EDUC 200 Early Childhood Education - Tuesday/Friday 11:20-12:35
Starting with a broad, historical overview of child development and developmental theories, we will connect ideas about children's learning with teaching practices and current perspectives on early childhood education. We will focus on recognizing changing needs and developmental differences in infants, toddlers, and preschoolers as they grow in all skill areas—motor, cognitive, social emotional, and language and communication. Through readings, observations, writing assignments, and reflective discussion, students will learn to integrate developmental understanding and appropriate curriculum planning in an Early Childhood setting. Prerequisites: None | Distribution Requirements: SBA - Social and Behavioral Analysis

EDUC 215/ PEAC 215 Understanding & Improving Schools - Tuesday 12:45-3:25
In this course students will engage with a spectrum of historic and contemporary school reform efforts across different contexts in the United States. Making use of a diverse array of texts from articles to podcasts and videos, students will struggle with both the promise of education as a tool for remedying inequalities and the stubborn reality that too often schools reflect and reproduce injustice. The structure of the course session and activities prompts students to learn about and experience alternative educational possibilities. Working in groups, pairs, and as individuals, students will explore scholarship and cases in educational anthropology, sociology, history, and critical theory, while questioning the purposes, processes, and products of schooling. Central to the course is the community students create with the instructor for mutual learning support and debate. All members of the course are engaged in a learning stance that centers a discipline of hope and engages with the proposition that communities can organize their own struggle to define and demand a humanizing and liberatory education. Students also have multiple opportunities to explore their own educational experiences and design their own research or educational initiatives to act on their learning. Prerequisites: Permission of instructor required. | Distribution Requirements: SBA - Social and Behavioral Analysis
EDUC 215 Course Enrollment Form

EDUC 216 Education and Social Policy - Thursday -2:20-5:00
This course is an examination of education policy in the 20th and 21st century and the social, political, and economic forces that have shaped these policies over the years. We will analyze the different and sometimes conflicting-goals, motivations, and outcomes of educational policies at the national, local, and school level. Central questions to this course are: who designs educational policy and for whom? Whose interests are served and whose interests are unmet? Using an interdisciplinary approach and case exploration, we examine the ways education policies and practices have responded to or been shaped by social issues such as immigration, poverty, racism and urban development. We will integrate theoretical and conceptual learning with an understanding of cases through both group and individual analysis. In doing so, students will develop critical skills of policy analysis that can allow them to better understand current trends and develop alternative solutions to questions of educational dilemmas and practices. Prerequisites: Permission of instructor required. Intended for First years and Sophomores. | Distribution Requirements: SBA - Social and Behavioral Analysis
EDUC 216 Course Enrollment Form
EDUC 303 Practicum: Curriculum and Supervised Teaching
This course is supervised student teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at an appropriate school placement is required, with regular observations and conferencing. Students interested in working with middle or high school students should enroll in section EDUC 303-01; students interested in working with elementary or preschool students should enroll in section EDUC 303-02. Prerequisites: Students seeking teacher certification must apply to the department for admission to this course in the semester before it is taken; other students should contact the instructor either before or soon after registration to plan their field placement. | Distribution Requirements: SBA - Social and Behavioral Analysis

EDUC 305 Curriculum , Instruction and Special Needs - Thursday 4:30-7:10
This seminar is taught by a team of expert teachers and guided by experienced faculty, a continuation of EDUC 304, this course engages students in curriculum materials and instructional methods used in elementary school classrooms. Students will learn about Relationship Building and Classroom Management, Special Needs and Disability, Family/School Connections, Social Studies, English Learners and Culturally Sustaining Pedagogies, and Classroom Design. An accompanying field placement is required. This course is designed for seniors in the Wellesley Elementary Teacher Education Program and other juniors and seniors who do not plan to complete teacher training at Wellesley, but want to teach after graduation. | Prerequisites: EDUC 304 or by permission of the instructor. Open to Juniors, Seniors and post-baccalaureate students. It is recommended that students who take this course have at least one previous education course. Students should contact Professor Diane Tutin for registration permission and to plan a field placement. | Distribution Requirements: EC - Epistemology and Cognition

