 326 | Assessment and Intervention in Literacy-Tier 2 | 4 | F, SP |
| ELED 330  | Physical Sciences for Elementary School Teachers | 2 | F, Su |
| ELED 436 | Teaching Social Studies to Diverse Learners | 3 | F, Sp |
| ELED 437 | Elementary School Science and Health Education | 3 | F, Sp |
| ELED 438 | Teaching Elementary School Mathematics | 3 | F, Sp |
| ELED 439 | Student Teaching in the Elementary School | 9 | F, Sp |
| ELED 440  | Capstone: STEAM/Project-Based Learning | 2 | F, Sp, Su |
|  | -Or- |  |  |
| SPED 460 | Capstone: Specialized Language Programs | 2 | F,Sp |
| ELED 469 | Best Practices: Instruction, Assessment, Classroom Management | 3 | F, Sp |

Note: Students cannot receive credit for both ELED 202 and SPED 202.

Total Credit Hours: 69

Students must choose one of the three SPED concentrations options to complete the Elementary Education B. S. See page #

Course Descriptions:

## ELED - Elementary Education

ELED 202 - Teaching All Learners: Foundations and Strategies (4)

Teaching skills and strategies effective for diverse learners are presented and practiced; principles and practices addressing intellectual, physical, behavioral, and cultural differences among children are discussed. Assigned practicum required.

Prerequisite: FNED 101 and FNED 246, with a minimum grade of B-, and admission into the elementary and special education teacher preparation programs, or consent of department chair.

Offered: Fall.

ELED 222 Foundations of Literacy I: Grades 1-3 (3)

In this course, students will learn and reflect critically on effective high quality core literacy curriculum for grades K-3. Students design standards-aligned literacy instruction and reading assessments.

Prerequisite: ELED 202 with a minimum grade of B-; admission to the Elementary Education program or consent of the Department Chair.

Offered Fall, Spring.

ELED 300 - Concepts of Teaching Diverse Learners (3)

The technical skills of teaching and classroom organization in diversity responsive classrooms are presented and practiced. Observations and multicultural field experience are required. 4 contact hours.

Prerequisite: FNED 346, with minimum grade of B-; minimum GPA of 2.50 in all previous courses; and admission to the elementary education teacher preparation program; or consent of department chair.

Offered: Fall, Spring.

**ELED 324: Foundations of Literacy II: Grades 3-6 (3)**

In this course, students will learn and reflect critically on effective high quality core literacy curriculum for grades 3-6. Students design standards-aligned literacy instruction and reading assessments.

Prerequisite: ELED 222 with a minimum grade of B-.

Offered Fall, Spring.

ELED 326: Assessment and Intervention in Literacy-Tier 2 (4)

Teacher Candidates will determine the need for Tier 2 support.  They will identify and implement reading interventions and monitor student growth using aligned progress monitoring tools and normed growth criteria.

Prerequisite: ELED 222 with a minimum grade of B-.

Offered Fall, Spring.

ELED 330: Physical Sciences for Elementary School Teachers (2)

Students in this course examine content pedagogical knowledge for elementary school learners in the physical sciences through interactive investigations.

Prerequisite: Admission to FSEHD, or permission of the Department Chair.

Offered: Fall, Spring, Summer.

ELED 400 - Curriculum and Assessment with Instructional Technology (3)

Theory and strategies for designing curriculum and assessing student learning are examined, along with other factors affecting teaching and learning. A variety of texts will be analyzed and discussed including: elementary student work, elementary textbooks, and digital media.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program or consent of department chair.

Offered: Fall, Spring.

ELED 420 - Children's Literature and the Integrated Arts (3)

The development of various patterns of literature instruction integrated with the arts of music, drama and art in the elementary school are studied.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of the department chair.

Offered: Fall, Spring.

ELED 422 - Developmental Reading (3)

This field-based experience is concerned with reading instruction from a developmental perspective. Instructional implications for teaching special populations are covered. Focus is on the elements of a balanced program in reading and writing. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Concurrent with ELED 435;

Offered: Fall, Spring.

ELED 435 - Language Arts and ELL Instruction (3)

The role of language arts in elementary schools and the development of teaching/learning strategies to include all children are examined, including English language learners and special populations. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Concurrent with ELED 422.

Offered: Fall, Spring.

ELED 436 - Teaching Social Studies to Diverse Learners (3)

The role of social studies in elementary schools and the development of teaching/learning strategies are examined, including becoming culturally conscientious and responsive to diverse learners. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 202 or SPED 202, with a minimum grade of B-; ELED 222 and ELED 324, each with a minimum grade of B-; GEOG 200 (and HIST 107) or POL 202 (and any HIST General Education) with a minimum grade of C; and admission to the elementary education teacher preparation program or consent of the department chair.

Offered: Fall, Spring.

ELED 437 - Elementary School Science and Health Education (3)

The role of science and health in elementary schools and the development of teaching/learning strategies are examined, including teaching science and health to special populations. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 202 or SPED 202, with a minimum grade of B-; ELED 222 and ELED 324, each with minimum grade of B-; BIOL 100, with a minimum grade of C; PHYS 120 with a minimum grade of C, and admission to the elementary education teacher preparation program or consent of the department chair.

Offered: Fall, Spring.

ELED 438 - Teaching Elementary School Mathematics (3)

The role of mathematics in elementary schools and the development of teaching/learning strategies are examined, including teaching mathematics to special populations. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 202 or SPED 202, with a minimum grade of B-; ELED 222 and ELED 324, each with a minimum grade of B-; MATH 143 and MATH 144 each with a minimum grade of C, and admission to the elementary education teacher preparation program or consent of the department chair

Offered: Fall, Spring.

ELED 439 - Student Teaching in the Elementary School (9)

In this culminating field experience, candidates complete a teaching experience in an elementary school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Concurrent enrollment in ELED 469; satisfactory completion of all major and professional courses required prior to student teaching; a positive recommendation from the professor of each elementary education course; a cumulative GPA of 2.50 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; and completion of the community service requirement.

Offered: Fall, Spring.

ELED 440: STEAM/Project-Based Learning (2)

Teacher candidates are offered an opportunity to explore integrated Project-Based Learning (PBL) experiences that reflect an understanding of the essential concepts and methodologies of STEAM in the elementary classroom.

Prerequisite: ELED 437 and ELED 438 with a grade of B- or better; or permission of the department chair.

Offered: Fall, Spring, Summer.

ELED 469 - Best Practices: Instruction, Assessment, Classroom Management (3)

Candidates analyze teaching as a profession. Topics include current issues and practices in teaching; collaborations among school personnel, families, and community agencies; assessment; classroom management; and job search.

Prerequisite: Concurrent enrollment in ELED 439.

Offered: Fall, Spring.

ELED 490 - Directed Study (3)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.