

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	Anna Brady	203-582-7657	anna.brady@qu.edu
Assistant Dean of Operations	Marion Sparago	203-583-3354	marion.sparago@qu.edu
Director, Master of Arts in Teaching	Christina Pavlak	203-582-3199	christina.pavlak@qu.edu
Director, Instructional Design and Technology	Ruth Schwartz	203-582-8419	ruth.schwartz@qu.edu
Director, Special Education	Jacqueline Lubin	203-582-8868	jacqueline.lubin@qu.edu
Director, Educational Leadership	Hamlet M. Hernandez	203-582-7436	hamlet.hernandez@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 BA/MAT or BS/MAT in Elementary Education (4+1) (<http://catalog.qu.edu/graduate-studies/education/five-year-elementary-education-ba-mat/>)
- Dual-Degree BA/MAT or BS/MAT in Secondary Education (4+1) (<http://catalog.qu.edu/graduate-studies/education/five-year-secondary-education-ba-mat/>)
- Dual-Degree BA/MAT or BS/MAT in Special Education (4+1) (<http://catalog.qu.edu/graduate-studies/education/five-year-special-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/>)
- Graduate MAT Degree in Special Education (<http://catalog.qu.edu/graduate-studies/education/special-education-mat/>)

Master of Science

- Dual-Degree BA/MS or BS/MS in Instructional Design and Technology (<http://catalog.qu.edu/graduate-studies/education/dual-degree-instructional-design-and-technology/>)
- MS in Instructional Design and Technology (<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 110. Inquiry in the Social Sciences.

3 Credits.

Engaging in a systematic investigation requires a set of widely applicable and transferrable skills, regardless of the subject or content matter. Through years 1 and 2 in the Quinnipiac University Advancing Diversity in Science (QUADS) program, students will be engaged in the authentic identification of a community-based phenomenon or community-based problem, that they would like to critically examine, and ultimately address. Through this process, and with the support of Mentors (university-students), Facilitators (high-school teacher) and Faculty (university), students will develop and hone their inquiry skills to formulate questions, gather and interpret evidence, and reach well-considered conclusions. In year one, which occurs over a minimum of 30 weeks (4 hours per month in-class) and includes a 35-hour in-class summer experience week, students will unpack the community as a system, identifying their own role(s) in the community, as they identify the problem in their community they plan to address. Year one culminates in a presentation of their identified problem at the summer experience week. In year two, which occurs over a minimum of 30 weeks (4 hours per month in-class) and includes a 28-hour in-class summer experience week, students will engage, with the support of Mentors, Facilitators, and Faculty, in an inquiry/design cycle to make sense of the community phenomenon and/or develop a solution for the identified community problem. Year two culminates in a presentation of the research and findings from the inquiry/design cycle at the summer experience week. The work of years 1 and 2 will directly support, and prepare, students for Course II: Activism in the Social Sciences. Prerequisites: Participation in the QUADS program. Students will have 60 hours of in-class time in year 1 and 60 hours of in-class time during year 2 (120 hours total).

Prerequisites: None

Offered: As needed, Spring

ED 111. Activism in the Social Science.**3 Credits.**

Enacting change in one's community requires the development, understanding, and application of skills based in critical-thinking, problem-solving, diverse sense-making, collaboration, communication, multi-generational learning, cultural pedagogies, equity, and social justice. Through year 3 in the Quinnipiac University Advancing Diversity in Science (QUADS) program, students will be engaged in developing and testing/applying solutions to the community-based phenomenon or community-based problem they identified and critically examined in years one and two. Through this process, and with the support of Mentors (university-students), Facilitators (high-school teacher) and Faculty (university), students will use their voice to enact their plan for change in their community, leveraging their inquiry skills and developing increased agency. In year three, which will occur over a minimum of 30 weeks (4 hours per month in-class work) and includes 60-hours combined across out-of-class work and community events, and a 30-hour in-class summer experience week, students will plan, design, enact, reflect on, and refine their plan for action, which will be based on the problem they identified in year one and the inquiry/design cycle in which they engaged in year two. Through this process, students will not only engage deeply with members of the QUADS community, but also with community members from their district, city, or state, as they put their plan for change into action in a real-world context. Year 3 culminates in a presentation of the project, completed across all years. Prerequisites: Participation in the QUADS program. Students will have 60 hours of in-class time and 60 hours of combined out-of-class work/community events during year 3 (120 hours total).

