Isabelle Farrington College of Education

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Mission
The Faculty of the Isabelle Farrington College of Education at Sacred Heart University prepare “men and women to live in and make their contributions to the human community.” Our primary purpose is to develop the capacities, talents and abilities of our teacher candidates through an integration of theory and practice in a performance-based program. Our teacher candidates possess the knowledge, skills, and dispositions to facilitate the learning of all students.

Accreditation
The Farrington College of Education is committed to meeting the highest regional and national standards for educator preparation. Our preparation program in building-level leadership is nationally recognized. Programs in secondary biology, English, mathematics and Spanish are nationally recognized with conditions by their respective governing bodies, and our other programs are in process. In addition to educator certification programs, our College also offers a Master of Arts in Teaching degree and Certificates of Advanced Study (CAS) in Leadership, Literacy, and Teaching. All degrees are approved by the Connecticut Office of Higher Education. M.Ed. degree, pending state approval, to begin summer 2016.

Conceptual Framework
According to the Council for the Accreditation of Educator Preparation / National Council for the Accreditation of Teacher Education “the conceptual framework establishes the shared vision for a unit’s efforts in preparing educators to work in P–12 schools.” The College of Education at Sacred Heart University actively uses its conceptual framework to develop, implement, monitor, and assess its programs and to articulate and evaluate candidates’ competencies in content mastery, skill development, the integration of technology and appreciation of diversity; and the development of dispositions in which the intellect and heart are focused on the greater good in teaching, leadership, and serving others. The overarching theme of our conceptual framework is “Promoting a Culture of Excellence in a Changing World” and it is based on our belief that a culture of excellence is promoted when four underlying principles are met: the educational practitioner possesses a comprehensive, integrated and context-dependent professional knowledge base; utilizes natural and acquired personal and professional skills; cultivates and consistently demonstrates professional dispositions and commitments; and is responsive to cultural and technological influences that affect change in the educational environment. We further contend that to be an educator committed to promoting a culture of excellence; the candidate must demonstrate proficiency in each of the five domains of professional excellence identified by the our College. The five domains are: context, content, learner, pedagogy, and educator. Our system of assessing the learning outcomes of our candidates is based on these five domains.
Horizons at SHU

JEFFREY RUMPF, M.S.
Director

Horizons at Sacred Heart University is an affiliate of Horizons National, an organization that provides academic and cultural support to underserved children in urban areas.

Horizons at SHU serves children and youth from the City of Bridgeport with the purpose of narrowing the academic achievement gap between city and suburban students. The program’s mission is to create a dynamic learning environment during the summer and on Saturdays during the school year.

The children spend their time honing their literacy and math skills as well as enjoying cultural activities such as swimming, violin and guitar instruction, dance and gymnastics, gardening, science experimentation, martial arts and more.

Graduate Education
Certificate Programs

- Initial Teacher Certification: Elementary (005)
- Initial Teacher Secondary: Biology (030)
- Initial Teacher Secondary: Chemistry (031)
- Initial Teacher Secondary: English (015)
- Initial Teacher Secondary: General Science (034)
- Initial Teacher Secondary: Math (029)
- Initial Teacher Secondary: Social Studies (026)
- Initial Teacher Secondary: Spanish (023)
- Intermediate Administrator Certification (092)
- Remedial Reading and Language Arts Certification (102)
- Reading and Language Arts Consultant Certification (097)
- Adult TESOL Certification (088)
- Cross-Endorsement in Comprehensive Special Education K12 (165)
- Speech-Language Pathologist (061)

Sacred Heart University Certificate in Education Technology

The Educational Technology Certificate Program equips certified teachers, teacher candidates, and other individuals with the skills, knowledge, and understandings required for teaching and learning in the digital age. The role of computer technology in the development of 21st century teaching and learning environments is the primary focus of this program.

Graduate Education
Degree Programs

- Master of Arts in Teaching
- Certificate of Advanced Studies (CAS): Administration (Sixth Year)
- Certificate of Advanced Studies (CAS): Teaching (Sixth Year)
- Certificate of Advanced Studies (CAS): Literacy Specialist (Sixth Year)

Application Requirements

ADVANCED DEGREE PROGRAMS (MAT, CAS IN ADMINISTRATION, CAS IN LITERACY AND CAS IN TEACHING)

All applicants to graduate programs in Education must meet the same admissions standards as certification candidates, unless
they hold a current teacher’s certificate.

