

# EDUCATION (EDUC)

## EDUC 2201 Explorations in Education

3 Credits

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.

## EDUC 2329 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.

## EDUC 2341 Culturally Responsive Teacher

3 Credits

In this course, students will gain a deeper understanding of the knowledge, skills, and dispositions necessary to teach students from varied racial, cultural, and ethnic backgrounds. Students will examine their own assumptions about social identity and its influence on the teaching and learning process. Additionally, they will apply culturally responsive and sustaining strategies that promote high standards and inclusive learning environments.

## EDUC 3241 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.

## EDUC 3350 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.

## EDUC 4405 Contexts of Education in the Primary Grades

3 Credits

Based on current theory and practice in multicultural education, learning theory, child development, and classroom 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.

## EDUC 4431 Extending Literacy in the Elementary School: Grades 3-6

3 Credits

**Prerequisite:** EDUC 4437.

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.

## EDUC 4437 Developmental Literacy in 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.

**EDUC 4447 Learning Mathematics in Elementary School 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.

**EDUC 4455 The Literate Learner: Developmental Reading in Middle and Secondary School Grades 5-12 3 Credits**

In this course, designed for new and experienced middle and high school educators, candidates explore and use cutting edge theory and best practices in literacy research to support powerful student learning across curricular area, with an emphasis on reading comprehension at the secondary level. Candidates learn a repertoire of research-based strategies and tools to help diverse learners make meaning from a variety of texts in their subject area, including non-print and media texts. Areas explored include questioning techniques, concept development, study strategies, and assessment. Candidates will infuse critical and strategic instructional strategies for teaching reading and communication into content area curriculum. Candidates not currently teaching will be expected to work with a teacher in a high needs school for 25 hours in order to complete the requirements for the course.

**EDUC 4497 Teaching Science and Social Studies 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 micro-teaching, 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.

**EDUC 4499 Research for Action and Advocacy in School and Community Settings 3 Credits**

This course is designed for pre-service teachers, to learn action research methodologies by engaging in authentic action research projects in schools and/or community settings. Through critical self-reflection, discussions, and review of relevant literature, candidates in this course gain knowledge and competence in designing and implementing socially responsible research through advocacy projects.

**EDUC 4565 Evidence-Based Strategies in Inclusive Classroom 3 Credits**  
**Prerequisite:** EDUC 3350.

This course builds on the foundational knowledge about exceptional learners examined during EDUC 3350 and shifts the focus to strategies that can be used to differentiate instruction for exceptional learners in the inclusive classroom. General education candidates will learn about their role in the pre-referral/referral process and how to develop IEP goals and objectives. Next, candidates will be introduced to a range of social and academic assessment devices that are used to drive instruction. Using videos and case studies, candidates will analyze patterns of behavior in order to design evidenced-based classroom behavior management plans. By the end of the course, candidates will be able to make modifications to their curriculum, and accommodations to their instructional delivery, to meet the needs of exceptional learners.

**EDUC 4581 Directed Observation and Supervised Student Teaching: Secondary Education 6 Credits**

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.

**EDUC 4583 Elementary Student Teaching: Immersion in a Community of Practice 6 Credits**

**Corequisite:** EDUC 4584.

**Prerequisites:** EDUC 4447 and EDUC 4497.

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.

Restrictions: Curriculum and Instruction Majors ONLY.

**EDUC 4584 Reflective Practice Seminar: Elementary Education 3 Credits**  
**Prerequisites:** EDUC 4447 and EDUC 4497.

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. Restrictions: Curriculum and Instruction Majors ONLY. Corequisite: EDUC 4583

**EDUC 4598 edTPA Portfolio 0 Credits**

**Prerequisites:** EDUC 2201, EDUC 3350, SPED 4410, SPED 4411, SPED 4413, SPED 4417.

This course provides students with strategies for the development of their edTPA portfolio. It is taken in conjunction with the following student teaching and DSAP seminars: EDUC 4584, EDUC 4589, EDUC 4591, EDUC 4592, EDUC 4593, EDUC 4594, SPED 4954, TSLA 4582.

**EDUC 5405 Contexts of Education in the Primary Grades 3 Credits**

Based on current theory and practice in multicultural education, learning theory, child development, and classroom 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.

**EDUC 5410 Literature for Young Adults 3 Credits**

**Attributes:** EDCG Educational Studies Cognate, E\_AF English Literature After 1800

During the past two decades, adolescent literature has proliferated, grown more diverse, and improved in richness and quality. The course explores the major current authors, poets, and illustrators of works written for young adults. Topics include theories and purposes of reading literature in the classroom; criteria development for evaluating adolescent literature; reader response in the classroom; reading workshop; and adolescent literature integration across the curriculum.

**EDUC 5411 Teaching Writing in the 3-12 Classroom 3 Credits**

This course provides teachers and prospective teachers with a theoretical background in writing process as well as practical techniques for applying the theory. The course helps teachers develop awareness of their own composing processes and the processes of others. Topics include writing needs of diverse populations, the reading/writing relationship, writing of different genres, mini-lessons, conferencing techniques, revision techniques, writing across the curriculum, publishing alternatives, portfolios, and other forms of assessment. Underlying the class is the premise that in sharing their perspectives, teachers at the elementary and secondary levels enhance each other's performance as writing educators and as writers.

