

SCHOOL OF EDUCATION

North Haven Campus

Main Office: 203-582-3354

Administrative Officers

Title	Name	Phone	Email
Dean	Anne Dichele	203-582-3463	anne.dichele@qu.edu
Associate Dean	Beth Larkins-Strathy	203-582-3510	beth.larkins-strathy@qu.edu
Director, Master of Arts in Teaching	Christina Pavlak	203-582-3192	christina.pavlak@qu.edu
Director, Instructional Design	Ruth Schwartz	203-582-8419	ruth.schwartz@qu.edu
Director, Special Education	Judith Falaro	203-582-8868	judith.falaro@qu.edu
Educational Leadership	Anne Dichele	203-582-3463	anne.dichele@qu.edu

Mission Statement

The mission of the School of Education is to lead our graduates to acquire the knowledge, skills and dispositions to serve successfully in their role as *educator* and *school leader*. The school defines the concept of educator as three-dimensional in nature, and believes that successful educators are *teachers*, *learners* and *leaders*. Graduates of the School of Education are expected to be *teachers* who establish conditions for all students to learn, *learners* who continue to learn as they continue their professional careers, and *leaders* who influence the culture of their schools in ways that support best practices in teaching and learning. Inherent in our mission is a commitment to graduate educators who recognize the potential of schooling to promote social change required for social justice.

Master of Arts in Teaching

- Dual-Degree (<http://catalog.qu.edu/graduate-studies/education/five-year-elementary-education-ba-mat/>) BA/MAT or BS/MAT in Elementary Education (<http://catalog.qu.edu/graduate-studies/education/five-year-elementary-education-ba-mat/>) (4+1) (<http://catalog.qu.edu/graduate-studies/education/five-year-elementary-education-ba-mat/>)
- Dual-Degree (<http://catalog.qu.edu/graduate-studies/education/five-year-secondary-education-ba-mat/>) BA/MAT or BS/MAT in Secondary Education (<http://catalog.qu.edu/graduate-studies/education/five-year-secondary-education-ba-mat/>) (4+1) (<http://catalog.qu.edu/graduate-studies/education/five-year-secondary-education-ba-mat/>)
- Graduate MAT Degree in Elementary Education (<http://catalog.qu.edu/graduate-studies/education/elementary-education-mat/>)
- Graduate MAT Degree in Secondary Education (<http://catalog.qu.edu/graduate-studies/education/secondary-education-mat/>)

Master of Science

- MS in Instructional Design (<http://catalog.qu.edu/graduate-studies/education/instructional-design-ms/>) (online-only program)

- MS in Special Education (<http://catalog.qu.edu/graduate-studies/education/special-education-ms/>) (online-only program)

Sixth-Year Diploma

- Sixth-Year Diploma in Educational Leadership (<http://catalog.qu.edu/graduate-studies/education/sixth-year-educational-leadership-diploma/>)

Certificate

- Certificate in Social and Emotional Learning and School Climate (<http://catalog.qu.edu/graduate-studies/education/certificate-social-emotional-learning/>)
- Special Education Certificate of Completion (<http://catalog.qu.edu/graduate-studies/education/special-education-certificate-completion/>)
- Online Course Design Certificate (<http://catalog.qu.edu/graduate-studies/education/online-course-design-certificate/>)

Education (ED)

ED 140. Introduction to Public Education and the Teaching Profession.

1 Credit.

This course is open to all first-year students and sophomores who are interested in public education in the United States. The course is required for students who plan to enroll in the five-year dual-degree MAT program, as it provides basic knowledge of public education and the teaching profession including current functions, trends and future expectations. The course also addresses issues related to the teaching profession including licensure, interstate certification, dual and cross-endorsements and teacher and pupil demographics across the U.S. Finally, the course provides opportunities for applicants to practice and refine writing skills essential for success in the dual-degree MAT program. Course is graded pass/fail.

Offered: Every year, Fall and Spring

ED 220. Introduction to Education Studies.

3 Credits.

This course is required for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies. The course explores a multidisciplinary understanding of global and American Education. Students consider the role of education in creating a more equitable society by analyzing the policies and philosophies that have shaped and are shaping schooling in the U.S. and throughout the world. Historical changes in education, critical analyses of policy debates in current education, the effects of legal policies in the classroom, the influences of cultural shifts and contemporary issues are all considered. Students also are introduced to basic concepts and terminology in the educational discipline, and develop a critical lens for evaluating educational resources, texts and data. Only IDS majors may register for this course. Students are not allowed to receive credit for more than one of the following courses: ED 220 and ED 260.