INITIAL CERTIFICATION PROGRAMS

Candidates must meet the following entrance requirements:

• Complete online graduation application form
• Meet with faculty advisor to complete a transcript review and preliminary plan of study.
• Pass the Core Academic Skills for Educators exam or qualify for Connecticut Department of Education waiver.
• Provide resume
• Complete Applicant Statement of Understanding
• Provide evidence of having submitted a current state and national criminal history background check.
• Present a clearly worded essay that explains reasons for wanting to enroll in the program and emphasizes experience relevant to teaching.
• Present an essay (1-2 pages) discussing a recent experience interacting with children and/or youth and how this experience relates to expectations for a teaching career.
• Present an undergraduate GPA of at least 2.67.

MASTER OF ARTS IN TEACHING (MAT)

Admission requirements for the MAT are the same as admission requirements to the initial teacher certification programs, with the following exceptions. For those who already hold teaching certification, upon presentation of the certificate, requirements for the Core Academic Skills for Educators Exam are waived. For those who are not seeking teaching certification, an MAT-Only agreement must be signed; all other requirements are the same as for initial certification.

INTERMEDIATE ADMINISTRATOR CERTIFICATION (092) AND CAS IN ADMINISTRATION

• To be eligible for admission, the candidate must meet these requirements:
  • Provide a resume
  • Meet with faculty to complete a preliminary plan of study
  • Complete an Applicant Statement of Understanding
  • Hold or be eligible for a Connecticut teaching certificate
  • Hold a master’s degree from a regionally accredited institution with a minimum GPA of 3.0
  • Have completed five years of teaching experience before applying for certification
  • Have completed a course in special education (at least 36 hours) before applying for certification.
  • Complete a case study essay
  • Provide evidence of having submitted a current state and national criminal history background check

REMEDIAL READING AND LANGUAGE ARTS CERTIFICATE (102), READING AND LANGUAGE ARTS CONSULTANT (097), AND CAS IN LITERACY

To be eligible for admission, the candidate must meet these requirements:

• Hold or be eligible for a Connecticut teaching certificate
• Hold a master’s degree from an approved institution with a minimum GPA of 3.0
• Provide a Resume
• Meet with faculty to complete a
preliminary plan of study

• Complete an Applicant Statement of Understanding

• Have completed 30 months of teaching experience before applying for certification

• Have completed a course in special education (at least 36 hours)

• All candidates for reading certification must earn a minimum of 12 credits from Sacred Heart University to be eligible for certification recommendation

• Provide evidence of having submitted a current state and national criminal history background check

CERTIFICATE OF ADVANCED STUDIES (CAS): TEACHING (SIXTH YEAR)

This certificate focuses on Special Education. To be eligible for admission, the candidate must meet these requirements:

• Hold or be eligible for a Connecticut teaching certificate

• Hold a master’s degree from an approved institution with a minimum GPA of 3.0

• Have completed 30 months of teaching experience before applying for certification

• Provide evidence of having submitted a current state and national criminal history background check

GPA GUIDELINES

Candidates applying to a graduate teacher certification program must hold a bachelor’s degree from an accredited institution of higher education and have a minimum undergraduate cumulative GPA of 2.67. Graduate candidates who apply for entrance into the Intermediate Administrator Certification program must hold or be eligible for a Connecticut teaching certificate and hold a master’s degree from an approved institution having achieved at least a 3.0 GPA. Applicants for entrance into the Remedial Reading and Language Arts Certification program must hold or be eligible for a Connecticut teaching certificate.

GPA WAIVER

Graduate applicants for admission to a certification program, but who do not qualify because their undergraduate cumulative average falls below 2.67, may ask for consideration under the Farrington College of Education’s GPA Waiver Policy. To qualify for consideration for GPA waiver, applicants must submit materials (transcripts, letters of recommendation, personal statements of extenuating circumstances and other relevant information) to the GPA Waiver Committee. The committee may then recommend to the chair:

• waiving the 2.67 GPA requirement;

• rejecting the request; or

• inviting the candidate to take a specified number of undergraduate courses as described below.

