

EDUCATION (ED)

ED 0200 Explorations in Education: Introduction to Teaching, Learning, and Schooling 3 Credits

Attributes: UDIV U.S. Diversity

In this course, students/candidates discover how education is accomplished in schools through the social construction of teaching and learning. Through participant observation, service learning, reflections, assigned readings, class discussions and collaboration, candidates contribute positively to student learning in local schools and communities with diverse (socioeconomic, linguistic, race/ethnicity) populations, understand the complexities of schooling from multiple insider perspectives, and engage in the process of discerning whether to pursue a career in education. Successful completion of this course is one of the prerequisites for admission to the teacher education program. Approximately 25 hours of service in a local school is required.

ED 0241 Educational Psychology 3 Credits

This course considers a particular application of the more important psychological principles to educational theory and practice, embracing a systematic study of the educable being, habit formation, phases of learning, intellectual and emotional growth, and character formation. The course, which includes a 15-hour field experience in an approved, ethnically diverse public school setting, also examines individual differences, transfer of training, interest, attention, and motivation insofar as they influence the teaching process.

ED 0329 Philosophy of Education: An Introduction 3 Credits

This course applies the basic concepts of philosophy to education in general and to contemporary education theory in particular to acquaint educators with philosophical terminology, to improve the clarity of their thinking, and to encourage personal commitment to their own life philosophies. It also provides the opportunity to ask fundamental questions about the aims and purposes of education and schooling in a multicultural democratic society; the ethical dimensions of the teaching/learning relationship; the effects of poverty and injustice on the lives of young people, their families and communities; and the role of the imagination in transforming the world. A range of philosophical perspectives will be explored including Jesuit Education/Ignatian Pedagogy, Deweyan Progressive education, and Freirian Critical Pedagogy. This course includes an optional service learning experience in an approved, ethnically diverse school setting.

ED 0350 Special Learners in the Mainstream 3 Credits

This course familiarizes the mainstream professional with the special learning needs of children and youth with intellectual and developmental disabilities, learning disabilities, emotional disturbances, severe disabilities, multiple disabilities, and those who are gifted and talented. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibilities of counselors, psychologists, educators, and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services. This course may require a fieldwork component as part of the evaluation process. Note: This course is not for those pursuing an initial certificate or cross-endorsement in special education; it is for general educators and students in affiliated fields of study.

ED 0401 K-12 Teaching Internship Seminar for Initial Certification Candidates 1 Credit

Prerequisite: Matriculated status in an initial educator certification MA or SYC program in the Graduate School of Education and Allied Professions. This seminar is designed for pre-service teachers working as teaching interns while pursuing a graduate degree. Candidates engage in the reflective practice and action of Ignatian pedagogy, connect theory and practice, and develop an identity as educators for social justice and social responsibility. Seminar activities increase in sophistication as the teaching internships progress. Candidates must enroll in the seminar every semester of their teaching internships. May not be used to fulfill degree requirements.

ED 0402 Teaching Internship Seminar for Certified Teachers 1 Credit

Prerequisites: Connecticut teacher certification or eligibility and matriculated status in an advanced educator MA or SYC program in the Graduate School of Education and Allied Professions. In these sequenced seminars, designed for certified teachers working as teaching interns while pursuing a graduate degree, candidates engage in the reflective practice and action of Ignatian pedagogy, connect theory and practice, and build their professional portfolios as educators for social justice and social responsibility. Seminar faculty will spend time with the teaching interns in their schools. Candidates must enroll in the seminar every semester of their teaching internships; the seminar activities increase in sophistication as the teaching internships progress. May not be used to fulfill degree requirements.

ED 0403 Special Topics (Shell) 1-3 Credits

This course provides faculty and candidates the opportunity to explore advanced and/or timely topics in education. Guided by the foundational premises of the GSEAP conceptual framework, candidates develop knowledge and culturally sensitive professional capacity with regard to the specified topic through readings, class discussion, and authentic activity, including advocacy. Topics may vary each semester and are determined by the Educational Studies and Teacher Preparation Department as a reflection of pertinent and timely themes that are not otherwise covered in depth in existing courses. Upon faculty advisement, candidates may take two special topics courses during their matriculation.

