ED—EDUCATION

ED U101 Reading and Study Skills 1 4 SH
ED U102 Reading and Study Skills 2 4 SH
ED U103 Research and Writing 1 4 SH
ED U104 Research and Writing 2 4 SH
ED U111 Education in the Community 4 SH
ED U113 Human Development and Learning 4 SH
ED U150 Multicultural Children’s Literature 4 SH
ED U444 Linguistics in Education 4 SH
ED U485 Education Issues in the Black Community 4 SH
ED U504 Learning and Accomplished Practice 4 SH
ED U511 Curriculum Design and Assessment 4 SH

CALLOGE OF ARTS AND SCIENCES

ED U101 Reading and Study Skills 1 4 SH
Provides instruction to students who demonstrate a need to be more efficient in comprehending and studying college textbooks and collateral reading assignments. Concentrates on techniques involved in understanding informative materials and introduces the evaluation of persuasive prose. In addition, presents suggestions on such topics as how to listen to and take summary notes on course lectures and how to set study goals and priorities consistent with course objectives.

ED U102 Reading and Study Skills 2 4 SH
Continues ED U101. Expands upon the analysis and interpretation of persuasive texts. Emphasizes reading imaginative prose for meaning and pleasure, preparing for and taking examinations, and learning to adjust reading speed and method to various materials encountered in concurrent courses. Prereq. ED U101.

ED U103 Research and Writing 1 4 SH
Introduces students to academic research, college-level writing techniques, and scholarly inquiry. Provides students with an opportunity to develop critical-thinking skills. Focuses on the interpretation and analysis of current events and the diverse topics and scholarly texts of the African Diaspora. Emphasizes identifying patterns of organization, providing supporting evidence, documenting sources, and practicing editing techniques. Requires students to produce multiple written drafts to build a comprehensive writing portfolio.

ED U104 Research and Writing 2 4 SH
Builds upon skills and materials covered in ED U103. Expands upon the analysis and interpretation of scholarly texts, with a particular focus on the interpretation and analysis of literature of the African Diaspora. Assists students to develop oral communication skills through regular in-class presentations. Requires students to develop original, qualitative research through a semester-long research project. Prereq. ED U103.

ED U111 Education in the Community 4 SH
Considers the unique contributions of community, family, and public schools to education in the United States today. Uses classroom and field-based activities to provide historical and social contexts of public education. Encourages students to reflect on their own prior education, to learn from persons active in the education community, and to consider their future roles as educators. Coreq. ED U945.

ED U113 Human Development and Learning 4 SH
Examines physical, cognitive, social, and emotional development in children and adolescents. Considers the educational implications of these domains of human development.

ED U150 Multicultural Children’s Literature 4 SH
Examines strategies for fostering a love of reading in children from diverse backgrounds. Explores the role of literature in helping children understand their own beliefs and attitudes. Students reflect on their own reading experiences, practice reading to and with children, select books for their own future classrooms, and write an original children’s story. Major focus is on instilling in children the desire to become active, independent readers.

ED U444 Linguistics in Education 4 SH
Explores the role that language plays in education. Topics include the role of language acquisition in psychological development and the implications for formal education; literacy (what does it mean to be literate, how is literacy acquired, and the role that literacy plays in education); the role that language and discourse patterns play in the classroom, in student learning, and in testing; and multilingualism in the classroom. Same as LIN U444. Prereq. LIN U150 or ENG U150 is recommended.

ED U485 Education Issues in the Black Community 4 SH
Focuses on some of the important issues in today’s urban elementary and secondary education systems. Examines the historical development of these issues, and students are encouraged to discuss the issues’ future significance. Same as AFR U485.

ED U504 Learning and Accomplished Practice 4 SH
Explores contemporary principles and theories of human learning and cognition, and of teaching and instruction. Investigates, analyzes, and critiques various theoretical perspectives on how learners develop during the K–12 years; how they differ from one another; what practices motivate them to learn most effectively; and how to assess such learning.