Candidates who choose to take additional coursework must demonstrate “B” level achievement in the courses, and upon completion of the courses, reapply for a waiver. The waiver policy on additional coursework is as follows:

All courses required for achieving an acceptable standing for a GPA waiver must be from the following disciplines: English literature, history, mathematics, social sciences, natural sciences, linguistics, philosophy and religious studies. All courses must be taken at the junior level or higher.

Courses selected for fulfilling the cognate area requirement must be approved in writing on the GPA Waiver Course Approval Form before the courses are taken. Copies should be given to the candidate and placed in the candidate’s file.

All courses required for achieving acceptable standing for the GPA waiver must be
taken at accredited four-year colleges and universities.

To achieve acceptable standing and further consideration for a waiver, the candidate must earn a minimum grade point average of 3.0 or better.

REGISTRATION LIMITS
The graduate Education program offers courses during the following terms: fall and spring semesters, summers I and II, and intensive sessions (late spring and winter). To ensure appropriate academic standards, permit field experience, and facilitate reflective engagement in the education process—and recognizing that most of our graduate candidates are fully engaged in internship or other work responsibilities—the Farrington College of Education has established parameters for appropriate course loads during these terms. A graduate candidate is permitted to take three 3-credit graduate courses in each 13-week term, two 3-credit graduate courses in each 6-week term, and one 3-credit graduate course in each 3-week term. Permission to take more than these limits may be given by Dean of the College of Education after receipt of formal appeal. Such appeals should be based on the candidate's workload.

TRANSFER GUIDELINES
A candidate may request to transfer up to 6 graduate credits of coursework completed at another regionally accredited university. Only graduate-level courses in which a candidate has received a grade of B or better that are not part of a previously earned degree and were earned within six years prior to the request, will be considered. Transfer of credits to apply to a planned program of study leading to recommendation for certification may occur when an institution whose planned program is similarly approved or which otherwise meets the particular learning objectives and assessments required by the Sacred Heart University planned program. Requests for transfer of credit should be made to the Dean of the College of Education in writing. Include an official transcript and supporting documentation (e.g., catalog descriptions or syllabi).

APPLICATION FOR DEGREE COMPLETION
All candidates for graduate degrees are required to complete an online application for graduation via WebAdvisor.

Graduate Teacher Certification Programs
The Graduate Teacher Certification programs enable candidates to meet requirements (36 credits) to become certified as public school teachers, while applying some of the earned credits toward an advanced degree. Candidates who have completed bachelors' degrees in fields other than teacher education may enter the graduate program to obtain a teaching certificate. The Graduate Education program offers approved programs for the preparation of teachers for the elementary grades (1–6), and for the secondary grades (7–12) in the academic areas of English, history and social studies, mathematics, general science, biology, chemistry and Spanish. Course offerings in the Farrington College of Education may also provide certified teachers with the opportunity to obtain additional teaching endorsements.

REQUIRED COURSES
The graduate program for Teacher Certification requires the completion of 36 credits in professional studies, including a semester of student teaching. In a typical planned program of study, 21 credits of the professional studies may be applied toward fulfillment of the master's degree requirements.

INITIAL CERTIFICATION
Candidates admitted to the elementary or secondary school certification program, must complete the courses listed below. The courses are grouped in sequentially-ordered
blocks. It is recommended that candidates progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block. Candidates must complete all 10 prerequisite courses before entering student teaching. Candidates must complete the courses in their program with an average grade of “B” or better. Candidates for initial certification may need to fulfill additional course requirements in the appropriate academic content area.

### ELEMENTARY CERTIFICATION COURSE REQUIREMENTS

**Block I (9 Credits)**
- ED 101/553 Educational Psychology (3 credits)
- ED 152/552 Education in the United States (3 credits)
- ED 271/578 Educational Technology (or an advanced computer technology course) (3 credits)

**Block II (12 Credits)**
- ED 205/569 Education of Special Needs Students (3 credits)
- ED 430 Elementary Curriculum & Methods: Social Studies & Health (3 credits)*
- ED 229/523 Multicultural Education (3 credits)
- ED 207/565 Classroom Management (3 credits)

**Block III (9 Credits)**
- ED 387/560 Children’s Literature (3 credits)
- ED 413 Elementary Curriculum & Methods: Reading, Writing & Language Arts (3 credits)*
- ED 459 Elementary Curriculum & Methods: Mathematics & Science (3 credits)*