ED 0405 Contexts of Education in the Primary Grades 3 Credits

Based on current theory and practice in multicultural education, learning theory, child development, and class-room management, this course provides the opportunity to learn about and design learning environments in which primary grade children thrive, build supportive learning communities, and develop social conscience.

ED 0429 Philosophical Foundations of Education 3 Credits

Drawing on a range of philosophical perspectives, this foundational course provides candidates with the opportunity to analyze critically some of the recurring themes in educational thought and connect them to the contemporary educational context. Fundamental questions examined include: the meaning of one's chosen vocation; the purposes of education and schooling in a democratic society; the ethical dimensions of the teaching/learning relationship; and the role of the social imagination in transforming the world.

ED 0431 Extending Literacy in the Elementary School: Grades 3-6**3 Credits****Prerequisite:** ED 0437.

This course explores the continuation of literacy development and learning, with emphasis on content-area literacy development in the later elementary grades. Guided by current research and practice in literacy, pedagogy, human development, and multicultural education, candidates learn to assess and develop children's literacy strategies and skills, organize and facilitate group and individual learning in reading and writing, and design and carry out content-based curriculum to support continued literacy development and social responsibility. The course addressed the integration of visual and performing arts and appropriate use of electronic technology, includes collaborative work with cooperating teachers, and requires at least two hours per week of fieldwork in priority school districts.

ED 0437 Developing Literacy in the Elementary School: Primary Grades**3 Credits**

This course explores developmental literacy, with an emphasis on primary grades. Guided by current research and practice in literacy, pedagogy, human development, and multicultural education, candidates assess and develop children's literacy strategies and skills; organize and implement group and individual instruction in reading and writing; develop a technologically current, literate classroom environment; and design curriculum to support literacy development and social responsibility. Course requirements include: collaborative work with peers and cooperating teachers, an extensive case study, and at least two hours per week of fieldwork in a priority school district.

ED 0441 Teaching and Learning within Multicultural Contexts of Education**3 Credits**

This course explores and addresses the multifaceted aspects of multicultural education with the aim of engaging in a teaching-learning process where participants explore their commitment to the well-being and learning of all students; develop a deep understanding of the needs of all students; develop strategies to promote caring, justice, and equity in teaching; learn to respect linguistic, racial, ethnic, gender, and cultural diversity; investigate how students construct knowledge; demonstrate an understanding of the relationship between students' daily life experiences and education; and critique systematic processes of discrimination that marginalize and silence various groups of students. Crosslisted with SL 0441.

ED 0442 Educational Psychology**3 Credits**

Designed to provide an understanding of the psychology of teaching and learning, this course emphasizes child and adolescent development, motivation techniques, teaching and learning theories, strategies for working with culturally diverse student populations, student performance monitoring and assessment, and current issues in educational psychology. Especially appropriate for those new to the profession, this course helps participants develop insights into student behavior. Course requirements include field experience in a culturally diverse school setting approved by the instructor for a minimum of 20 hours. Marriage and Family Therapy candidates require Dean's approval.

ED 0447 Learning Mathematics in the Elementary Classroom**3 Credits**

In accordance with the professional standards for teaching mathematics, this course emphasizes the important decisions a teacher makes in teaching: setting goals, selecting or creating a variety of appropriate mathematical tasks, supporting classroom discourse; integrating mathematics across the curriculum; assessing student learning; and creating a supportive classroom environment. During this course, candidates explore the relevance of theory in the classroom. In addition, candidates investigate the development of specific concepts such as computation and geometry in elementary age children. Candidates engage in adult-level mathematics activities designed to increase an understanding of mathematics, examine the latest research on how children learn mathematics, and explore strategies for dealing with diverse learners. Additionally, as socially responsible educators, candidates examine how mathematical practices and teaching methods are influenced by underlying theoretical principles linked to history and the position of the classroom teacher. Course requirements include on-site fieldwork in an elementary school for a minimum of two hours per week during the semester.

ED 0455 The Literate Learner: Using Critical and Strategic Literacy in the Content Areas, Grades 5-12**3 Credits**

In this course, designed for experienced and new middle and high school educators, candidates explore and use cutting edge theory and best practices in literacies to support powerful student learning across curricular areas. Candidates learn a repertoire of research-based strategies and tools to help diverse learners to make meaning from a variety of texts in their subject area, including non-print and media texts. As reflective educators who advocate for equity and justice in education, candidates will infuse critical and strategic literacies into content area curriculum and document their effect on student learning. Candidates not currently teaching will be expected to work with a teacher in a high needs school for about 25 hours in order to complete this aspect of the course.

