

EDUCATION (ED)

ED 500. Internship and Seminar I. 1 Credit.

This course provides the first-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 576, Teacher Discourse in the Secondary Classroom, this course allows students to begin to acquire strategies for maintaining classroom environments that are conducive to learning. Admission to the MAT program is required.

Offered: Every year, Fall

ED 501. Internship and Seminar II. 1 Credit.

This course provides the second-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching.

Prerequisites: Take ED 500.

Offered: Every year, Spring

ED 502. Teaching Methods in Secondary Biology. 3 Credits.

This course is designed for pre-service teachers who are planning to teach high school biology. It touches on numerous aspects of biology classrooms including: assessing students' prior conceptions, designing a curriculum, planning lessons, determining and adapting appropriate teaching methods, promoting the Next Generation Science Standards three-dimensional science teaching, scientific literacy, using technology in science teaching, and assessing students' learning.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 502L. Science Laboratory Safety Course. 1 Credit.

Science activities, laboratory investigations and demonstrations are essential for high-quality science instruction. These activities provide experiences for students to engage in science as a sense-making endeavor. Inherent in conducting science activities, however, is the potential for injury. This course is designed to improve the safety awareness and increase the knowledge of relevant safety regulations, practices and procedures that directly impact biology teachers. The emphasis throughout the course is on best practices.

Prerequisites: Take ED 573 or ED 409;

Offered: Every year, Fall

ED 503. Advanced Teaching Methods in Secondary Science. 3 Credits.

This course is designed for future science teachers prior to the onset of student teaching. The goal is to prepare students for success as a secondary science teacher. The focus is on junior high and high school science classrooms and identifying attributes of teaching and learning science that are critical to effective instruction. This course continually builds on knowledge of effective teaching strategies to plan for standards-based units of instruction. Students engage in authentic scientific investigations, design science learning experiences for students, write and implement unit plans, read and reflect. They also assemble a collection of science education resources supportive of science teaching. The course concludes with the creation of a research-based rationale for teaching science.

Prerequisites: Take ED 573 or ED 409;

Offered: Every year, Fall

ED 504. Methods II: Teaching English. 3 Credits.

This course explores pedagogical theories and their practical application to the teaching of English language arts on the secondary level. The course prepares the teacher candidate to use a variety of strategies in the classroom instruction of reading, writing and the critical examination of literature. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of English.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 505. Methods II: Teaching History/Social Studies. 3 Credits.

This course provides the teacher candidate with a theoretical and practical foundation for the teaching of history/social studies. It examines the issues, practices and materials involved with the study of the discipline. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of history/social studies, technology and the assessment of students.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 506. Methods II: Teaching Mathematics. 3 Credits.

This course prepares teacher candidates to teach mathematics on the secondary level. Central concepts, tools of inquiry, and the structure of the discipline are addressed through the development of instructional units and lesson plans. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of mathematics, technology and the assessment of students.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 507. Methods II: Teaching a World Language. 3 Credits.

This course examines the current philosophies, objectives and methods of teaching a world language. Teacher candidates examine theories of second language acquisition and develop instructional units and lesson plans across the broad range of world language curriculum. The course emphasizes the Connecticut Common Core of Teaching, as well as national and state standards for the teaching of a world language, technology and the assessment of students.

Prerequisites: Take ED 573 or ED 409.

Offered: Every year, Fall

ED 509. Reading and Writing Across the Curriculum. 3 Credits.

This course presents an overview of language arts development in the secondary grades with an emphasis on reading and writing across the curriculum. Teacher candidates explore literacy strategies to help all students learn and apply current theories of integrated learning, i.e., the reading-writing-thinking connection. Attention is given to the particular needs of students for whom English is a second language.

Prerequisites: Take ED 573.

Offered: Every year, Fall

ED 510. Adolescent Development. 3 Credits.

The major theories of human development are studied in order to provide an understanding of the normative and exceptional development patterns of adolescents and pre-adolescents. The social, emotional, cognitive and physical changes of adolescence are addressed from the perspective of their implications for education.

Prerequisites: Take ED 500.

Offered: Every year, Spring

ED 512. Disciplinary Core Ideas, Scientific and Engineering Practices, and Crosscutting Concepts. 2 Credits.