Prerequisites: Take ED 140.

Offered: Every year, Spring

ED 250. Diversity, Dispositions and Multiculturalism. 3 Credits.

This course examines the social, economic and political organization of public education in the United States, with a particular emphasis on the implications for historically marginalized populations. This course is required for all dual-degree MAT students. The course explores diversity and multiculturalism on the individual as well as institutional level, with a focus on concepts such as privilege, discrimination, racism and social transformation.

Prerequisites: Take EN 101 or EN 103H.

Offered: Every year, Fall and Spring

UC: Social Sciences, Intercultural Understand

ED 251. Global Engagement in Education. 3 Credits.

This course provides a faculty-led opportunity for students to spend their spring break studying education in Guatemala. The course meets throughout the spring semester in preparation for the trip and post-spring break to reflect and learn from the experience. Topics include the history and culture of the country to be visited, intercultural complexity and cultural humility, frameworks of global engagement, peer-to-peer learning with local educators and the exploration of global educational models. All students must apply for this course in the fall semester through the Office of Global Engagement prior to registration. Enrollment is limited.

Prerequisites: Take ED 140.

Offered: Every year, Spring

ED 260. Social and Philosophical Foundations of Education. 3 Credits.

This course introduces students to the social and philosophical principles that underlie the education system in the United States. This course is required for all Dual-Degree MAT students. Education is defined in the broad sense to refer to not only what happens in schools and universities, but also in the family, when people interact with media, with their social groups and so forth. The course examines a wide range of philosophical questions related to education and schooling in the U.S., including: What is the purpose of schooling? What does it mean to be educated? And what role should educational institutions play in our lives? Students are not allowed to receive credit for more than one of the following courses: ED 220 and ED 260.

Prerequisites: Take EN 101 or EN 103H.

Offered: Every year, Fall and Spring

UC: Humanities

ED 341. 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. Enrollment in the dual-degree MAT program is required.

Prerequisites: Take ED 140, ED 250 and ED 260 or ED 220.

Corequisites: Take ED 341L.

Offered: Every year, Fall

ED 341L. Learning and Teaching: Pedagogy Field Lab I. 1 Credit.

The Pedagogy Field Lab is taken in conjunction with ED 341. Teacher candidates complete a minimum of 20 hours of classroom observation and fieldwork that coincides with topics studied in ED 341. Weekly field hours, case study analyses, observation analyses and reflective journals provide opportunities to enhance the translation of theory to practice.

Corequisites: Take ED 341.

Offered: Every year, Fall

ED 342. Advanced Learning and Teaching. 3 Credits.

This course focuses on advanced concepts and skills related to teaching and learning. Topics include 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 341, ED 341L.

Corequisites: Take ED 342L.

Offered: Every year, Spring

ED 342L. Advanced Learning and Teaching: Assessment Field Lab II. 1 Credit.

The Assessment Field Lab is taken in conjunction with ED 342. It provides practical applications of advanced concepts. Teacher candidates complete a minimum of 20 hours of classroom fieldwork that coincides with topics studied in ED 342. Weekly field hours, data team discussions, analyses of research-based practices, observation and case studies highlighting differentiated instructional practices, as well as reviews of standards-based curriculum are considered.

Prerequisites: Take ED 341, ED 341L.

Corequisites: Take ED 342.

Offered: Every year, Spring

ED 343. Advanced Learning and Teaching in Secondary Classrooms. 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 341, ED 341L.

Corequisites: Take ED 343L.

Offered: Every year, Spring

ED 343L. Advanced Learning and Teaching: Secondary Assessment Field Lab II. 1 Credit.

The assessment field lab is taken in conjunction with ED 343. It provides practical applications of advanced concepts for secondary educators. Teacher candidates complete a minimum of 20 hours of classroom fieldwork that coincides with topics studied in ED 343. Weekly field hours, data team discussions, analyses of research-based practices, observation and case studies highlighting differentiated instructional practices, as well as reviews of standards-based curriculum are considered.

Prerequisites: Take ED 341.

Corequisites: Take ED 343.

Offered: Every year, Spring

ED 380. Research Methods in Education Studies. 3 Credits.

This course is required for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies. The course is an upper-level UG education research course, intended to equip students with an understanding of the primary genres of educational research including action research, theoretical/conceptual research, case studies and ethnography. While quantitative inquiry also is addressed in the course, the focus is on qualitative research methods, given their important role and purpose in education.

This course serves as an important preparatory course for ED 550, a graduate-level research course required of candidates who choose to pursue an MAT in Elementary or Secondary Education at Quinnipiac.