ED 0459 Developmental Reading in the Secondary School**3 Credits**

This course emphasizes enhancing reading comprehension in all curricular areas at the secondary level. Current reading theory and research provide the framework for examining a variety of instructional strategies. Additional areas explored include questioning techniques, concept development, study strategies, and assessment.

ED 0462 Science Methods**3 Credits**

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching science at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching science through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 20 hours of teaching with a practicing science teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Science Education.

ED 0463 World Language Methods**3 Credits**

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching world language at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching world language through course readings, lesson and unit plan design, and mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing language teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of World Language Education.

ED 0464 Mathematics Methods**3 Credits**

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching mathematics at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching mathematics through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing mathematics teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Mathematics Education.

ED 0466 English Methods**3 Credits**

Candidates explore the organizational pattern in which English can best be taught and analyze the effectiveness of various methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curriculum materials, methods of organization, approaches to literature study, and procedures most cogent in the fields of grammar, composition, oral communication, and dialogue. The course addresses teaching English through course readings, lesson and unit plan design, and videotaped mini-teaching sessions. This course requires a field service component consisting of 10 hours of teaching with a practicing English teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of English Education.

ED 0468 Social Studies/History Methods**3 Credits**

This course combines theory, research and practice through a comprehensive application of the principles, methods, and materials necessary for teaching social studies/history at the secondary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching social studies/history through course readings and resources, lesson and unit plan design, and videotaped mini-teaching sessions. This course includes a required field service component consisting of 10 hours of teaching with a practicing social studies/history teacher. Enrollment by permission only. Requires submission of a resume, a one-page philosophy of education writing sample, a data form, and permission of the coordinator of Social Studies/History Education.

ED 0493 Educational Imagination: Exploring Multicultural Identities & Curriculum in a Cross-Cultural Context**3 Credits**

This course explores alternative approaches to education. Drawing on the works of liberatory educators, such as Paulo Freire and Maxine Greene, as well as the arts and popular culture, this course provides the basis for dialogue on the transformative power of our imagination. This course views the teacher's role as one of empowering students to think critically about themselves and their relation to education and a multicultural society, and the student's role as one of active participation in the learning process. Connecting theory, practice and personal experience in useful and imaginative ways, we will, in the words of Maxine Greene, begin to see: schooling as it could be otherwise; teaching as it could be otherwise; learning as it could be otherwise; culture as it could be otherwise; the world as it could be otherwise.

ED 0497 Teaching Science in the Elementary Classroom**3 Credits**

This course includes a comprehensive study of the principles, methods, and materials necessary for teaching science at the elementary level. Candidates explore effective elements of instruction as they relate to practical applications in the classroom. The course addresses teaching science through readings, active participation in class activities, lesson/unit plan design and microteaching, class discussions, and individual reflections. Guided by current research and practice in science education, candidates in this course design science curricula for the elementary grades that develop content knowledge, science inquiry skills, critical thinking, problem solving, social responsibility, and technological competence. This course includes a required 10-hour field component.

ED 0499 Introduction to Educational Research**3 Credits**

Prerequisite: At least six credits toward the MA degree.

In this course, candidates develop critical perspectives on research about education. Guided by current theory and practice in educational research, candidates reflect on ethical considerations of the researcher as well as the methodological tools that are used in educational research. Candidates are introduced to a wide range of qualitative and quantitative methods, which they use in analyzing data and reviewing current educational research articles. Through discussions, candidates consider how research can be a valuable tool that helps teachers systematically reflect on learning and teaching practices. During the course, candidates connect an area of interest with research methods as they develop research paper proposals.

ED 0501 Practicum for Literacy Teacher Consultants**2 or 3 Credits**

Prerequisite: ED 0561.

The Practicum for Literacy Teacher Consultants will focus on the following: research on literacy issues; exploration of best practices in the teaching of literacy to all students; theory and practice of providing leadership for teachers who use reading, writing, and thinking in the courses they teach. Students who successfully complete the Practicum will become teacher/consultants for the Connecticut Writing Project: Fairfield.