In this course, students explore teaching and learning of science, especially as they connect to the implementation of the Next Generation Science Standards (NGSS) and the new vision for K-12 Science Education. This vision is described in the underlying policy document from the National Academy of Sciences: A Framework for K-12 Science Education Practices, Crosscutting Concepts, and Core Ideas. Participants inquire into the relationship among equity and diversity in science education, key concepts of the NGSS, and how each contribute to the reimagining of science teaching.

Prerequisites: Master of Science in Teacher Leadership: take EDL 501; Course may be waived at the director's discretion. Master of Arts in Teaching: take ED 573 or ED 409.

Offered: Every year, Summer

ED 514. Internship I. 1 Credit.

This course aims to support teacher candidates who are working as interns in secondary schools through discussion of the issues and challenges they experience. Students examine issues of leadership, ethics and social justice. The goal is to help teachers understand what it means to be a leader or change agent in schools in the current climate of educational reform.

Prerequisites: Take ED 409.

Offered: Every year, Fall

ED 515. Internship and Career Development Seminar. 1 Credit.

This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as Resume and Cover Letter Writing, Team Interviews, Mock Interviews, Interview Preparation, Certification and Licensure procedures.

Corequisites: Take ED 601.

Offered: Every year, Spring

ED 521. Social and Philosophical Foundations of Education. 3 Credits.

This course is an inquiry into the institutional structures, social values and philosophical foundations of education. Teacher and student reflections focus on issues pertaining to the teaching-learning process, including freedom/authority/discipline; cultural diversity; multiplicity of learning modes; mind-body integration; community; alienation/violence; sexism/racism/elitism; and teacher/student roles. Admission to the MAT program is required.

Offered: Every year, Fall

ED 525. Diversity in the Classroom. 3 Credits.

This course helps teacher candidates understand that teaching is a social enterprise laden with moral responsibility and that, as teachers, they must be willing to act as agents for social justice in their classrooms and in their schools. This course helps students acquire the dispositions, cultural knowledge and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice. Admission to the MAT program or permission of program director is required.

Offered: Every year, Spring

ED 535. Elementary Internship and Seminar I. 1 Credit.

This course provides the first-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching. Taken in conjunction with ED 525 Diversity in the Classroom, this course allows students to study first-hand the issues surrounding diversity and multiculturalism in actual practice through their observations, reflections and participation in school settings. Admission to the MAT program is required.

Offered: Every year, Fall

ED 544. Developing Literacy in the Primary Grades. 3 Credits.

This course is designed to provide pre-service teachers with the knowledge of the Common Core State Standards in the language arts, and diagnostic assessment and instructional strategies for the development of early literacy. Emphasis is on the development of teaching strategies necessary for the success of early readers and writers.

Prerequisites: Take ED 571.

Offered: Every year, Spring

ED 545. Elementary Internship and Seminar II. 1 Credit.

This course provides the second-semester intern with supervision of the internship placement, as well as a weekly seminar that focuses on developing skills of reflective practice, mindfulness and intentional teaching.

Prerequisites: Take ED 535.

Offered: Every year, Spring

ED 550. Issues and Research in Education. 2 Credits.

ED 550 is designed to introduce students to some of the primary genres of educational research, including quantitative research, qualitative research, and action-based teacher research. Special emphasis in this course will be placed on helping students become familiar with the notion of "problems of practice," and on how teachers can research these problems, analyze the evidence and design interventions in order to improve their teaching.

Prerequisites: Take ED 468L ED 409L ED 501 or ED 545.

Offered: Every year, Summer

ED 554. Internship and Seminar I. 2 Credits.

This course aims to support teacher candidates who are working as interns in elementary schools through discussion of the issues and challenges they experience. Students examine issues of leadership, ethics and social justice. The goal is to help teachers understand what it means to be a leader or change agent in schools in the current climate of educational reform.

Prerequisites: Take ED 575;

Offered: Every year, Fall

ED 555. Internship and Career Development Seminar. 1 Credit.

This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as Resume and cover Letter Writing, Team Interviews, Mock Interviews, Interview Preparation, Certification and Licensure procedures.

Corequisites: Take ED 601.

