

## Fall 2008 Course Offerings

Teachers and paraprofessionals participating in Boston Ready may enroll in any or all early childhood courses offered. All course related tuition and fees will be paid by Boston Ready. Course(s) will be delivered in variety of formats which include:

### Traditional face-to-face courses—meetings weekly on campus along with online resource materials:

- 401/601 Foundational Understanding of Early Childhood, Early Intervention and Special Education
- 422/622 Observing, Documenting and Assessing in Early Childhood
- 445 HeadsUp! Reading

### Blended Format

An initial face-to-face session to meet fellow students, purchase books, review materials, and receive resources for participating in online learning.

Weekly online sessions, along with monthly face-to-face meetings to cover content.

A final face-to-face session to present and share final projects, celebrate success, and evaluate the course.

- 411/611 Development and Characteristics of All Young Learners, Including Those with Special Needs

### Fully Online

All learning is completed online using the BlackBoard learning management system and WIMBA, a web conferencing tool.

Four, one-hour live sessions will be scheduled and recorded so students can participate at their convenience.

- 440/640 Language Development and Literacy in Early Childhood

### For all courses:

Individuals enrolled will have access to academic tutoring, online tutoring, and technical support. Each instructor has weekly office hours or hours can be arranged via phone, and email. Course work will be linked to curriculum associated with Boston Ready including: Opening the World of Learning (OWL), and Building Blocks. All courses will focus on including all children and families through Universal Design.

### Course participants will be responsible for

- Costs associated with required course materials/books up to \$120/course
- Attending face-to-face classes
- Completing all work on-line including: reading, posting discussions, and participating in web conferences
- Submitting all assignments
- Accessing tutoring or advising as needed

**To register, participants must return form by August 28th and attend the first class!**

## Contacts

### Brenda D'Alotto

Academic Support Specialist  
brenda.dalotto@umb.edu  
617-287-4397

### Mary Lu Love

Project Director  
marylu.love@umb.edu  
617-287-5925

### Sandy Putnam-Franklin

Senior Early Childhood Specialist  
sandy.putnamfranklin@umb.edu  
617-287-4298

### Su Theriault

Early Childhood Mentor Coordinator  
su.theriault@umb.edu  
617-287-4293

### Lisa Van Thiel

Senior Early Childhood Specialist  
lisa.vanthiel@umb.edu  
617-287-4383



**ECHD 401/601****Foundational Understandings of Early Childhood, Early Intervention and Special Education****Instructor: Pat Paugh****Meets weekly on UMass Boston campus Thursdays****Sept 4—Dec 11, 7:00-9:30pm**

This course explores the historical background of legislation, policies and procedures influencing children's educational services (Birth- 2nd grade). There is a comprehensive review of educational services for children, including community services, health services, families, informal and formal group settings; such as home, early childhood programs and public schools. The tenets of Universal Design for Learning (UDL) are explored along with their impact on learning environments, instruction delivery, and modes of assessment. A philosophical viewpoint, including moral and ethical perspectives, is developed and strengthened with appropriate literature. This course requires 10 hours of observation in early intervention, preschool or public school programs that serve students with special needs and from diverse ethnic/ language backgrounds.

**ECHD 411/611****Development and Characteristics of All Young Learners, Including Those with Special Needs****Instructors: Sandra Putnam-Franklin and Su Theriault****Meets four Wednesdays at ICI\*****Sept 17, Oct 15, Nov 12, & Dec 10, 5:00-8:30pm**

This course covers the span of physical, cognitive, social, emotional, and moral development of children from birth through second grade. Implications for curriculum and instruction from brain research findings and their significance for learner differences are explored. The appropriate technical terminology used to convey those concepts is addressed. The significance of the sociocultural and political contexts for the implications of the codifications of development along with the consequences of medical and health access are discussed. The course is delivered utilizing Universal Design for Learning (UDL) level-appropriate strategies and assessments.

**ECHD 421/621****Creating Effective Learning Environments Fostering Positive Social Interactions****Instructor: Joni Benn****Meets four Mondays at ICI\*****Sept 15, Oct 6, Nov 3, & Dec 8, 5:00-8:30pm****Remaining content & interaction is online**

Students explore the relationship of space, time, curriculum and instruction in creating the most positive and effective learning environments for young children. Careful consideration is given to the supports young children need in order to develop skills in learning and social interactions, including self control, attention, initiative, and separation issues, appropriate to age and development. Field experiences include observations in medical settings, early intervention, and home and group educational facilities.

**ECHD 422/622****Observing, Documenting, and Assessing in Early Childhood****Instructors: Lisa Van Thiel****Meets weekly on UMass Boston campus Wednesdays****Sept 3—Dec 17, 4:00-6:30pm**

This is an introduction to early childhood measurement and assessment techniques. The course covers fundamentals of psychometric theory, structure and uses of standardized tests and skills for alternative classroom assessment techniques for child study. The principles of Universal Design for Learning (UDL) in assessment are identified and practiced. Candidates learn about goals, benefits, and uses of assessment. They systematically observe, document, and use effective assessment strategies in responsible ways--in partnership with families and other professionals--to positively influence children's development and learning. This course requires 10-hours of clinical observation in various settings, including natural settings (home, day care, Head Start) and medical settings.