Student Teaching (6 Credits)

**SECONDARY CERTIFICATION COURSE REQUIREMENTS**

**Block I (9 credits)**
- ED 101/553 Educational Psychology (3 credits)
- ED 152/552 Education in the United States (3 credits)
- ED 271/578 Educational Technology (or an advanced computer technology course) (3 credits)

**Block II (12 Credits)**
- ED 205/569 Education of Special Needs Students (3 credits)
- ED 229/523 Multicultural Education (3 credits)
- ED 272/627 Societal Issues in Adolescence (3 credits)
- ED 207/566 Classroom Management (3 credits)

**Block III (9 Credits)**
- ED 451-458 Secondary Curriculum (3 credits)*
- ED 461-468 Secondary Methods in the Content Areas (3 credits)*
- EDR 510 Content Area Reading Instruction (7–12) (3 credits)*

Student Teaching (6 Credits)

**Elementary School (6 credits)**

Student Teaching Seminar (6 credits)**

General and Course Requirements and Farrington College of Education policies and interpretations of certification regulations are subject to change.

*Credits applicable to MAT degree for five-year program candidates only

**Credits not applicable to MAT degree
year program candidates only

**Credits not applicable to MAT degree

Farrington College of Education policies and interpretations of certification regulations are subject to change.

**ACADEMIC MAJOR FOR INITIAL CERTIFICATION**

Elementary candidates must achieve an acceptable subject area major (not Education) as recommended in the Farrington College of Education transcript review. Secondary candidates must achieve a major in their endorsement area (or present the equivalent coursework, as defined by State statutes and the College of Education transcript review).

**GENERAL EDUCATION REQUIREMENTS FOR INITIAL CERTIFICATION**

All candidates must achieve 39 credits of general education courses including English, math, social studies, science, fine arts and/or world language. All candidates must present a 3-credit course in American history. Elementary candidates must achieve 6 credits of human growth and development coursework (three credits are satisfied by ED 553 Education Psychology; the remaining 3 credits must include adolescent development). In the Elementary and Secondary Teacher Certification programs, completion of the master's degree is not required for teacher certification. Candidates who have completed equivalent coursework meeting certification requirements through previous studies should not repeat the same coursework at the graduate level. The candidate's program is completed with course selections with an advisor's approval.

**INTERNSHIP PROGRAM FOR INITIAL CERTIFICATION**

The Teacher Internship affords candidates the opportunity to complete teacher certification and master's degree program requirements (total of 48 graduate credits) in a supervised internship setting in a public school. Tuition costs for 33 credits of this program are supported by the public school system under a contract arrangement with the University and the intern. Potential interns who desire certification in the program typically initiate coursework in the semester/summer prior to placement. Candidates need to meet with an advisor to develop their plans of study and schedule of coursework. A candidate is not permitted to complete all field work and student teaching at the same site as the internship.

**DURATIONAL SHORTAGE AREA PERMIT (DSAP)**

Sacred Heart supports the DSAP process for candidates already engaged in the University’s planned programs of study. The offer of a DSAP position from a school district cannot be the basis for admission to Sacred Heart’s certification programs. Contact the certification officer in the College of Education for information and authorization. For DSAP associated with initial certification, the candidate must have completed 24 credits of Sacred Heart's planned program and be admitted to ED 492 and 493 (elementary) or ED 496 and 497 (secondary). Through these courses, the University provides on-site supervision to individuals who are working as school professionals under a DSAP issued through the Connecticut State Department of Education.

**ADULT TESOL 088 ENDORSEMENT**

The Isabelle Farrington College of Education offers coursework leading to the Non-English Speaking Adults (088) Connecticut Endorsement. Candidates seeking this certification intend to teach adult English language learners. Completion of the Praxis I Pre-Professional Skills Tests is required.

**Course Requirements for the 088 Endorsement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>ED 569</td>
<td>Education of Special Needs Students (3 credits)</td>
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<tr>
<td>EDU 502</td>
<td>Adult TESOL Methodologies</td>
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</table>
Master of Arts in Teaching (MAT)
The MAT program is intended to accommodate the educational goals for three sets of educators: The MAT for those who have already earned initial teacher certification, the MAT for those holding bachelor’s degrees who are also pursuing initial certification, and the MAT for SHU candidates who participate in the bachelor’s to master’s degree Five Year Program. The MAT program has the following four components that are designed to build on the applicant’s prior academic and school experience.