Offered: Every year, Spring

ED 556. Teaching Literacy in Grades 4-6. 3 Credits.

This course provides teacher candidates with the knowledge of the Common Core State Standards in the language arts, and diagnostic assessment and instructional strategies for the development of literacy in grades 4-6. Emphasis is on the development of teaching strategies necessary for the success of readers and writers in grades 4-6.

Prerequisites: Take ED 436 or ED 544.

Offered: Every year, Fall

ED 558. Elementary School Science: Content and Pedagogy. 3 Credits.

This course leads students to an understanding of science concepts and scientific inquiry at the elementary school level through active investigations with common phenomena and everyday materials. Topics include: inquiry-based science focused on national standards and integration with the Common Core State Standards; increased knowledge of resources for science learning; and management considerations in such areas as material preparation, groupings and safety.

Prerequisites: Take ED 571.

Offered: Every year, Summer

ED 562. Facilitating the Arts in the Elementary Classroom. 2 Credits.

This course focuses on the development of the teacher-as-facilitator in incorporating the arts into the elementary classroom. An emphasis is placed on the relationship of the arts to teaching, learning and the integration of the arts into other content areas. Students explore a variety of media, movement, music and theatrical skills for selecting materials and activities appropriate to a child's age/stage of development. Attention also is given to the music and art of many peoples, with particular emphasis on developing a repertoire representative of different cultures and languages.

Prerequisites: Take ED 571.

Offered: Every year, Summer

ED 566. Elementary School Social Studies: Content and Pedagogy. 2 Credits.

This course provides elementary teacher candidates with information, strategies and knowledge of the pedagogy of teaching social studies. The course incorporates other disciplines with Common Core State Standards and expands views of civic education. Students work collaboratively and independently to build understandings of the field of social studies and learn how to teach it creatively and effectively in a diverse community.

Prerequisites: Take ED 571.

Offered: Every year, Summer

ED 568. Teaching Mathematics in the Primary Grades. 3 Credits.

This course introduces teacher candidates to the Common Core State Standards in mathematics and the instructional methods and curricular materials used to enhance the instruction of mathematics in the primary grades. Candidates learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades K-3. Students are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the lower elementary grades.

Prerequisites: Take ED 535 or ED 571

Offered: Every year, Spring

ED 569. Teaching Mathematics in Grades 4-6. 3 Credits.

This course introduces pre-service teachers to the Common Core State Standards in mathematics and the instructional methods and curricular materials used to enhance the instruction of mathematics in grades 4-6. Teacher candidates learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades 4-6. Candidates are required to apply this knowledge within their field placement to better understand the relationship of theory and practice in the instruction of mathematics in the upper elementary grades.

Prerequisites: Take ED 468 or ED 568.

Offered: Every year, Fall

ED 571. Learning and Teaching the Developing Child. 3 Credits.

This course provides an introduction to the basic concepts of cognitive, social and emotional development of school age children (Ages 4-18) and how the pedagogy of learning and teaching is designed to enhance and support this development. Major topics of inquiry include brain-based learning research, motivation, engagement of learners, lesson planning and curriculum development. This course is taken during the first internship semester and includes field-based assignments and analyses. Admission to the MAT program is required.

Offered: Every year, Fall

ED 572. Advanced Learning and Teaching. 3 Credits.

This course focuses on advanced concepts and skills related to teaching and learning elementary-level learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.

Prerequisites: Take ED 571.

Offered: Every year, Spring

ED 573. Advanced Teaching and Learning - Secondary. 3 Credits.

This course focuses on advanced concepts and skills related to teaching and learning. Topics include adolescent learners, assessment strategies and assessment-driven instructional practices, error analyses and data-driven decision making, work sampling, testing and measurement, differentiation of instructional practices, standards-based practices and research-based instruction.

Prerequisites: Take ED 571.

Offered: Every year, Spring

ED 575. Teacher Discourse: Language and Communication Issues in the Elementary Classroom. 3 Credits.