**EDUC 5417 Teaching and Learning Grammar 3 Credits**

Designed for English education majors and for experienced English teachers, this course presents an introduction to the principles of modern descriptive linguistics, especially as it relates to present-day English, its grammatical structure, its sound and spelling systems, and its vocabulary and rules of usage. The course approaches modern English grammar from structural and transformational viewpoints, placing special emphasis on the teaching of language arts, including composition and stylistic analysis.

**EDUC 5429 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.

**EDUC 5431 Extending Literacy in the Elementary School: Grades 3-6 3 Credits**

**Prerequisite:** EDUC 5437.

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.

**EDUC 5437 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.

**EDUC 5441 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 TSLA 5441.

**EDUC 5442 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.

**EDUC 5447 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.

**EDUC 5455 The Literate Learner: Developmental Reading in Middle and Secondary Schools, Grades 5-12 3 Credits**

In this course, designed for new and experienced middle and high school educators, candidates explore and use cutting edge theory and best practices in literacy research to support powerful student learning across curricular area, with an emphasis on reading comprehension at the secondary level. Candidates learn a repertoire of research-based strategies and tools to help diverse learners make meaning from a variety of texts in their subject area, including non-print and media texts. Areas explored include questioning techniques, concept development, study strategies, and assessment. Candidates will infuse critical and strategic instructional strategies for teaching reading and communication into content area curriculum. Candidates not currently teaching will be expected to work with a teacher in a high needs school for 25 hours in order to complete the requirements for the course.

**EDUC 5462 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.

**EDUC 5463 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.

**EDUC 5464 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.

**EDUC 5466 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.

**EDUC 5468 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.

**EDUC 5497 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 micro-teaching, 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.



**EDUC 5581 Directed Observation and Supervised Student Teaching: Secondary Education 6 Credits**

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.

**EDUC 5589 Supervised Student Teaching/DSAP with Seminar: English 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.

**EDUC 5591 Supervised Student Teaching/DSAP with Seminar: Mathematics 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.

**EDUC 5592 Supervised Student Teaching/DSAP with Seminar: Science 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.

**EDUC 5593 Supervised Student Teaching/DSAP with Seminar: World Languages 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.

**EDUC 5594 Supervised Student Teaching/DSAP with Seminar: Social Studies/History 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.

**EDUC 5900 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.

**EDUC 5981 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 School of Education and Human Development. 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.

**EDUC 6501 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.

**EDUC 6512 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.

**EDUC 6515 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.

**EDUC 6534 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 with PSYG 6534.

**EDUC 6545 Developing Integrated Curriculum for Elementary Students: Inquiry and Action 3 Credits**

**Prerequisites:** At least two courses from EDUC 5437, EDUC 5447, EDUC 5497.

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.

**EDUC 6552 Research for Action and Advocacy in School and Community Settings 3 Credits**

**Prerequisite:** Completion of all other MA requirements.

This course is designed for pre-service and certified teachers, community leaders, and professionals from allied fields to learn action research methodologies by engaging in authentic action research projects in schools and/or community settings. Through critical self-reflection, discussions, and review of relevant literature, candidates in this course gain knowledge and competence in designing and implementing socially responsible research through advocacy projects. This course is part of a six-credit sequence, paired with EDUC 6999.

**EDUC 6561 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.

**EDUC 6572 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.

**EDUC 6573 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.

**EDUC 6579 Directed Observation 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 by permission only.

**EDUC 6580 Directed Observation for Secondary DSAP Candidates: Part II 3 Credits**

**Prerequisites:** EDUC 6579; 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.

**EDUC 6581 Directed Observation and Supervised Student Teaching: Secondary Education 3-6 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.

**EDUC 6583 Elementary Student Teaching: Immersion in a Community of Practice 3 or 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.

**EDUC 6584 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.

**EDUC 6593 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.

**EDUC 6594 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.

**EDUC 6598 edTPA Portfolio 0 Credits**

**Fee:** \$300

**Prerequisite:** Completion of all certification coursework.

This course provides students with strategies for the development of their edTPA portfolio. It is taken in conjunction with the following student teaching and DSAP seminars: EDUC 6584, EDUC 6589, EDUC 6591, EDUC 6592, EDUC 6593, EDUC 6594, SPED 6954, TSLA 6582.

**EDUC 6990 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.

**EDUC 6999 Capstone: Educating for Social Responsibility and Civic Engagement 3 Credits**

Drawing on contemporary educational theory, best practices, and Jesuit education traditions, this capstone seminar builds upon previous courses and culminates integrative experiences from previous classes for approved candidates in the MA in Elementary Education, MA in Secondary Education, and MA in Teaching and Foundations programs. As participants in a community of learners, candidates will demonstrate their capacities as reflective scholar-practitioners who synthesize program learning to produce an Integrative Master's Project that builds on work initiated in EDUC 6552: Research in Action and Advocacy in School and Community Settings. This course is part of a two-part sequence with EDUC 6552 that explores the ways educational professionals can promote social responsibility in their work with schools, communities, and families.