CORE REQUIREMENTS (12 CREDITS)
The core requirements of the MAT degree focus on the broad foundation of knowledge and skills required of all effective educators. The three areas of study in the core are:

- Foundations: A course in history or philosophy of education, or social foundations of education (3 credits)
- Expressive/Receptive Communication: An advanced reading methods course or a course in content or professional development course in writing or personal or professional effectiveness (6 credits)
- Seminar: Candidates may fulfill this requirement only after the completion of a minimum of 24 credits in MAT studies. Candidates select from several course options designed to assist them in analyzing and integrating their knowledge of teaching (3 credits)

Seminars are designed to bring together small groups of advanced level candidates who will explore a relevant topic or theme in education and engage in discourse related to assigned readings.

Class Size: Seminars will be limited to 15 students.

Active Participation: The seminar experience is characterized by active participation among all class members, each of whom is responsible for conscientious preparation, regular attendance and contributing to ongoing dialog.

Scope: Seminars focus on essential questions related to current research and/or practice utilizing instructional approaches and formats that include: inquiry, class discussion, written reports or original projects and/or presentations.

CONCENTRATION (12 CREDITS)
Candidates select courses for focused study in their area of interest. Concentrations are available in Elementary Education, Secondary Education, Reading, Technology, Science, and Professional Enrichment.

ELECTIVES (6 CREDITS)
Subject to faculty advisor’s approval.

CULMINATING REQUIREMENT (3-6 CREDITS)
Candidates may select one of the following:

- Ideal School (3 credits)
- Master’s thesis or project (3 credits)
- Special Projects in Education Technology (3 credits)
- Professional Seminar (3 credits)
- Reflective Practitioner I and II (for MAT only candidates)

Intermediate Administrator Certification (092)

REQUIRED CURRICULUM—STATE OF CONNECTICUT
Applicants for the Intermediate Administrator Certificate must complete a minimum of 18 semester hours of graduate credit beyond the master’s degree. Fifteen
credit hours must be taken at the institution providing the recommendation for certification.

State of Connecticut regulations [Sec. 10-145d-242 (g)] mandate that the categories of study for the Intermediate Administrator’s Certificate listed below be completed during this program. A master’s degree is required for admission. In planning the program for certification, the candidate needs 18 credits beyond the master’s degree.

Courses taken for the certificate may be applied toward completion of the Certificate of Advanced Studies in Administration (Sixth-Year Degree program).

To obtain the Professional Educator Certificate, the candidate must complete not less than 30 semester hours of graduate credit at an approved institution or institutions in addition to the master’s degree.

All applicants for the 092, Intermediate Administrative Certification must pass the Connecticut Administrator Test (CAT).

TWO MODELS FOR DELIVERING THE ADMINISTRATIVE PROGRAMS

Two different models are available for completion of both the Intermediate Administrative Certification (092) and the 6th Year Certificate of Advanced Study in Administration.

The “Accelerated Weekend Cohort” model is delivered to a cohort of students with each course meeting on one Friday and four alternate Saturdays during the first year from September to June. At that point, after only 10 months, students would be eligible to take the Connecticut Administrator Test (CAT) and, if successful, could apply for the Intermediate Administrative Certification (092). For those choosing to continue on for the 6th Year Degree in Administration (CAS) there is an additional summer and fall requirement, resulting in a total of 15 months of study for both the 092 and CAS. This cohort model is available at the Trumbull and Stamford locations. The application deadline for this Fall cohort program is March 1st.

The “Traditional” model is delivered according to each candidate’s pace. Some courses are also offered on Saturdays. Candidates in the “Traditional” model may register for 1 – 2 courses each semester, working through the program at their own pace. The “Traditional” model for delivering these programs is available at the Trumbull and Griswold locations.

Applications are reviewed continuously.