ED 0510 Cultural and Political Geography**3 Credits**

Cultural and political geography can be at once overlaid and in conflict. Geographer Bernard Nietschmann's analysis of indigenous "nation peoples" conflicts with past and current political states describes many of today's extant political conflicts. Within virtually every political state, "multi-national" (i.e. multicultural) groups struggle for identity, independence, autonomy, territory, and rights. This course provides a framework for understanding the dual centrifugal and centripetal forces acting on political states, the fragility of the notion of "nation-states," sovereignty, boundary, alliances, cartels, and organizations of states as functions of human cultural and political geography. Appropriate technologies and activities for 7-12 students are demonstrated.

ED 0511 Educating for Social Responsibility and Civic Engagement: A Capstone Seminar**3 Credits**

Prerequisite: All other degree requirements.

Drawing on contemporary educational theory and best practices, and inspired by the Jesuit educational goal of "forming men and women for others," this capstone seminar is the culminating, integrative experience for approved candidates in the Master's in Teaching and Foundations program for certified teachers and for the Master's in Elementary Education, and the Master's in Secondary Education. As participants in a community of learners, candidates demonstrate their capacities as reflective scholar-practitioners who synthesize program learnings to produce an Integrative Master's Project. This capstone seminar explores the ways educational professionals can promote social responsibility in their work with schools, communities, and families.

ED 0512 Contemporary Schooling in Society**3 Credits**

Candidates investigate and discuss current issues important to education, seeking to understand the relationship between the systemic nature of particular issues and their specific manifestations in local, national, and global arenas. In addition, candidates identify the ways that they, as educators and as citizens, attend to these issues at the local level.

ED 0515 Economic and Physical Geography**3 Credits**

Economic geography is closely connected to physical geography - the central issue being uneven distribution of resources on a global scale. These resources, be they natural, human or capital resources, constitute the economic interactions of not only nations, but of the past, present, and future of human activities and planetary resource and environmental issues. Therefore, issues of development, poverty and wealth, environmental concerns that will affect the lives of today's students, their children, and their environment are addressed. Appropriate technologies and activities for 7-12 students are demonstrated.

ED 0522 Learning and the Child's Experience**3 Credits**

Prerequisite: ED 0405 or ED 0437 or ED 0447 or ED 0497.

Drawing from classic and current cross-disciplinary theory and practice, candidates in this course gain a comprehensive, culturally sensitive knowledge of how children and young adolescents in the elementary grades learn, think, and interact as social beings. Candidates consider the development of individual children within the larger context of educational institutions. Beginning with an introduction of Piaget's and Vygotsky's frameworks for the understanding of development, candidates further explore constructivism and socio-historical cultural views of learning as they consider the relevance of theory for teaching practices.

ED 0530 Assessment and Differentiated Instruction**3 Credits**

Teacher candidates in this course will become familiar with principles and techniques necessary to plan, select, administer, interpret, and assess a differentiated range of student learning activities and instructional methods. Candidates will learn to use traditional norm-referenced instruments, curriculum-based assessments, formal observations, interviews, criterion-referenced assessments, and other alternative assessments to guide differentiated planning and instruction.

ED 0534 Theories of Learning**3 Credits**

This course presents a detailed consideration of the positions on the nature and conditions of human learning found in the principal schools of psychology and in contemporary research. Crosslisted as PY 0534.

ED 0540 Ethics and Advocacy in Educational Contexts**3 Credits**

This course examines key ethical theories and their application in authentic educational settings. Case studies of real and potential ethical dilemmas are analyzed from a social justice advocacy perspective, highlighting the individual, professional and social dimensions of ethical reasoning, decision-making and action.

ED 0545 Developing Integrated Curriculum for Elementary Students: Inquiry and Action**3 Credits**

Guided by current research and practice in pedagogy, human development, and multicultural education, candidates in this course design socially responsible, inquiry and action-oriented, interdisciplinary curriculum units that develop content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. Fieldwork in local 3-6 classrooms required. Prerequisites: At least two of the following: ED 0437, ED 0447, ED 0497, ED 0531.