Prerequisites: None**Offered:** As needed, Fall**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.

Prerequisites: None**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:** As needed**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 252. Anti-Racism and Anti-Bias Through The Lens of Empathy: Broadening Perspective Through Literature for Children and Young Adults.****3 Credits.**

Participants in this course will study literature written for children and young adults through the lens of empathy using the Teaching Tolerance Social Justice Standards as a framework for considering identity, diversity, justice, and action. The course will begin with introspective work around our own identities because who we are impacts how we engage with texts. We will study books with a critical lens and analyze perspective and bias to contextualize the experiences of others in the hopes that we will become more empathetic.

Prerequisites: Take EN 101;**Offered:** As needed, Fall**UC:** Humanities

ED 253. Higher Education in Prison: Teaching and Learning in the Carceral Setting. 3 Credits.

This course will provide an introduction to the growing field of higher education in prison. The authors, researchers, and practitioners explored have contributed tremendously to a field that reaches back to 1877 but have only recently received mainstream attention. With the help of reflective writing, literary analysis, and guest lectures from field thought leaders across the country and globe, this course is offered to help further cultivate a solid understanding of the work being done, both domestically and internationally.

Prerequisites: Take EN 101 or ED 140;

Offered: As needed, Fall

UC: Social Sciences

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 350. Quads Mentor Seminar. 1 Credit.

This course is for students who are QUADS Mentors (Quinnipiac University Advancing Diversity in Science) to support them in developing the mindsets and skills needed to engage in the challenging, intrapersonal work associated with addressing implicit bias, racism, and social justice. This seminar will provide shared space for growth, reflection, and problem solving as QU students simultaneously engage in facilitating a caring and student-centered learning experience at local high schools. Through the seminar, we will explore and apply equity-based science pedagogical principles (community-based phenomenon, multi-generational learning, cultural pedagogies, diverse sense-making, and place-based science education (PBSE)). Mentors will facilitate the design of meaningful after-school opportunities for local high school students to enhance and contextualize their college readiness and learn science while moving towards social justice, culminating in week-long summer experience on QU campus, with added support from high school science teachers and QU faculty.

Prerequisites: None

Offered: As needed, All Online

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 one of the following: IDS 200, 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 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, Fall

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, Fall

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.

Corequisites: Take ED 436L

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.

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.

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, Fall

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. Weekly discussions, case study analyses, observation analyses and reflective journals provide opportunities to enhance the translation of theory to practice.

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 500. Graduate Seminar I. 1 Credit.

The Graduate Seminar provides supervision, support and feedback to the teacher candidate working full-time in a school-based setting. The course meets as a weekly seminar varying between on ground and virtual sessions. The focus of topics includes establishment of rapport, routines, behavior management and classroom climate. The course provides for residents to be supervised in the field through on-site observations and conferences with the candidate and the candidate's mentor to establish candidates' goals and evaluate growth. Course requirements include the completion of practice tests for certification and a diagnostic review of practice test results with the instructor.

Prerequisites: None

Offered: Every year, Fall

ED 501. Research and Graduate Seminar II. 1 Credit.

The Research and Graduate Seminar II is an online weekly seminar designed to continue supporting each teacher candidate in their full-time school-based experiences. The J-term will focus on establishing a problem of practice for the candidate to investigate in their spring semester, including the review of relevant research.

Prerequisites: None

Offered: Every year, January Term

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: None

Offered: As needed

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: None

Offered: As needed

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: None

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: None

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: None

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: None

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: None

Offered: Every year, Fall

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

This course develops the secondary teacher's understanding of reading and writing as essential skills across 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 571.

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: None

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: As needed

ED 513. Interdisciplinary Content Pedagogy for Secondary Classroom. 4 Credits.

This course explores curriculum design and development in the secondary classroom through an interdisciplinary lens. Instruction will focus on using Universal Backward Design and design thinking to develop curricula that enhance and support deep learning. Teacher candidates will work in teams using knowledge and skills from their individual content majors to craft curricula which promotes creativity, critical thinking, problem-solving and cross-disciplinary understandings to engage and motivate adolescent learners.

Prerequisites: Take ED 343 or ED 573

Offered: Every year, Summer

ED 514. Graduate Seminar I. 1 Credit.