Prerequisites: Take IDS 200 and; ED 220 or ED 260.

Offered: Every year, Fall

- ED 409. Reading and Writing Across the Curriculum. 3 Credits.**
This course develops the secondary teacher's understanding of reading and writing as essential skills across the disciplines. Students explore literacy strategies that enhance the comprehension and interpretation of the various disciplines. The focus is on how to integrate literacy skills into content-based curricular instruction.
Prerequisites: Take ED 343.
Corequisites: Take ED 409L.
Offered: Every year, Spring
- ED 409L. English Language Arts Field Lab III. 1 Credit.**
This language arts lab is taken in conjunction with ED 409. It provides opportunities to observe and apply literacy skills to various disciplinary areas. Teacher candidates are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 409, such as comprehension development, academic vocabulary instruction, nonfiction reading and writing development and research skills.
Prerequisites: Take ED 343.
Corequisites: Take ED 409.
Offered: Every year, Spring
- ED 436. Teaching Literacy in the Primary Grades. 3 Credits.**
This course provides knowledge of diagnosis, assessment and instructional strategies for the development of early literacy in Grades K-3 and knowledge of the Common Core State Standards for early language arts instruction. Emphasis is on the development of teaching strategies necessary for the success of early readers and writers.
Prerequisites: Take ED 342.
Offered: Every year, Spring
- ED 436L. English Language Arts Integration Field Lab IV. 1 Credit.**
This language arts field lab is taken in conjunction with ED 466 and ED 436. It provides opportunities to observe and apply literacy skills while teaching social studies content. Participants are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 466 and ED 436, such as comprehension development, academic vocabulary instruction, nonfiction reading and writing development and research skills.
Prerequisites: Take ED 342.
Offered: Every year, Spring
- ED 452L. Inclusive Classroom Secondary Field Lab IV. 1 Credit.**
This inclusive classroom field lab is taken in conjunction with SPED 552. It provides opportunities to observe and apply the pedagogy of an inclusive classroom through the secondary candidates' fieldwork. Candidates are required to complete a minimum of 20 hours of fieldwork that coincides with the topics and understandings presented in SPED 552. For dual-degree secondary candidates only.
Corequisites: Take SPED 552.
Offered: Every year, Spring
- ED 458. Teaching Science in the Primary Grades. 3 Credits.**
This course focuses on the methods and materials of teaching elementary-level science. The course covers scientific concepts, scientific inquiry, active investigation methods and a deep understanding of the influence of the Next Generation Science Standards on contemporary science education.
Prerequisites: Take ED 342.
Corequisites: Take ED 468L.
Offered: Every year, Fall
- ED 462. Facilitating the Arts in the Elementary Classroom. 3 Credits.**
This course focuses on incorporating the arts into the elementary classroom, and the integration of the arts into other content areas. Teacher candidates explore a variety of media, materials and activities to promote an understanding of the relationship of the arts to teaching and learning.
Prerequisites: Take ED 341.
Offered: Every year, Spring
- ED 466. Teaching Social Studies in the Primary Grades. 2 Credits.**
This course provides elementary teacher candidates with the information, strategies and knowledge of the pedagogy of teaching social studies. The course focuses on the integration of the social studies curriculum with other disciplines to create a multidisciplinary understanding of history, economics, civics and society.
Prerequisites: Take ED 342.
Corequisites: Take ED 436L.
Offered: Every year, Spring
- ED 468. Teaching Mathematics in the Primary Grades. 3 Credits.**
This course introduces teacher candidates to the instructional methods and curricular materials used to enhance the instruction of mathematics in the primary grades and knowledge of the Common Core State Standards for primary-level mathematics instruction. Pre-service teachers learn to develop lesson plans and assessment methods that positively affect the learning of mathematics in grades K-3. 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 lower elementary grades.
Prerequisites: Take ED 342.
Corequisites: Take ED 468L.
Offered: Every year, Spring
- ED 468L. Primary Math and Science STEM Field Lab III. 1 Credit.**
This STEM field lab is taken in conjunction with ED 468 and ED 458. It provides opportunities to observe and apply the integrated teaching of STEM (science, technology, engineering and math) into the elementary-level curriculum. Teacher candidates are required to complete a minimum of 20 hours of fieldwork that coincides with topics discussed in ED 468/ED 458.
Prerequisites: Take ED 342.
Corequisites: Take ED 468 ED 458.
Offered: Every year, Fall
- ED 477. Teaching English Language Learners in the Mainstream Classroom. 3 Credits.**
This course is designed to introduce the pre-service teacher candidate to knowledge and skills needed to provide effective instruction to English language learners 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 English as a Second Language and bilingual education in the U.S., and second language acquisition.
Prerequisites: Take ED 343.
Offered: Every year, Fall
- ED 499. Independent Study. 1-6 Credits.**
Offered: As needed

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 Secondary 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 Secondary History/Social Studies.****3 Credits.**

This course provides the teacher candidate with a theoretical and practical foundation for the teaching of history/social studies on the secondary level. 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 Secondary 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 Secondary World Language.****3 Credits.**

This course examines the current philosophies, objectives and methods of teaching a world language on the secondary level. 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 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.