ED U511 Curriculum Design and Assessment 4 SH
Examines middle school and high school curriculum design. Links learning theory and teaching practice in three key areas: the impact of the community on the student as a learner, the role of pedagogy in creating access to learning for all students, and the selection of curriculum content to create both inclusive and challenging learning environments. Students examine and develop several curricula as they explore the process of curriculum construction. Presents an opportunity, prior to student teaching, for students to model both the concrete activities of the curriculum design process and their reflection on that process. Prereq. ED U504.
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<tr>
<td>ED U521</td>
<td>Language, Culture, and Literacy in Middle and High Schools</td>
<td>4 SH</td>
<td>Examines the interrelationships among language, culture, and identity, and explores the implications of those relationships for effective teaching in middle schools and high schools. Considers issues of linguistic diversity within their broad sociopolitical and philosophical contexts, paying particular attention to how language discrimination functions within the context of other forms of systematic oppression in our society. Explores the processes of identity development in the context of schooling and literacy performance. Also examines methods of helping linguistically diverse students develop their oral and written language abilities within a learning environment that draws upon and celebrates their native language abilities and traditions. Coreq. ED U935. Prereq. ED U504.</td>
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<tr>
<td>ED U522</td>
<td>Teaching the Language Arts</td>
<td>4 SH</td>
<td>Aims at developing competence and confidence in secondary school teachers working with diverse students, many of whom appear to read and write only when required to do so. Considers the design and practices of traditional English curricula at the middle and high school levels. Explores alternative syllabi and unit design as strategies for actively engaging students in the pursuit of meaning in reading and writing as they enhance their skills. Examines the role of research as well as interdisciplinary and collaborative approaches as they relate to curricula in English and the humanities. Coreq. ED U936. Prereq. ED U504.</td>
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<tr>
<td>ED U524</td>
<td>Teaching History and the Social Studies</td>
<td>4 SH</td>
<td>Explores the intersecting disciplines of history and social studies including geography, sociology, economics, political science, and history. Emphasizes the interrelatedness of disciplines and the emerging role of middle and high school students as citizens in their school, community, nation, and the world. Examines the challenge of covering all the material deemed “essential” by state and district curriculum frameworks, while helping one’s students become problem solvers and critical thinkers in their analysis of social problems. Coreq. ED U936. Prereq. ED U504.</td>
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<td>ED U525</td>
<td>Pedagogy for Teaching Science</td>
<td>4 SH</td>
<td>Examines how the evolving nature of science—ideas, theories, concepts, and controversies—relates to diverse middle and high school students, and how teachers can use experience-based, problem-centered approaches that engage the range of student learners and help them meet local and state learning goals. Identifies research possibilities within school contexts, both inside and outside the laboratory. Explores curricular frameworks and culturally relevant content to enable teachers to create a learning environment that supports inquiry and problem solving. Examples of excellent curriculum products, programs, assessments, and technology tools are analyzed. Students develop a curriculum unit including assessment philosophy and practices. Coreq. ED U936. Prereq. ED U504.</td>
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<td>ED U526</td>
<td>Pedagogy for Teaching Mathematics</td>
<td>4 SH</td>
<td>Explores mathematics teaching methods for middle and high schools that are research based, experienced based, and grounded in the contemporary theoretical frameworks influencing mathematics education. Emphasis is on issues related to teaching math in an urban school, problem solving, communication, connections, technology integration, as well as issues of access and equity, assessment, and cross-content teaching strategies. Coreq. ED U936. Prereq. ED U504.</td>
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<td>ED U530</td>
<td>Race and Urban Education</td>
<td>4 SH</td>
<td>Designed to provide an intensive examination of racism in the United States and the implications of race on homophobia, sexism, and so forth, with a focus on the context of urban education. Through the lenses of color, ethnicity, and class, explores questions and concepts that lie at the heart of our personal and professional interactions in the school, the classroom, and the community. Students are expected to participate in class discussion and begin the personal exploration of their own feelings and experience with racism. Combines formal lectures with group and small-group discussion, fieldwork, and video presentation.</td>
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<td>ED U552</td>
<td>Inquiry in the Humanities and Social Sciences at the Elementary Level</td>
<td>4 SH</td>
<td>Examines how teachers enhance children’s understanding of history and social studies as part of a coordinated approach to the humanities. The goal is for teachers to engage students actively in reading, writing, and speaking through approaches that develop critical skills and habits of mind in relation to issues of citizenship, community, social justice, and the pursuit of truth in an evolving world. Explores methodology and curriculum design that is applicable within and beyond social studies/history and language arts/English. Prereq. ED U504.</td>
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<td>ED U553</td>
<td>Inquiry in Math and Science at the Elementary Level</td>
<td>4 SH</td>
<td>Designed to help students enhance their understanding of how children develop math, science, and technology knowledge and skills, and how the three are interconnected. Examines research into current issues influencing elementary school math, science, and technology. Special attention is given to strategies for planning and implementing an integrated lesson; equity, gender, and access issues; problem solving; state and national curriculum and assessment issues related to math, science, and technology education; and using standards-based curriculum materials. Prereq. ED U504.</td>
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ED U561 Curriculum for the Pre-K Years 4 SH
Presents theories of active learning and learning through play as applied in the prekindergarten years. Offers students the opportunity to learn to specify goals in order to facilitate children’s growth, development, and achievement of skills in communication, inquiry, creative expression, and interpersonal relations; plan, implement, and evaluate content and methodology in various curriculum areas; incorporate developmentally appropriate, integrated learning experiences; select materials and create learning environments; and integrate children with special needs. Prereq. ED U504.