This course aims to support teacher candidates who are working 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: None

Offered: Every year, Fall

ED 515. Graduate Seminar II and Career Development. 1 Credit.

This course provides clinical support for teacher candidates who are completing their final internship/residency 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.

Prerequisites: None

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.

Prerequisites: None

Offered: Every year, January Term

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.

Prerequisites: None

Offered: Every year, Summer

ED 535. Graduate Seminar I. 1 Credit.

The Graduate Seminar I provides supervision, support and feedback to the teacher candidate working full-time in a school-based setting. The course meets as a weekly seminar varying between on ground and virtual sessions. The focus of topics includes establishment of rapport, routines, behavior management and classroom climate. The course provides for residents to be supervised in the field through on-site observations and conferences with the candidate and the candidate's mentor to establish candidates' goals and evaluate growth. Course requirements include the completion of practice tests for certification and a diagnostic review of practice test results with the instructor.

Prerequisites: None

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, Fall

ED 545. Research and Graduate Seminar II.**1 Credit.**

The Research and Graduate Seminar II is an online weekly seminar designed to continue supporting each teacher candidate in their full-time school-based experiences. The J-term will focus on establishing a problem of practice for the candidate to investigate in their spring semester, including the review of relevant research.

Prerequisites: None

Offered: Every year, January Term

ED 550. Introduction to Teacher Research.**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 or ED 409L.

Offered: Every year, Summer

ED 554. Graduate Seminar.**2 Credits.**

This course aims to support teacher candidates who are working 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: None

Offered: Every year, Fall and Spring

ED 555. Graduate Seminar II and Career Development.**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.

Prerequisites: None

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 and Spring

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: As needed

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, Fall

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 and Spring

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.

Prerequisites: None

Offered: Every year, Summer

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, Fall

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, Fall

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.

Prerequisites: None

Offered: Every year, 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.

Prerequisites: None

Offered: Every year, 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.**

Prerequisites: None

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 one of the following: ED 501, ED 514, ED 554, ED 614 or ED 616.

Offered: Every year, Fall and Spring

ED 605. Teacher Induction Support.**3 Credits.**

The teaching induction course is designed to support the newly hired teacher. A university supervisor provides one-on-one support to assist with tasks like classroom set-up, routine development, curricular review, and student work analysis. Newly hired REC teachers can opt for either 7 or 14 weeks of support (3-6 credits).

Prerequisites: Take ED 614 or ED 616.

Offered: Every year, Fall

ED 614. Research and Graduate Seminar IV.**1 Credit.**

The Research and Graduate Seminar will require the teacher candidate to implement the problem of practice research established during the J-term. Additionally, weekly seminars will be conducted either virtually or on-ground to provide support and feedback as to the candidate's experience. Candidates will be required to continue working on licensure and certification testing requirements. The university supervisor/instructor will conduct formal observations to document candidate growth and development.

Prerequisites: None

Offered: Every year, Summer

ED 615. Graduate Seminar III and Career Development.**1 Credit.**

This 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.

Prerequisites: None

Offered: Every year, Spring

ED 616. Research and Graduate Seminar IV.**1 Credit.**

This course will require the teacher candidate to implement the problem of practice research established during the J-term. Additionally, weekly seminars will be conducted either virtually or on-ground to provide support and feedback as to the candidate's experience. Candidates will be required to continue working on licensure and certification testing requirements. The university supervisor/instructor will conduct formal observations to document candidate growth and development.

Prerequisites: None

Offered: Every year, Summer

ED 617. Graduate Seminar III and Career Development.**1 Credit.**

This 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.

Prerequisites: None

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 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.

Prerequisites: None

Offered: Every year, Summer

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.

Prerequisites: None

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.

Prerequisites: Take EDL 601 and EDL 603.

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 608. Summer 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. This course provides the EDL student with 7-week summer internship which compliments EDL 607, the 14-week internship. The summer internship targets administrative responsibilities occurring in the summer aligned to the National Education Leadership Preparation (NELP) standards. The course is completed under the supervision of a university professor and in collaboration with a school-based mentor, who must hold CSDE 092 endorsement. Students complete a minimum of 100 hours of administrative duties and are required to maintain a log of their time and map their experiential hours to NELP standards.

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

Offered: Every year, Summer

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. This course is offered in the Summer II session.