This course introduces students to some of the primary genres of educational research, including quantitative research, qualitative research and action-based teacher research. Special emphasis is 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 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 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 this course, teacher candidates collaborate with an intern adviser 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 this course, teacher candidates create an intervention plan based on research that was done in ED 693 and conversations with an intern adviser. 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

Educational Leadership (EDL)

EDL 509. Leading School Improvement. 6 Credits.

This course analyzes the characteristics of effective schools and the leadership theories and concepts related to the change process. Participants examine the application of these theories and concepts to the practice of improving the work of the school and the achievement of students. Case studies focus on the analysis of schools in need of improvement, the specific issues facing the schools, data analysis techniques, effective leadership practices, strategic planning, financing improvement plans, and evaluation processes. The role of teacher-leaders within the school improvement process is emphasized.

EDL 515. Action Research in Literacy Leadership. 3 Credits.

This course provides an overview of the concepts and principles of conducting action research in an educational setting. Action research conducted in the field of literacy is reviewed and analyzed for purpose, methodology and outcomes. As a capstone experience, candidates design and implement action research in their school that involves working closely with peers on a project that is intended to improve the literacy skills of students.

Prerequisites: Take EDL 505, EDL 513.

EDL 601. Leading and Managing the Contemporary School. 6 Credits.

Introduction to leadership, management theories and concepts and how school leaders apply them to address problems and issues facing schools today. Case studies focus on the development and analysis of school policies, practices and resources related to contemporary educational issues such as social justice, diversity, student wellness and equity and the leadership and management styles required to implement them. The course includes a field-based experience involving the analysis of successful school leadership and district policies, practices and resources related to closing one or more identified opportunity gaps.

Offered: Every year

EDL 603. Leading and Managing the Instructional Program for Equitable Outcomes. 6 Credits.

Explored through the lens of equitable outcomes, this course is an examination of contemporary, standards-based curriculum designs, teaching/learning/assessment models and the leadership processes directed toward developing, implementing and supervising instructional programs to improve student learning. The course includes a field-based experience involving a curriculum audit, a formal classroom supervision, an analysis of state generated assessment data and accountability reports, and an overview of the school's technology program. It culminates in recommendations for program improvement that are attentive to differential outcomes for historically undeserved students.

Offered: Every year

EDL 605. Leading and Managing School Improvement. 6 Credits.

The course provides an analysis of the characteristics of effective schools and the leadership theories and concepts related to the change process. Emphasis of the course is on the application of these theories and concepts to the practice of improving the work of the school and the achievement of all students. Case studies focus on analysis of schools in need of improvement, the specific issues facing the schools, data analysis techniques, effective leadership practices, strategic planning, financing improvement plans and evaluation processes. The course includes a field-based project where students collect and analyze the data for improvement efforts of a school that has successfully increased achievement over time.

Offered: Every year

EDL 607. Administrative Internship in Educational Leadership. 3 Credits.

This course is a field-based administrative experience requiring the intern to assume a leadership role and authentically apply of the Connecticut Standards for Educational Leaders. The intern applies a systems perspective theory of action to strategic and equity planning. The intern builds a cultural competency with an emphasis on promoting equitable learning experiences in student-centered environments. The internship is planned, guided and evaluated by the student, the university supervisor and the field site mentor, who is a licensed practicing administrator. The course culminates in the development of an electronic portfolio, which represents the work during the internship.

Prerequisites: Take EDL 601, EDL 603, EDL 605.

Offered: Every year

EDL 609. Educational Program Evaluation. 3 Credits.

This course provides an introduction to the concepts and approaches in educational program planning and evaluation with an emphasis on the responsibilities of school leaders to use program evaluation to improve teaching and learning. The interpretation of data collected through the program evaluation process is emphasized so that decisions may be made to continue, restructure or terminate educational programs. Case studies focus on critiquing program evaluations and students are required to plan and conduct an assessment of an educational program in their school or district.

Offered: Every year

EDL 611. Educational Law. 3 Credits.

