

EDUCATION (ED)

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