Prerequisites: None

Offered: Every year, Spring and Summer

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. This course is offered in the Summer II term.

Prerequisites: None

Offered: Every year, Summer

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. This course is offered in the Summer I term.

Prerequisites: None**Offered:** Every year, Summer**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.****Prerequisites:** Take EDL 601 EDL 603 EDL 605.

Instructional Design and Technology (IDN)

IDN 525. Foundations of Instructional Design.**3 Credits.**

This course introduces students to the dynamic field of instructional design, which is a systematic approach to developing engaging, effective learning experiences using a range of media and technologies. Using a project-based approach, learners develop competence in each phase of the instructional design process as they plan a learning solution for a real-world problem. Students walk away with a robust understanding of the creative process of instructional design, applicable to a range of fields including education, business, community-based work, and healthcare.

Prerequisites: None**Offered:** Every year, Fall and Spring**IDN 526. Cognitive Science and Educational Design.****3 Credits.**

IDN 526 is an introduction to cognitive science—the study of how the mind works—as it applies to teaching, learning, and the design of digital resources for learning. Our focus is on the practical application of theories: How can they be used to guide design decisions in developing educational resources and environments? Readings include source materials and research studies to help students become comfortable with interpreting and applying theory and research to design. Over the course of the semester, students draw on the theories they have examined to develop a detailed design proposal and prototype for an instructional resource.

Prerequisites: None**Offered:** Every year, Fall**IDN 527. Society, Culture & Learning.****3 Credits.**

This course addresses questions of how social and cultural context and society influence learning. We examine theories and approaches that reflect the importance of society and culture, analyzing the strategies that can be applied to the design of learning resources and environments. 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.

Prerequisites: None**Offered:** Every year, Spring**IDN 528. Collaborative Design of Digital Learning.****3 Credits.**

In this course, students explore how we create and express our identities in digital spaces, both as individuals and as collaborative groups. 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 establish group norms, use consensus-based decision making, develop empathy maps, engage in brainstorming, visualize projects through storyboarding and work collaboratively to build a virtual learning resource.

Prerequisites: None**Offered:** Every year, Fall**IDN 529. Educational Media Design Lab.****3 Credits.**

This course examines the principles, techniques and current practices used in the design, production and delivery of multimedia content for education. The course begins with an exploration of the foundations of good design. Students then undertake a series of project-based assignments, selecting their lab choices based on their own specific interests, needs and levels of proficiency. They utilize a range of software tools to create media artifacts such as text, graphics, animation, audio and video.

Prerequisites: None**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.

Prerequisites: None**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.

Prerequisites: None**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.

Prerequisites: None

Offered: Every year, 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.

Prerequisites: None

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.

Prerequisites: None

Offered: As needed

IDN 535. Emerging Technology for Teaching and Learning. 3 Credits.

As new digital technologies are developed, instructional designers need to be able to understand and evaluate their practicality and value for educational use. This course empowers students to analyze and critique current popular trends in educational technology, and present their original ideas for implementation of these technologies in a variety of teaching and learning environments. By definition, topics in this course change each time it is offered, but may include such areas as artificial intelligence, virtual and augmented reality, handheld devices and interactive media. By the end of the course, students will emerge with a futuristic vision of learning technology based on current trends.

Prerequisites: None

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 their course of study if needed. Each student must submit a proposed course of study including assessment plan for approval prior to enrolling.

Prerequisites: None

Offered: As needed

IDN 537. Designing Accessible Learning Experience. 3 Credits.

In this course, students explore the use of Universal Design for Learning (UDL) principles, accessibility guidelines, and assistive technologies (AT) in the design of learning experiences that can meet the diverse needs of modern learners in school settings as well as in the workplace. Students explore strategies for addressing different needs, abilities, and preferences in digital environments, and evaluate software and corresponding pedagogical approaches to support learners. Course projects emphasize hands-on experience with UDL and AT, including the development of a digital accessibility tool kit and a comprehensive redesign of an existing learning experience to meet the UDL principles.

Prerequisites: None

Offered: Every year, Spring

IDN 538. Learning Experience Design. 3 Credits.

Learning experience design takes a holistic view of the learner and their engagement throughout the overall instructional experience, viewing learning as a journey. In this course, students will explore the impact of the senses, emotion, and environment on the learner. We will investigate a number of tools and strategies, including scenario-based learning, branching techniques, storytelling, worldbuilding, and play. We will create learner journey maps, gain skills in diagramming and mapping, and approach design through a lens of empathy.