This course provides a practical analysis of constitutional law, federal and state statutes, regulations, case studies and executive agency opinions related to the rights of students and school employees. Emphasis is on the basic principles of school law and the responsibilities of teachers and administrators. Case studies focus on legal claims brought to before U.S. courts by students, parents, teachers, administrators and the public.

Offered: Every year

EDL 613. Public School Finance. 3 Credits.

This course provides a comprehensive, detailed overview of the budget development resource allocation processes derived from the planning guidelines associated with school financial operations. Theoretical and practical treatments of the budget process are examined, with a focus on the budget as a tool to accomplish school goals. Case studies and practical exercises focus on how schools can utilize the budgeting process and both competitive and entitlement grants to reallocate and manage resources to improve educational programs and student learning.

Offered: Every year

EDL 615. Conflict Resolution and Transformational Leadership. 3 Credits.

This course introduces theories and applied strategies of conflict resolution through the lens of becoming a transformational leader. The course will focus on the multiple constituencies served by the contemporary educational leader: families, colleagues, students, staff, boards of education, and broader communities, and how conflict resolution applies in such varying contexts. Focus on modes of communication, both written and oral, enhancing listening skills and providing opportunities for transformation through building supportive communities will be highlighted.

Prerequisites: Take EDL 601.

Offered: Every year, Summer

EDL 700. Connecticut Administrators Test. 0 Credits.

Instructional Design (IDN)

IDN 525. Foundations of Instructional Design. 3 Credits.

This course introduces some of the more widely used models of instructional design, including ADDIE, First Principles of Design, and the Systems Approach. Students investigate each phase of the instructional design process, along with appropriate elaboration on the concepts involved. To help you connect in-class learning and real-world applications, this course requires you to identify a local organization (e.g., school, community center, corporation), conduct a needs assessment to identify an instructional need, and design an instructional solution.

Offered: Every year, Fall and Spring

IDN 526. Cognitive Science and Educational Design. 3 Credits.

This course examines theoretical perspectives and empirical evidence on learning, instruction and the use of digital resources for education. Focus is on the application of theory to guide design decisions. Readings include empirical studies as well as theoretical material to help students become comfortable with reading, interpreting and applying theory and research to design. The final project for the course is a design proposal and prototype for an instructional media resource.

Offered: Every year, Fall

IDN 527. Society, Culture and Learning. 3 Credits.

This course examines theories, approaches, and environments that address social and cultural contexts for learning. Students investigate a range of resources that reflect the importance of society and culture in their design, analyzing the influences that shape them. Readings include both theoretical material and research studies, with an emphasis on practical applications of theory. The final project for the course is a design proposal and prototype for an instructional media resource that specifically addresses social and cultural considerations.

Offered: Every year, Spring

IDN 528. Collaborative Design of Digital Environments. 3 Credits.

This course focuses on the design of learning environments as a collaborative effort. Using a design thinking approach, students simultaneously explore the principles of remote collaborative work and apply what they learn to their own engagement in small teams. Throughout the semester, these teams engage in brainstorming, storyboarding and the creation of a web-based learning resource.

Offered: Every year, Fall

IDN 529. Educational Media Design Lab. 3 Credits.

This course examines the principles, techniques and current practices used to produce and/or deliver interactive multimedia applications for education. Through a series of project-based assignments, students gain experience with a range of software tools used to create media artifacts such as text, graphics, animation, audio and video. Course makes use of a variety of applications based on each student's specific interests, needs and level of proficiency.

Offered: Every year, Spring

IDN 530. Web Design for Instruction. 3 Credits.

What factors contribute to an effective web design that can engage users and support their learning? In this course, students investigate web-based instructional resources. They examine relevant theoretical frameworks and use these principles to analyze the design of existing web resources, including graphics and functionality. Students develop a design document and a working prototype of a web-based instructional resource using various web design tools. Topics include principles of HTML, CSS, UX, and approaches to mobile design.

Offered: Every year, Summer

IDN 531. Design of Interactive Educational Environments. 3 Credits.

This course examines the design of interactive environments, including games, simulations and microworlds, from both theoretical and practical perspectives. Topics include information representation, types of interactivity, user control and pedagogical implications of interactivity, as well as the effective design of these resources for education. Students develop proficiency in the use of an interactive authoring environment or game design platform, depending on the individual's technical background, creating a functioning prototype of their design.

Offered: Every year, Summer

IDN 532. Design and Development of Online Learning. 3 Credits.

What does it take to design a compelling online learning experience, one that engages students and fosters their construction of new understandings? This class examines current approaches to planning, development and implementation of online courses. Students apply research-based principles and methods to develop an online "mini-course," designed to support a successful learning experience for the user. This course provides excellent foundational training in Learning Management Systems.