ED 0547 Leadership in Supporting Mathematics Learning in School and Community Settings**3 Credits**

In accordance with the professional standards for teaching mathematics, this course provides certified elementary educators and candidates for cross-endorsement in elementary education opportunities to plan, design and carry out theoretically informed, developmentally appropriate and culturally responsive mathematics education for elementary students with varied learning needs. Candidates have the opportunity to take a leadership role in team planning, the design of responsible test preparation, and in school and community-based opportunities for students to explore mathematical concepts, skills, and strategies. Requirements include extensive teaching and team planning for mathematics learning in an elementary school and/or community setting.

ED 0552 Participatory Research and Advocacy in School and Community Settings**3 Credits**

Prerequisite: Matriculation and six completed credits in the MA program in Teaching and Foundations.

This course is designed for certified teachers, community leaders and professionals from allied fields. Through engagement in authentic participatory projects in schools or community settings, and through engagement with the literature on participatory research and advocacy, candidates in this course gain knowledge and competence in designing and implementing socially responsible research and advocacy projects with and for students, clients and community members.

ED 0559 Empowering Struggling Readers and Writers in the Elementary Grades**3 Credits**

Prerequisite: ED 0437 or a current teaching certification.

In this course, elementary teacher candidates work to meet the literacy learning needs of struggling learners. Under the guidance of certified literacy specialists, candidates assess learning needs, and, in collaboration with classroom teachers and appropriate specialists, provide instructional interventions for individuals or small groups of struggling readers and writers. A minimum of 25 hours of fieldwork are required. Enrollment by permission only.

ED 0561 Summer Institute in the Teaching of Writing**0-4 Credits**

This institute is for experienced teachers, grades K-12, in all disciplines. Participants will become familiar with contemporary theory regarding all aspects of literacy with emphasis on composition theory. In addition, participants will explore best practices that extend theory into the classroom. A primary focus for inquiry will be on language of students for whom English is a second language and for low income students. In addition, participants will explore literary issues through their own writing and through independent research in an area of study that is appropriate to their professional needs. All participants who want advanced training as presenters and literacy leaders in Fairfield and New Haven school districts will be encouraged to apply for the practicum following the institute.

ED 0565 Principles of Curriculum Development and Evaluation**3 Credits**

Candidates examine the principles, problems, theories, and critical issues in curriculum organization. The course emphasizes gaining practical knowledge about curriculum development and improvement, with a focus on the identification and systematic study of concerns and new directions in curriculum development and improvement based on current research and thought.

ED 0572 Guided Research in Science**3 Credits**

Working closely with both a science education and faculty member in Physics, Chemistry or Biology (depending on licensure field), science education candidates engage in a guided research project. Candidates learn and use the most recent skills and tools of research in their certification area and demonstrate their ability to understand research and successfully design, conduct, report, and evaluate investigations in science. As part of their course requirements, candidates synthesize their research in the form of a scientific paper and develop a unit of instruction that integrates findings from their research and engages 7-12 students in the processes of research in the field.

ED 0573 Instructional Issues in Teaching Science**3 Credits**

Teacher candidates seeking secondary science certification must enroll in an advanced science methods course focusing on contemporary issues in science education. This course will provide candidates with the opportunity to learn the conceptual foundations of current approaches to science instruction and professional development especially as related to student learning at the secondary level. Contemporary issues central to the course include but are not limited to: science education standards, science education reform efforts, equity in science education, teaching through inquiry and assessment strategies in science education. The course will offer students opportunities for active learning and reflection and the construction of new understanding regarding science teaching and learning. This course will also require students to take part in a research component focusing on a particular science education issue of their choice. They will begin a literature review and propose a research project which they may complete if they chose the Master's thesis option.

ED 0575 Theory and Practice of Integrated Curriculum Design**3 Credits**

In this course candidates explore theories of critical pedagogy design and teaching. They develop and implement differentiated, culturally sensitive inquiry and action-oriented interdisciplinary curriculum units. Candidates learn to develop students' content knowledge, inquiry tools, technological competence, social responsibility, and critical thinking. Current emphasis in this course is on integrating science, social studies and health curricula. This is an advanced course for those already certified or MA degree-only candidates.