EDUC 308/ SOC 308 Seminar: Children in Society - Wednesday 9:30-12:20
This seminar will focus upon children and youth as both objects and subjects within societies. Beginning with consideration of the social construction of childhood, the course will examine the images, ideas, and expectations that constitute childhoods in various historical and cultural contexts. We will also consider the roles of children as social actors who contribute to and construct social worlds of their own. Specific topics to be covered include the historical development of childhood as a distinct phase of life, children's peer cultures, children and work, children's use of public spaces, children's intersectional experiences of inequality, and the effects of consumer culture upon children. Considerable attention will be given to the dynamics of the social institutions most directly affecting childhood today: the family, education, and the state. Prerequisites: Open to Juniors and Seniors with one 100- or 200-level sociology course, or permission of instructor. | Distribution Requirements: SBA - Social and Behavioral Analysis
EDUC 310 Seminar: Child Literacy and Reading - Tuesday 9:55-12:35
Students will examine how children acquire reading, writing, listening, and oral language skills, and how this relates to cognition, with a focus on current research and practice in literacy development for elementary-age children. Oral language and reading processes, assessment using a variety of techniques, phonics, and comprehension strategies are addressed and lessons are constructed. Integrated throughout this learning is an exploration of culturally diverse and relevant children's literature. Teaching strategies that address the needs of a diverse population of learners, including at-risk students, English Language Learners, and students with special needs will be studied. A weekly 1.5-hour field placement experience at a nearby elementary school is required. An online option will be available if COVID protocols interfere. This course is structured to support students pursuing elementary education certification, but is open to all students and also highly applicable to students considering teaching abroad or in urban schools. Offered during the spring semester and required for elementary teaching certification, it is strongly recommended that the course be completed before student teaching begins. | Prerequisites: Open to students who have taken at least one education course or permission of instructor. | Distribution Requirements: EC - Epistemology and Cognition

EDUC 320 Observation and Fieldwork
Observation and fieldwork in educational settings. This course may serve to complete the requirement of documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is required. | Prerequisites: EDUC 300 or EDUC 304. Open only to students who plan to student teach. Permission of the instructor required. | Distribution Requirements: SBA - Social and Behavioral Analysis

EDUC 325 Seminar: Educating English Lang Learners - Monday 2:40-5:20, at MIT
Students will examine current research and practice in the teaching of English Language Learners, with a focus on secondary education. Students will explore challenges facing this diverse group of learners and how to build on the assets they bring to their classroom communities. Students will develop skills necessary to plan and promote discussion, engagement, and content mastery while supporting continued language development. Lesson planning will prioritize culturally relevant and responsive teaching while acquiring skills to analyze and adapt required teaching materials. Limited fieldwork observations are required either online or in person; more extensive fieldwork can be arranged. The course is structured to support students pursuing middle school and high school teacher licensure and meets requirements for MA Department of Education endorsement in Sheltered English Immersion when MA Secondary Education certification requirements are completed. It is applicable to students considering teaching abroad, in urban schools, or pursuing other work with English Language Learners. Prerequisites: Open to students who have taken at least one education course and by permission of instructor. | Distribution Requirements: EC - Epistemology and Cognition. EDUC 325 Course Enrollment Form
EDUC 339-01 and 339-02 Seminar: Perspectives in Teaching - Wednesday 4:30-7:10
This small seminar engages students in the study and observation of teaching in all its dimensions, including the role of the teacher, the nuances of classroom interactions, and individual and group learning. Careful examination of curriculum materials and classroom practice in specific teaching fields in order to guide practice and to develop students’ diverse perspectives. Students also learn about teacher research and the process of gathering data and acting to improve learning. Students interested in working with middle or high school students should enroll in section 01; students interested in working with elementary or preschool students should enroll in section 02. Prerequisites: EDUC 300 or EDUC 304, or permission of the instructor. | Distribution Requirements: SBA - Social and Behavioral Analysis

EDUC 380 Seminar: Advanced Research Methods - Thursday 9:55-12:35
In this course, students will pursue a research question that addresses an issue in education. The course is designed for education studies majors in their senior year who have previously completed one of the education studies capstone courses (EDUC 332, 334, 335, or 338) and are familiar with research methodologies in education such as ethnography, portraiture, participatory/action research, and case study. Students will design and implement an original research project that builds upon previous research in a capstone course or that addresses a new question. The course offers more sophisticated training for data collection methods such as interviewing, participant observation, child study, and narrative inquiry while also introducing students to data analysis skills such as coding through the use of qualitative data analysis software. Students will present their research in a senior symposium at the conclusion of the course. Prerequisites: One of the following education capstone courses - EDUC 332, EDUC 334, EDUC 335 or EDUC 338. Permission of instructor. | Distribution Requirements: EC - Epistemology and Cognition. EDUC 380 Course Enrollment Form