ED U567 Literacy Development and Instruction 4 SH
Using an inquiry approach, explores the rich complexity of literacy development and instruction in the elementary grades. Considers reading and writing as ways of exploring and reacting to the world in a thoughtful, articulate manner. Considers how reading, writing, speaking, and listening are interrelated, critical processes for exploring and responding to the world. An integrated language model serves as a basis for instructional methodology. Explores a range of approaches to reading and writing instruction, based on students’ own experiences and questions, in light of research on cognitive development and language acquisition informed by political and sociocultural perspectives. Coreq. ED U946. Prereq. ED U504.

ED U570 Inclusion, Equity, and Diversity 4 SH
Provides students with tools and understanding to address the range of learning needs of special-education legislation, as well as the politics of who is identified and why. Examines students’ own attitudes about teaching children with learning disabilities, and develops skills and strategies for identifying and teaching students with special learning needs. Prereq. ED U504.

ED U921 Directed Study 1 SH
ED U922 Directed Study 2 SH
ED U923 Directed Study 3 SH
ED U924 Directed Study 4 SH
Offers independent work under the direction of members of the department on a chosen topic. Course content depends on instructor. Prereq. Permission of instructor.

ED U935 Literacy Field 0 SH
Provides field placement and performance assessment that complements ED U521 taken concurrently by students in the School of Education. Coreq. ED U521.

ED U936 Disciplines Field 0 SH
Provides field placement and performance assessment that complements the following discipline courses: ED U522, ED U524, ED U525, or ED U526 taken concurrently by students in the School of Education. Coreq. ED U522, ED U524, ED U525, or ED U526.

ED U945 Teaching Preparatory Lab 1 0 SH
Complements ED U111 by providing a field placement in a community-based educational setting. Successful completion of the course is required before students apply to the School of Education. Coreq. ED U111. Prereq. Admission to the School of Education.

ED U946 Teaching Preparatory Lab 2 0 SH
Provides field placement and performance assessment that complements an intermediate or advanced course taken concurrently by students in the School of Education. Coreq. ED U567. Prereq. Admission to the School of Education.

ED U947 Teaching Preparatory Lab 3 0 SH
Provides field placement and performance assessment that complements an intermediate or advanced course taken concurrently by students in the School of Education. Prereq. Admission to the School of Education.

ED U948 Supervised Teaching Practicum 4 SH
Offers supervised, semester-long student teaching in the Boston Public School system. Provides a field-based assessment of teaching performance. Prereq. ED U504 and completion of teacher preparation program, passing appropriate teacher licensure tests, and permission of the instructor.

ED U949 Teaching Practicum and Seminar 8 SH
Offers supervised, semester-long student teaching in the Boston Public School system and reflection seminar for students not in the combined bachelor’s/MAT program. Provides a field-based assessment of teaching performance. Prereq. ED U504.

ED U950 Teaching Practicum 8 SH
Supervised 300-hour-minimum practicum situated within Boston Public School system that meets the requirements for Massachusetts State initial licensure. The teacher candidate is mentored by cooperating teachers and NU faculty to meet performance assessment of professional standards. Director of field placement approval required. Coreq. ED U951. Prereq. Appropriate fieldwork, completion of education licensure courses, and MTEL passing scores.

ED U951 Teaching Seminar 4 SH
Integrates theoretical knowledge and practical understanding through a cycle of action and reflection. In conjunction with a teaching practicum, enables the teacher candidate to meet the professional standards for Massachusetts State initial licensure. Coreq. ED U950. Prereq. Appropriate fieldwork and completion of education licensure courses.
ED U970 Junior/Senior Honors Project 1 4 SH
Focuses on in-depth project in which a student conducts research or produces a product related to the student's major field. Culminating experience in the University Honors Program. Combined with Junior/Senior Project 2 or college-defined equivalent for 8 credit honors project. Prereq. Honors program participation.

ED U971 Junior/Senior Honors Project 2 4 SH
Focuses on second semester of in-depth project in which a student conducts research or produces a product related to the student's major field. Culminating experience in the University Honors Program. Prereq. ED U970 and honors program participation.