ED 0579 Directed Observations for Secondary DSAP Candidates: Part I**3 Credits**

This is part one of a two-semester course designed for those candidates working in the public secondary schools under a DSAP. Each course offers a semester-long experience in a public secondary school for qualified candidates. Participants engage in teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their university supervisor who observes and evaluates each candidate a minimum of three times. The instructor collaborates with the candidate to keep a line of communication open with the mentor for the candidate and with those assigned to assess the candidate at the district level. District evaluations are submitted to the instructor. Candidates must obtain permission to take this course from their program coordinator at the beginning of the previous semester. Enrollment only by approval of the department and the Dean.

ED 0580 Directed Observations for Secondary DSAP Candidates: Part II**3 Credits**

Prerequisites: ED 0579, completion of certification course requirements, and all subject area requirements.

This is part two of a two-semester course designed for those candidates working in the public secondary schools under a DSAP. Each course offers a semester-long experience in a public secondary school for qualified candidates. Participants engage in teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their university supervisor who observes and evaluates each candidate a minimum of three times. The instructor collaborates with the candidate to keep a line of communication open with the mentor for the candidate and with those assigned to assess the candidate at the district level. District evaluations are submitted to the instructor. Candidates must obtain permission to take this course from their program coordinator at the beginning of the previous semester. Open only to candidates who have been formally accepted into the Teacher Preparation program.

ED 0581 Directed Observation and Supervised Student Teaching: Secondary Education**6 Credits**

Prerequisites: Formal acceptance into Teacher Preparation program and completion of all certification course requirements.

This course offers a semester-long experience in a local school for qualified candidates in secondary teaching. Participants engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their university supervisors and the cooperating teacher(s), who must observe and evaluate each student. Candidates must register with the director of student teaching placement at the beginning of the previous semester.

ED 0583 Elementary Student Teaching: Immersion in a Community of Practice**6 Credits**

This course offers a stimulating semester-long experience in an elementary school classroom within a local priority school district. Under the guidance of university supervision and intensive mentoring by cooperating teachers, participants quickly assume full teaching responsibilities, including curriculum and lesson planning anchored in the principles of multicultural education and social responsibility, differentiated instruction, and effective organization and management, while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families, and community members. Participants must register with the director of student teaching placement at the beginning of the previous semester. Enrollment requires performance-based assessment including, but not limited to, successful completion of all prerequisite certification track courses and requirements while a matriculated candidate in the Elementary Education MA program, permission of the elementary education program director, and an interview with the director of student teaching placements.

ED 0584 Reflective Practice Seminar: Elementary Education 3 Credits

Participants take this weekly seminar concurrently with student teaching. Although much of the seminar's subject matter flows from the ongoing student-teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, mandated Connecticut testing, classroom management, conflict resolution, communication with parents/caregivers, sensitivity to multicultural issues, and special education. The course stresses continued reflective practice and professional development, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network.

ED 0585 Supervised Teaching, Learning, and Reflection in a Community of Practice: Part I 3 Credits

This course is the first of a two-semester supervised experience designed for candidates for whom traditional student teaching is not appropriate because they are currently teaching in an elementary school. The evaluative tools used align with those used for student teaching and BEST assessment. In addition, the course incorporates monthly seminar meetings. Although much of the seminar's subject matter flows from the ongoing teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, classroom management, conflict resolution, communication with parents/caregivers, and sensitivity to multicultural issues and inclusion. Continued professional development is stressed, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. Under the guidance of university supervision, teacher candidates assume full teaching responsibilities, including curriculum and lesson planning anchored in the principles of multicultural education and social responsibility, differentiated instruction, and effective organization and management, while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families, and community members. Enrollment requires state-approved waiver of student teaching; performance-based assessment, including but not limited to successful completion of at least 27 prerequisite certification track credits and related course requirements while a matriculated candidate in the Elementary Education MA program, and permission of the Elementary Education program director.

ED 0586 Supervised Teaching, Learning, and Reflection in a Community of Practice: Part II 3 Credits

Prerequisite: ED 0585.