Prerequisites: None

Offered: Every year, Fall

IDN 550. Capstone Experience. 3 Credits.

The capstone is the culmination of a student's work in the instructional design program. It prepares students to utilize their new proficiency in their current role, or to enter the workforce as instructional designers. In this final course, students use a project management framework to design and develop a unique project reflecting 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 leverage theory to inform design. The course also supports students in preparing their resumes and electronic portfolios.

Prerequisites: None

Offered: As needed

IDN 555. IDN Internship. 3 Credits.

The IDN internship aims to promote professional growth through participation in supervised fieldwork with a cooperating organization. Students complete a minimum of 100 hours of work, evaluated by the internship supervisor. Students are responsible for finding their own internships, and internships must be approved in accordance with IDN department policies prior to student registration. The course also supports students in preparing their resumes and electronic portfolios.

Prerequisites: Instructor Permission Required.

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.

Prerequisites: None

Offered: As needed

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: None

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: None

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: None

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: None

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 245. Introduction to the Exceptional Child. 3 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 introduce our students 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.

Prerequisites: None

Offered: Every year, Fall

SPED 365. Specific Learning Disabilities: Identification, Instruction and Assessment (LD). 3 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? Admission to SPED program is required. This is a 7-week course.

Prerequisites: Take SPED 245 and must be accepted into SPED MAT 4+1 Program.

Offered: Every year, Fall

SPED 370. 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 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. Admission to SPED program is required. This is a 7-week course.

Prerequisites: Take SPED 464.

Offered: Every year, Fall

SPED 464. Teaching Students With Reading and Math Disorders. 3 Credits.

In this course, students will develop a greater understanding of reading and math disorders including dyscalculia and dyslexia. This course addresses the neuro-biological origins of dyslexia and dyscalculia and the effects on language, literacy, and mathematics development. Students will study the characteristic symptoms of each disability/disorder, implications of each disorder, diagnosis, and teaching methodologies to support students with these disorders. Students will learn how design and implement evidence-based literacy and math instruction to reach diverse learners. Admission to SPED program is required. This is a 7-week course.

Prerequisites: Take ED 341.

Offered: Spring

SPED 501. Graduate Seminar I.**1 Credit.**

This course is the first of three seminars that you will take during your program. It is designed to help beginning special education teachers explore the issues that they will encounter in classrooms during their internship. The focus will be on developing an understanding of the laws that govern special education and how they influence the diverse student makeup of our classrooms. Students will be provided with a broad overview of exceptional learners. Knowledge of categorical labels, program planning, behavior management and terminology used in the field of special education will be targeted.

Prerequisites: None**Offered:** Every year, Fall**SPED 502. Research and Graduate Seminar II.****1 Credit.**

This second seminar course is designed to support beginning special education teachers as they continue to gain experience in working with special needs students. The focus will be on methods of assessments, progress monitoring, data collection, and program planning. Providing appropriate accommodations and/or modifications to curriculum will also be discussed. Learning modules and other resources will be combined with class discussions on crucial topics in the field of special education. The J-term will focus on establishing a problem of practice for the candidate to investigate in their spring semester, including the review of relevant research.

Prerequisites: Take SPED 501.**Offered:** Every year, January Term**SPED 545. Introduction to the Exceptional Child.****3 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 introduce our 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.

Prerequisites: None**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 classrooms. Admission to MAT program is required.

Prerequisites: Take ED 341 or ED 571.**Corequisites:** Take ED 452L. Corequisite applies to undergraduate students only.**Offered:** Every year, Spring and Summer**SPED 564. Teaching Students with Reading and Math Disorders.****3 Credits.**

In this course, students will develop a greater understanding of reading and math disorders including dyscalculia and dyslexia. This course addresses the neuro-biological origins of dyslexia and dyscalculia and the effects on language, literacy, and mathematics development. Students will study the characteristic symptoms of each disability/disorder, implications of each disorder, diagnosis, and teaching methodologies to support students with these disorders. Students will learn how design and implement evidence-based literacy and math instruction to reach diverse learners. Admission to SPED program is required. This is a 7-week course.