REQUIRED COURSES (18 CREDITS)

Psychological Foundations (3 Credits)
EDL 626 Assessment and Evaluation: Quantitative and Qualitative Analysis (3 credits)

Contemporary Education Problems (3 Credits)
EDL 654 Leadership and Administrative Policy: Contemporary Educational Problems (3 credits)

EDL 696 Administrative Certification Program: Internship I: (3 credits) Prerequisite: successful completion of two EDL courses

Certificate of Advanced Studies (CAS): Administration (Sixth Year Degree)

REQUIRED COURSES (15 CREDITS)
EDL 695 Technology and Information Management for Administrators (3 credits)
EDL 697 Administrative Internship II (3 credits)
CULMINATING SERIES (9 CREDITS)*
EDL 689  Review of Educational Leadership Literature (3 credits)
EDL 690  Research Seminar (3 credits)
EDL 691  Thesis Seminar (3 credits) or
EDL 655  Distinguished Lectures in Education (3 credits)

*Note: Courses in the culminating series must be taken in numerical order.

CURRICULUM DEVELOPMENT (3 CREDITS)
EDL 605  Advanced Curriculum Development and Program Monitoring (3 credits)

SCHOOL ADMINISTRATION (3 CREDITS)
EDL 650  Educational Law and Finance (3 credits)

SUPERVISION AND EVALUATION (6 CREDITS)
EDL 635  Teacher Supervision, Evaluation, and Staff Development (3 credits)

Certificate of Advanced Studies (CAS): Teaching (Sixth Year Degree)
The Isabelle Farrington College of Education offers a sixth year degree in advanced teaching. Beginning summer 2015, the CAS in Teaching focuses on Special Education. It prepares general education teachers with the knowledge, skills, and professional dispositions to develop effective teaching and learning environments for individuals with disabilities.

REQUIRED COURSES (33 CREDITS)
ED 569  Education of Special Needs Students (3 credits)
EDR 540  Advanced Diagnosis and Remediation (3 credits)
EDS 572  Identification and Evaluation: Students with Disabilities (3 credits)
EDS 573  Program and Educational Planning: Students with Disabilities (3 credits)
EDS 574  Advanced Curriculum: Students with Disabilities (3 credits)
EDS 581  Special Education Seminar I (3 credits)
EDS 582  Special Education Practicum I (6 credits)
EDS 583  Special Education Seminar II (3 credits)
EDS 584  Special Education Practicum II (6 credits)

Connecticut Literacy Specialist Program (CLSP)
102 AND 097 CERTIFICATION AND CERTIFICATE OF ADVANCED STUDIES (CAS) IN LITERACY
The CLSP provides professional education to graduate candidates in the area of Reading and Language Arts. The overall goal of the program is to prepare candidates to lead educators and school districts into the best practices of school reform available in the 21st century. Candidates become knowledgeable proponents of action research and change agents assisting schools in promoting community literacy, as well as student performance. The CLSP prepares graduates to promote literacy from a variety of positions within a school system. Candidates’ training will give them the skills to lead staff development, run intervention clinics, chair appropriate departments, manage summer programs, write grants or provide all of these services in single school settings. Candidates will study reading and language from a much broader perspective than that of a classroom teacher. Study will include systemic evaluation and programming, the training and supervision
of professionals, paraprofessionals, and the utilization of community resources. Further, candidates develop competence through a supervised practicum on and off-campus, including a university-based reading clinic. Graduates will be prepared to assume the leadership role in any school system seeking expertise in the area of Reading and Language Arts, and to perform independent research or to pursue doctoral study. The CLSP accommodates part-time candidates who are currently teaching in a school system.

The CLSP program consists of Remedial Reading and Remedial Language Arts Certification (102), the Reading and Language Arts Consultant Certification (097), and the CAS in Literacy. The CLSP is a 36-credit program that is developed in collaboration with an advisor. Candidates applying for the CLSP must have a valid teaching certificate and have taken a course in special education. The CLSP accommodates part-time candidates who are currently teaching in a school system.

The program is available to certified teachers with a Master’s degree and a minimum of 30 months classroom experience as a teacher. Candidates are eligible to apply for state reading certification after the successful completion of program requirements and 30 months classroom teaching under a valid teaching certificate.

TIER I: REMEDIAL READING AND REMEDIAL LANGUAGE ARTS TEACHER CERTIFICATION (102)

The Remedial Reading Remedial Language Arts Certification (102) requires 21 credits of study. Candidates may complete these credits as part of a post-baccalaureate degree (MAT or CAS). To be recommended for certification, candidates must provide evidence of meeting 30 months of classroom experience as a teacher.