This course is the second of a two-semester supervised experience designed for candidates for whom traditional student teaching is not appropriate because they are currently teaching in an elementary school. Part one must be taken during the preceding semester. The evaluative tools used align with those used for student teaching and BEST assessment. In addition, the course incorporates monthly seminar meetings. Although much of the seminar's subject matter flows from the ongoing teaching experience, it deliberately addresses issues such as socially responsible teaching, professional disposition and habits of mind, teacher research, school governance, classroom management, conflict resolution, communication with parents/caregivers, and sensitivity to multicultural issues and inclusion. Continued professional development is stressed, including development of a professional portfolio, continued study and research, and establishing a supportive collegial network. Under the guidance of University supervision, teacher candidates assume full teaching responsibilities including curriculum and lesson planning anchored in the principles of multicultural education and social responsibility, differentiated instruction, and effective organization and management; while carrying out other faculty duties, including participation in school governance and professional development. As educators for social justice and social responsibility, they engage in related school and community-based activities with students, families and community members.

ED 0587 Directed Observation and Supervised Student Teaching I: Secondary Education 3 Credits

Prerequisites: Completion of all certification course requirements.

This course is the first of a two-course, 15-week supervised student teaching experience in a local school, designed for secondary candidates whose student teaching assignment spans two semesters. Candidates engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their university supervisors and the cooperating teacher(s), who also observe and evaluate each student. Candidates must register with the director of student teaching placement at the beginning of the previous semester. Permission of Program Director required. Open only to candidates who have been formally accepted into the Teacher Preparation program.

ED 0588 Directed Observation and Supervised Student Teaching II: Secondary Education 3 Credits

Prerequisite: ED 0587.

This course is the second of a two-course, 15-week supervised student teaching experience in a local school, designed for secondary candidates whose student teaching assignment spans two semesters. Candidates engage in observation and teaching five days each week. Emphasized concepts include classroom management dynamics, teaching techniques, lesson plan organization, and faculty duties. Candidates receive assistance from their university supervisors and the cooperating teacher(s), who also observe and evaluate each student. Candidates must register with the director of student teaching placement at the beginning of the previous semester. Permission of Program Director required.

ED 0589 English Seminar**3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports English teacher candidates to enact best practices in English education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the English teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process.

ED 0590 Reflective Research Practicum in Teaching**3 Credits**

Participants solve a practical problem in classroom teaching by applying educational research to a specific school situation.

ED 0591 Mathematics Seminar**3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports mathematics teacher candidates to enact best practices in mathematics education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the mathematics teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process.

ED 0592 Science Seminar**3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports science teacher candidates to enact best practices in science education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the science teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio are also addressed. Candidates receive information on the certification process.

ED 0593 World Language Seminar**3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports world language teacher candidates to enact best practices in world language education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the world language teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process.

ED 0594 Social Studies/History Seminar**3 Credits**

Candidates take this weekly seminar concurrently with student teaching or during the first semester of full-time teaching as a DSAP teacher. The seminar supports social studies/history teacher candidates to enact best practices in social studies/history education, helping them to select and review curricula, develop lessons and assessments for diverse learners, and work with struggling or difficult students. Weekly discussions draw on the teaching issues and problems faced by the social studies/history teacher candidates. The seminar also addresses more general school issues, such as the culture and organization schools, mandated Connecticut group-wide testing, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues, and issues of inclusion. The job application process, including resume writing, interviewing skills, and developing a professional portfolio and teaching portfolio, are also addressed. Candidates receive information on the certification process.

ED 0595 Independent Study**3 Credits**

This course requires self-selected activity by qualified candidates under faculty supervision. Options include field studies or library research with in-depth study of a problem for a specified time. Each candidate submits a preliminary proposal, detailed research design, and a comprehensive report and evaluation. The course requires frequent consultation with the faculty advisor.

ED 0599 Professional Writing Seminar: Product of Learning **1-3 Credits**

Prerequisite: Completion of student teaching.

During this seminar, candidates complete a self-designed Product of Learning. Under advisement of the program faculty, candidates produce a learning outcome that relates directly to their future work as an educator (i.e., design an elective course in their field, submit a manuscript for publication, deliver a presentation at a regional or national conference, etc. Math candidates must complete the problem-solving portfolio for their product. Consult with advisor for information). Candidates are expected to develop authentic educational products, with the expectation that candidate-generated products will become contributions to the candidate's specialty area (i.e., English Education, Social Studies Education, etc). The process for this product will be supported in a 10-hour writing seminar course that, with substantial independent work, would be supervised by faculty editorial and revision input toward the development of worthy professional products. Students will be encouraged to work alongside peers who are also completing the Product of Learning.