Offered: Every year, Fall and Summer

IDN 533. Producing Educational Video and Digital Training. 3 Credits.

This course examines the use of video in education, including theoretical approaches to visual learning as well as practical considerations about planning, writing, producing and integrating video resources. Students investigate artistic and technical practices used in combining audio, still images and moving pictures into coherent messages. Additional topics include directing, cinematography, audio, lighting, editing and effective distribution. Depending on levels of technical preparation, students use a range of applications to plan and produce short video segments.

Offered: Every year, Fall

IDN 534. Implementing Digital Media for Learning. 3 Credits.

This course examines the challenges of implementing digital environments for learning in real-world contexts. Through research articles and case studies, students explore issues such as selecting, budgeting and evaluating technology resources. Within the structure of the class, students may choose to focus on implementing media in K-12 environments (in and out of school), higher education, industry or public spaces.

Offered: As needed

IDN 535. New Directions in Digital Environments for Learning. 3 Credits.

As new digital resources are developed, instructional designers need to be able to understand and evaluate their practicality and value for educational use. This course allows students to explore new and changing technologies, applications and approaches. By definition, topics in this course change each time it is offered, but may include such areas as virtual and augmented reality, handheld devices and interactive media.

Offered: Every year, Spring

IDN 536. Independent Study. 3 Credits.

This course includes supervised study of special topics in instructional design. This option is designed to allow a student to further customize his or her course of study if needed. Each student must submit a proposed course of study including assessment plan for approval prior to enrolling.

Offered: As needed

IDN 537. Designing and Utilizing Assistive Learning Technologies. 3 Credits.

This course explores the use of technology to support achievement for individuals with different learning needs. Topics include an overview of the continuum of assistive technologies, from simple to complex; a discussion of theoretical bases, support and guidelines for the use of these technologies; an examination of the principles of Universal Design for Learning; and the exploration of specific tools and devices. Course projects emphasize hands-on experience in using these approaches.

Offered: Every year, Fall and Spring

IDN 550. Capstone Experience. 3 Credits.

The capstone is the culmination of students' work in the instructional design program. It prepares students to enter the workforce as instructional designers. In this final course, students design and develop a unique project which reflects the skills and knowledge gained throughout the program. The project serves to demonstrate fluency with the elements of an instructional design analysis, technical competency, and the ability to use theory to inform design.

Offered: As needed

Social and Emotional Learning (SEL)

SEL 600. Introduction to Social and Emotional Learning (SEL) and School Climate: Academy/Orientation. 1 Credit.

This course introduces students to the basic technology used throughout the program. Students receive a preview of the contents of the other courses to gain an understanding of how they connect to the development of the capstone project. Self-paced over 12 weeks.

Offered: Every year, Summer

SEL 601. Research Deep Dive - Social and Emotional Learning and School Climate. 3 Credits.

This course provides an introduction to the foundational research in social and emotional learning and school climate, as well as an introduction to critiquing research. The research reviewed is drawn from multiple fields, including child and cognitive development, trauma-informed instruction, and learning science.

Prerequisites: Take SEL 600.

Offered: Every year, Fall Online

SEL 602. Self-Care and Resiliency for Practitioners. 3 Credits.

This course focuses on the importance of healthy adults in promoting proactive and collaborative SEL climates. Using narrative explorations to promote resiliency, this course builds awareness around multi-voiced concepts of what self-care and resiliency mean, and considers how Intersectional issues of race, class, gender, and sexuality further inform and complicate SEL curricula and school change initiatives.

Prerequisites: Take SEL 601.

Offered: Every year, Fall Online

SEL 603. Transforming Instruction with SEL Insights. 3 Credits.

This course focuses on transforming curriculum and pedagogy with insights from research relating to SEL. Students gain an understanding of culturally relevant pedagogy, whole child needs assessments, and holistic management and instruction tools.

Prerequisites: Take SEL 602.

Offered: Every year, Spring Online

SEL 604. Leadership for SEL School Communities. 3 Credits.

This course develops skills to lead school communities in the promotion of whole child well-being and supportive climates for teachers, students, staff and families. Students work to understand the effects of policy and procedures with an SEL lens, and also learn consensus, collaboration and no-fault problem-solving strategies.

Prerequisites: Take SEL 603.

Offered: Every year, Spring Online

SEL 605. SEL Capstone Planning Project. 1 Credit.