**ECHD 440/640****Language Development and Literacy in Early Childhood****Instructor: Mary Lu Love****Sept 11, Oct 2, Nov 6, Dec 11****Fully online! New content weekly, with 4 WIMBA web conferenes.****Must have successfully completed a prior online course.**

This course looks at language development from infants through primary-aged children. Topics will include speech and language processes for communication, language development stages, theories of language acquisition, assessment of language development and activities in order to foster language development. Special attention will be paid to linguistically diverse populations as well as to children whose language development is different from the reference group with regards to the most recent advances in the field. Selection and development of pre-reading/ prewriting and reading and writing curricula for preschool, kindergarten and primary grades will be addressed. There will be an emphasis on development of literacy in the primary grades that employs a Universal Design for Learning (UDL) approach. The course includes 10 hours of clinical experience.

**EDC G 445****Heads Up! Reading (for paraprofessionals only)****Instructor: Su Theriault****Face-to-face with video and online supports****Meets weekly on UMass Boston campus Thursdays****Sept 4 to Dec 11, 7:00-9:30pm**

The goal of the course is to strengthening teacher practices to improve literacy outcomes for young children. The research-based principles and practices provide a strong foundation in early reading and writing within a developmentally appropriate approach for children from birth through age five. The course focuses on the myths of literacy learning, practical application, and creating a common language and understanding of early literacy. This on-campus course combines an interactive satellite broadcast distance-learning format with facilitated group discussion and activities.

**\* Location of ICI: 20 Park Plaza, Floor 13, Boston**



# Course Registration

## COURSE OFFERINGS

### **ECHD 401/601—Foundational Understandings of Early Childhood, Early Intervention and Special Education**

- undergraduate credit
- graduate credit
- BPS In-Service credit

### **ECHD 411/611—Development and Characteristics of All Young Learners, Including Those with Special Needs**

- undergraduate credit
- graduate credit
- BPS In-Service credit

### **ECHD 421/621—Creating Effective Learning Environments Fostering Positive Social Interactions**

- undergraduate credit
- graduate credit
- BPS In-Service credit

### **ECHD 422/622—Observing, Documenting, and Assessing in Early Childhood**

- undergraduate credit
- graduate credit
- BPS In-Service credit

### **ECHD 440/640—Language Development and Literacy in Early Childhood**

- undergraduate credit
- graduate credit

### **EDC G 445—Heads Up! Reading (undergraduate credit)**

- undergraduate credit
- BPS In-Service credit

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State/Zip \_\_\_\_\_

Cell/ home phone \_\_\_\_\_

Preferred Email \_\_\_\_\_

Social Security or UMass Boston Number \_\_\_\_\_

BPS Employee Number (if applicable) \_\_\_\_\_

School \_\_\_\_\_

K1     Other \_\_\_\_\_

Have you taken a course at UMass Boston before?

- YES     NO

I have food restrictions/allergies/prefer vegetarian (please specify):

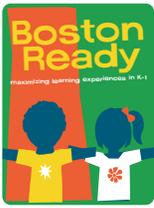
Accommodation needs, if any:

**Notice of receipt of this form will be sent via email or voice mail. If you need to drop a course at any time during the semester it is your responsibility to contact Mary Lu Love. Otherwise you MAY be responsible for the cost of tuition.**

**FAX completed form to Mary Lu Love by AUGUST 28, 2008**

Fax: 617-287-4352

**For more information:**  
 MaryLu Love  
 Phone: 617-287-5925  
 marylu.love@umb.edu



# Course Meeting Dates Fall 2008

| SEPTEMBER 2008 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| S              | M  | T  | W  | Th | F  | S  |
|                | 1  | 2  | 3  | 4  | 5  | 6  |
| 7              | 8  | 9  | 10 | 11 | 12 | 13 |
| 14             | 15 | 16 | 17 | 18 | 19 | 20 |
| 21             | 22 | 23 | 24 | 25 | 26 | 27 |
| 28             | 29 | 30 | 31 |    |    |    |

| OCTOBER 2008 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    |    | 1  | 2  | 3  | 4  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 |
| 26           | 27 | 28 | 29 | 30 | 31 |    |

| NOVEMBER 2008 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 | 29 |
| 30            |    |    |    |    |    |    |

| DECEMBER 2008 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               | 1  | 2  | 3  | 4  | 5  | 6  |
| 7             | 8  | 9  | 10 | 11 | 12 | 13 |
| 14            | 15 | 16 | 17 | 18 | 19 | 20 |
| 21            | 22 | 23 | 24 | 25 | 26 | 27 |
| 28            | 29 | 30 | 31 |    |    |    |

|  |   |
|--|---|
|  | <b>ECHD 401/601— Foundations OR ECHD 445-HeadsUp!</b>         |
|  | <b>ECHD 411/611— Development &amp; Characteristics</b>        |
|  | <b>ECHD 421/621— Creating Effective Learning Environments</b> |
|  | <b>ECHD 422/622— Observing, Documenting, &amp; Assessing</b>  |
|  | <b>ECHD 440/640— Language Development &amp; Literacy</b>      |

Online Weekly

Boston Ready is a partnership between Boston Public Schools, the Institute for Community Inclusion and Graduate College of Education at UMass Boston, and Wellesley College. It is funded by the U.S. Department of Education Office of Elementary and Secondary Education (Award #S349A060033).