Prerequisites: Take SPED 573 or ED 544 or ED 556.**Offered:** Every year, Spring**SPED 565. Specific Learning Disabilities: Identification, Instruction and Assessment (LD).****3 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? Admission to SPED program is required.

Prerequisites: Take SPED 545.**Offered:** Every year, All**SPED 566. Autism Spectrum Disorders.****3 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. Admission to SPED program is required.

Prerequisites: Take SPED 545 or SPED 565.**Offered:** Every year, All**SPED 566L. Autism Spectrum Disorders Field Study Lab.****1 Credit.**

The Pedagogy Field Lab is taken in conjunction with SPED566. Teacher candidates complete a minimum of 20 hours of classroom observation and fieldwork that coincides with topics studied in SPED566. Weekly field hours, case study analyses, observation analyses and reflective journals provide opportunities to enhance the translation of theory to practice.

Corequisites: Take SPED 566.**Offered:** Every year, Spring

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. Admission to SPED program is required.

Prerequisites: Take SPED 545.

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 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. Admission to SPED program is required. This is a 7-week course.

Prerequisites: Take SPED 545 and SPED 565.

Offered: Every year, Fall and Spring

SPED 571. Emotional and Behavioral Disorder Identification, Management, and Assessment. 3 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. Admission to SPED program is required.

Prerequisites: Take SPED 545 and SPED 565 or SPED 566.

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. Admission to SPED program is required. Required for Initial Certification and Cross Endorsement.

Prerequisites: Take SPED 545.

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. Admission to SPED program is required. This is a 7-week course.

Prerequisites: Take SPED 545.

Offered: Every year, Spring 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. Admission to SPED program is required. This is a 7-week course.

Prerequisites: Take SPED 545 and SPED 565 or SPED 566.

Offered: As needed

SPED 575. Working with Gifted and Talented Students. 3 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. Admission to SPED program is required. This is a 7-week course.

Prerequisites: Take SPED 545 and SPED 565.

Offered: Every year, Fall

SPED 576. 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. Admission to SPED program is required.

Prerequisites: Take SPED 545 and SPED 565.

Offered: Every year, 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/or principal during the practicum. Admission to SPED program is required. Must be cross endorsing. Note: Each Practicum requires qualifying employment in a school for the duration of the Practicum.

Prerequisites: Permission of the Program Director.**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. Admission to SPED program is required. Must be cross endorsing. **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. Admission to SPED program is required. Not required for cross-endorsing.

Prerequisites: Take SPED 545.**Offered:** Every year**SPED 582. Research in Special Education.****2 Credits.**

In this course candidates will collaborate with a faculty advisor to identify a problem of practice in an area of special education. Upon approval of their proposal, they will conduct research and do a modified literature review of the problem and collect data. They will develop an action plan that will improve access for individuals with special needs. Since educators are also leaders, it is important to collaborate and share resources with colleagues. For this course, candidates will design a professional development plan based upon their research that could be shared with colleagues. Admission to SPED program is required.

Prerequisites: Take SPED 568.**Offered:** As needed**SPED 650. Student Teaching /Special Education.****6 Credits.**

This six-credit course consists of a ten-week student teaching assignment. Student teaching will be with students of two different disabilities. This assignment will be full time in a public school or an approved setting working with a trained cooperating teacher who supervises the candidate pursuing an initial certificate in special education. Teacher candidates will gain firsthand knowledge in the continuum of services in the field of special education. They will utilize strategies and best practices learned through their coursework and apply those to the students with whom they are working. The university coordinator must approve all placements and will advise the teacher candidate throughout the semester. A university supervisor will be provided to complete required observations.

Prerequisites: Take SPED 572.**Offered:** Every year, Fall and Spring**SPED 651. Student Teaching II/Special Education.****3 Credits.**

This three-credit course consists of a ten-week student teaching assignment. Student teaching will be with students having a disability which is different than the student teaching assignment in SPED 650, Student Teaching I. This assignment will be full time in a public school or an approved setting working with a trained cooperating teacher or mentor who supervises the candidate pursuing an initial certificate in special education. Teacher candidates will gain firsthand knowledge in the continuum of services in the field of special education. They will utilize strategies and best practices learned through their coursework and apply those to the students with whom they are working. The university coordinator must approve all placements and will advise the teacher candidate throughout the semester. A university supervisor will be provided to complete required observations.

Prerequisites: Take SPED 650.**Offered:** As needed