Candidates design a self-defined capstone project, which implements their study and critique of the research to an applied problem of practice in their respective school environments. Each candidate is responsible for planning the development, implementation and assessment design of the project under the guidance of a university mentor and adviser.

Prerequisites: Take SEL 604.

Offered: Every year, Summer Online

SEL 606. Capstone Implementation Project. 1 Credit.

Candidates implement the project designed in the summer SEL 605 planning capstone. Project data is collected and analyzed with the oversight of the university adviser and mentor. Project results are presented in the fall semester for certificate completion.

Prerequisites: Take SEL 605.

Offered: Every year, Fall Online

Special Education (SPED)

SPED 545. Introduction to the Exceptional Child. 4 Credits.

This course provides students with a broad overview of exceptional learners. It is a basic overview/survey of all areas and categories of special education. The purpose is to provide an introduction to students with exceptionalities for education as well as noneducation majors. Target subject areas include: knowledge of categorical labels, educational law, program planning and terminology used in the field.

Offered: Every year, All

SPED 552. Teaching in the Inclusive Classroom. 3 Credits.

Treatment of exceptional individuals throughout history and the importance of societal values regarding their differences form the basis for students' understanding of special education from its inception to current practices. Topics of discussion include: history and philosophy, laws, guidelines and procedures related to providing special education; the needs of students with exceptionalities, including giftedness; the particular needs of students for whom English is a second language; and instructional considerations for students with exceptionalities in inclusive settings. From a philosophic perspective, students learn skills to include children with exceptionalities in their elementary classrooms.

Prerequisites: Take ED 341 or ED 571;

Corequisites: Take ED 452L.

Offered: Every year, Fall and Spring

SPED 565. Specific Learning Disabilities: Identification, Instruction and Assessment (LD). 4 Credits.

In this course, students have the opportunity to increase their knowledge of specific learning disabilities. Students discuss the supports and strategies that are successful in school so that there is a continuum of strategies that are practiced not just learned. The class expands the student's understanding of the importance of responding to the learning needs of these students in a positive way to help them access the curriculum successfully. The class incorporates tools such as simulations and case studies to understand the challenges and overlaps these SLDs present. Students examine the role of SRBI in identification, as well as questions such as: what makes these disabilities so misdiagnosed/overlooked; which if any are inherited/preventable; are there hidden gifts/talents being overshadowed by LDs; how can including the family in our collaborative efforts benefit the student; how can we identify key strategies to support these students emotionally as well as academically?

Offered: Every year, All

SPED 566. Autism Spectrum Disorders. 4 Credits.

Educational practitioners develop a knowledge base of methods for working with students diagnosed with Autism Spectrum Disorders (ASD) and associated communication disorders. Focus is on the identification of students, as well as the program planning based on instructional strategies in the areas of academic, behavioral, social-emotional and communication.

Offered: Every year, All

SPED 568. Assessment/Program Planning and Evaluation of Children with Special Needs. 3 Credits.

In this course, candidates prepare to administer, score and interpret a wide range of criterion referenced, norm referenced and curriculum-based measurements. Candidates utilize information to identify students with specific learning disabilities, make valid recommendations for programming, design appropriate IEP goals and objectives based on the results, and share information with parents and other professionals.

Offered: Every year, Fall and Spring

SPED 570. Special Education Law. 3 Credits.

This course focuses on current and relevant federal and state legislation in the field of special education. Special attention is paid to the interplay of services and protections provided by IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). In addition, candidates examine the materials to understand the Every Student Success Act (ESSA) that was recently signed into law. Candidates learn how the law affects the planning and delivery of services to children, adolescents and adults with special needs from birth through adulthood. Candidates learn to interpret case law as well as statutes and other legal memoranda that apply to the rights and protections afforded to people with special needs.

Offered: Every year, Fall and Spring

SPED 571. Emotional and Behavioral Disorder Identification, Management, and Assessment. 4 Credits.

This course examines social-emotional-behavioral functioning in the educational setting. Methods of identification, assessment and instructional planning for students with social-emotional-behavioral disorders are addressed in depth. Comprehensive coverage of behavior management, discipline models and building systems of support are examined and discussed. In this way, behavior and/or different learning needs are understood, modifications and supports are put in place and the student is actively engaged in practicing them. This student-centered method results in positive outcomes across the span of the student's life because the student learns and internalizes successful strategies that work consistently.

Offered: Every year

SPED 572. Educating Young Children with Special Needs. 3 Credits.

The needs of the young child with disabilities are explored through an examination of social, adaptive, environmental and family characteristics. Candidates learn how to assess children and provide a developmentally appropriate curriculum. The differences between IEPs and IFSP are a focal point, as well as the importance of working with families and professionals in birth to three programs, preschool programs, and kindergarten through grade 2 classrooms. Community services for the young special needs child also are discussed.