The course provides the teacher candidate with the knowledge and skills necessary to design classroom environments that enhance and support the social and emotional development of elementary-level learners. This course examines the communication systems of educational settings—in particular the communication systems of the classroom, the school/family dynamic and the individual developing child. The course analyzes and considers instructional language and its impact on the classroom community, student learning and student behavior. Candidates also focus on teacher communication with parent/guardian populations and its impact on student learning. Enrollment in the MAT program is required.

Offered: Every year, Fall and Summer

ED 576. Teacher Discourse in the Secondary Classroom. 3 Credits.

The course provides the teacher candidate with the knowledge and skills necessary to design classroom environments that enhance and support the social and emotional development of adolescent learners. The course analyzes instructional language, the language of discipline and how teacher language influences the climate of contemporary classrooms. The impact of teacher discourse on the classroom community, student learning and student behavior are all considered. The major focus is on managing classroom behaviors and supporting and respecting adolescent learners to enhance academic achievement. Enrollment in the MAT program is required.

Offered: Every year, Fall and Summer

ED 577. Teaching English Language Learners in the Mainstream Classroom. 3 Credits.

This course introduces the pre-service teacher candidate to the knowledge and skills that are needed to provide effective instruction to ELs in the mainstream 1-12 classroom. Topics of study include instructional methods across content areas, the influence of language and culture on learning, teaching, and assessment history and legislation related to ESL and bilingual education in the United States, and second language acquisition.

Prerequisites: Take ED 572 ED 573 or ED 436.

Offered: Every year, Fall and Summer

ED 599. Independent Study. 1-6 Credits.

Offered: As needed

ED 601. Student Teaching. 6 Credits.

This 10-week student teaching placement at the elementary, middle or secondary level allows students to demonstrate the skills, understandings and dispositions needed to assume full responsibility as a classroom teacher.

Prerequisites: Take ED 501 ED 514 ED 545 or ED 554.

Offered: Every year, Spring

ED 603. Student Teaching under a DSAP. 6 Credits.

This course is designed for students who are teaching under a Durational Shortage Area Permit (DSAP) issued by the Connecticut State Department of Education. Students receive supervision and support from a university supervisor on a regular basis during the first semester of the academic year and as needed throughout the second semester. Prerequisite: Permission of the program director.

Offered: Every year, All

ED 614. Elementary Education Internship III. 1 Credit.

This online course is designed for interns in the graduate, five-semester elementary education program. It aims to help teacher candidates develop the leadership skills needed to serve as agents of change in elementary schools. The course focuses on issues of leadership, ethics and social justice in the current climate of educational reform and increased levels of teacher accountability.

Prerequisites: Take ED 545.

Offered: Every year, Fall

ED 615. Internship and Career Development Seminar. 1 Credit.

This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as Resume and cover Letter Writing, Team Interviews, Mock Interviews, Interview Preparation, Certification and Licensure procedures.

Corequisites: Take ED 601.

Offered: Every year, Spring

ED 616. Secondary Education Internship III. 1 Credit.

This online course is designed for interns in the graduate, five-semester secondary education program. It aims to help teacher candidates develop the leadership skills needed to serve as agents of change in secondary schools. The course focuses on issues of leadership, ethics and social justice in the current climate of educational reform and increased levels of teacher accountability.

Prerequisites: Take ED 501.

Offered: Every year, Fall

ED 617. Internship and Career Development Seminar. 1 Credit.

This course provides clinical support for teacher candidates who are completing their final residency/internship semester. In addition, the course provides a series of seminars to support candidates in their transition to a career as a teacher. Finding and securing a teaching position is the primary focus of the seminars. Seminars prepare teacher candidates in areas such as Resume and cover Letter Writing, Team Interviews, Mock Interviews, Interview Preparation, Certification and Licensure procedures.

Corequisites: Take ED 601.

Offered: Every year, Spring

ED 693. Research I. 2 Credits.

In ED 693, teacher candidates collaborate with an intern advisor about a problem of practice. They identify, define, and begin to investigate the problem.

Prerequisites: Take ED 550.

Offered: Every year, Fall

ED 694. Research II. 2 Credits.

In ED 694, teacher candidates create an intervention plan based on research that was done in the ED693 and conversations with an intern advisor. They then implement the intervention plan, reflect on the results of the plan and share their results in the school setting.

Prerequisites: Take ED 550 ED 693.

Offered: Every year, Spring