Offered: Every year, Summer

SPED 573. Reading Disorders: Assessment, Planning and Instruction. 3 Credits.

This course provides candidates with the knowledge and skills needed to provide appropriate evaluation, program planning and educational experiences for students with reading disorders, including Dyslexia. Specifically, reading assessments, diagnosis of reading disorders, IEP goals/objectives and program recommendations are explored and discussed. Reading instruction at the intervention and special education identification levels are discussed to ensure students' ability to plan educational programming for students including those with Dyslexia. Further, instructional strategies to support students with reading disabilities who are included in the regular education setting are emphasized. Various methodologies to support students with Dyslexia as they access the regular education curriculum and instruction are included.

Offered: Every year, Fall and Summer

SPED 574. Understanding and Teaching Students with Intellectual Disabilities. 3 Credits.

This course provides candidates with the information necessary to provide appropriate educational experiences for students with low incidence disabilities, including intellectual impairments, physical impairments and those with multiple areas of impairment. The focus is on promoting participation in the school, home and community through developing appropriate transition goals. Emphasis is placed on the use and effectiveness of assistive technologies in working with these students.

Offered: Every year

SPED 575. Working with Gifted and Talented Students. 4 Credits.

This course focuses on characteristics of students identified as "gifted" and "talented." Attention also is paid to those who are "twice exceptional." Candidates explore the early development of these children as well as the ways in which their gifts may affect their relationships with their siblings and families. Areas of study include identification, curriculum design and understanding how to provide for their unique social and emotional development, as well as their academic achievement. (Elective)

Offered: Every year, Fall and Spring

SPED 576. Designing and Utilizing Assistive Learning Technologies. 1-3 Credits.

This course explores the use of technology to support achievement for individuals with different learning needs. Topics include an overview of the continuum of assistive technologies, from simple to complex; a discussion of theoretical bases, support and guidelines for the use of these technologies; an examination of the principles of Universal Design for Learning; and the exploration of specific tools and devices. Course projects emphasize hands-on experience in using these approaches. (Elective)

Offered: Every year, Fall and Spring

SPED 579. Practicum in Special Education I. 3 Credits.

This course is the first of two separate 3-credit practicums designed to provide each candidate professional practice and authentic experiences working with students who qualify under IDEA as needing special education and related services. In addition to coursework, candidates choose a single primary designation from the student'(s) IEP for their Practicum. From that IEP, they select 1 or 2 goals to focus their work on as they spend 36 contact hours observing, planning, instructing and assessing the student(s). Hours and reflections are recorded in a journal daily. Candidates must design a lesson plan and teach a 10-minute mini-lesson that is filmed based on the goals from the IEP. All data collected throughout each practicum is compiled in an e-portfolio, which catalogs the activities undertaken by the candidates including an analysis and description as well as artifacts collected. The candidate is required to collaborate with the onsite special education teacher. The university professor will either visit or meet with the candidate, collaborating special education teacher, and principal during the practicum. Prerequisite: Qualifying employment in a school for the duration of the Practicum.

Offered: Every year, Fall

SPED 580. Practicum in Special Education II. 3 Credits.

This course is the second of two separate 3-credit practicums designed to provide each candidate professional practice and authentic experiences working with one or more students who qualify under IDEA as needing special education and related services. For this Practicum, candidates must choose a completely different primary disability than they chose for SPED 579. In addition to coursework, candidates must select 1 or 2 goals to focus their work on as they spend 36 contact hours observing, planning, instructing and assessing the student(s). Hours and reflections are recorded in a journal daily. Candidates must design a lesson plan and teach a 10- minute mini-lesson that is filmed based on the goals from the IEP. All data collected throughout each practicum is compiled in an e-portfolio, which catalogs the activities undertaken by the candidates including an analysis and description as well as artifacts collected. The candidate is required to collaborate with the onsite special education teacher. The university professor will either visit or meet with the candidate, collaborating special education teacher, and principal during the practicum to outline the expectations, standards and activities necessary to successfully meet the requirements. Prerequisites: Successful completion of SPED 579 Practicum I. Note: Each Practicum requires qualifying employment in a school for the duration of the Practicum

Prerequisites: Successful completion of SPED 579 Practicum I.

Offered: Every year, Spring

SPED 581. Research in Special Education. 3 Credits.

Candidates submit a proposal for research based on an area of interest in special education. Upon approval of their proposal, they conduct research, collect data and present their findings.

Offered: Every year