TIER II: READING AND LANGUAGE ARTS CONSULTANT (097)

The prerequisite for admittance into the 097 program is the (102) Remedial Reading and Remedial Language Arts Certificate. Therefore, candidates applying for admittance into the program must have a valid teaching certificate, 30 months of full-time teaching experience, and have completed all program requirements as stipulated within the (102) plan of study.

CAS IN LITERACY

Candidates may complete their CAS (Sixth year degree) in the Connecticut Literacy Specialist Program with the addition of one additional course (three credits) beyond the 33 credits of requirements listed above.

PROGRAM REQUIREMENTS

Sequences I and II are program requirements for 102/Remedial Reading and Remedial Language Arts Certification.

Sequence I—Classroom Instruction (9 Credits)

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDR 505</td>
<td>Early Reading and Language Arts Success (PK-3)*</td>
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<tr>
<td>EDR 507</td>
<td>Developmental Reading and Language Arts (4-6)*</td>
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<tr>
<td>EDR 510</td>
<td>Content Area Reading Instruction (7-12)*</td>
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Sequence II - 12 Credits

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDR 540</td>
<td>Advanced Diagnosis and Remediation I*</td>
</tr>
<tr>
<td>EDR 545</td>
<td>Assessment and Evaluation: CT Model*</td>
</tr>
<tr>
<td>EDR 550</td>
<td>Clinical Experience I (University Clinic) Pre-requisite EDR 540*</td>
</tr>
<tr>
<td>EDR 555</td>
<td>Clinical Experience II (Public School) Pre-requisite EDR 550*</td>
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*Indicates course required for 102 certification.
Upon successful completion of the first seven courses, candidates apply for Remedial Reading and Remedial Language Arts Certification.

Sequence III includes program requirements for 097 Reading and Language Arts Consultant Certification: Prerequisite: 102/Remedial Reading and Remedial Language Arts Certificate

SEQUENCE III - 12 CREDITS
EDR 527 Organization, Administration and Supervision: Reading Professional**
EDR 541 Advanced Diagnosis and remediation II**
EDR 691 Practicum in Consulting**
EDR 692 Applied Reading and Language Arts Research**

**Indicates course required for 097 Certification and is available to CLSP students only.

Candidates may then select to complete their Sixth year degree in the Connecticut Literacy Specialist Program with the addition of three more credits in literacy for a total of 36 credits in all.

SEQUENCE IV - 3 CREDITS
EDR 518 Reading and Language Arts: Instruction and Assessment
EDR 520 Methods of Teaching and Evaluating Writing Processes
EDR 525 Methods and Materials for English Language Learners
EDR 552 Language Arts Practicum
EDR 560 Children’s Literature
EDR 562 Middle School Literature
EDR 564 Young Adult Literature
EDR 565 Seminar in Poetry Education
EDR 570 Reading and Language Arts Research Seminar
EDR 580 Reading Interventions
EDR 620 Utilizing Technology in Reading Instruction
EDR 690 Teaching Fellowship

Course Descriptions

Note: Only those courses numbered 500 and higher apply to the MAT degree. Candidates admitted as Sacred Heart University undergraduates to the Five Year program may apply methods courses (see * with course description) to the MAT degree.

ED 413 Elementary Curriculum and Methods: Reading, Writing and Language Arts
3 CH*
A study of methodology in the areas of reading instruction and language arts for elementary education candidates consistent with the National Reading Panel’s recommendations for the inclusion of explicit instruction of phonemic awareness, phonics, fluency, vocabulary and comprehension into a research-based literacy framework for beginning teachers. This course addresses ACEI standards for reading, writing, and oral language and prepares the candidate for the CT Foundations of Literacy Exam.

ED 428 Secondary Curriculum Relisted under ED 451-458
3 CH*
Course is differentiated by subject-content area. Explores national and state curriculum standards for grades 7-12. Philosophical, psychological and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary disciplines.

ED 429 Secondary Methods in the Content Areas Relisted under ED 461-468
3 CH*
Course is differentiated by subject-content area. Examines various methods of instruction applicable to all academic areas.
Candidates plan and teach micro lessons in content areas, develop short- and long-range lesson plans and complete a subject specific portfolio for an extensive unit. Philosophical, psychological and practical implications for instruction; process learning; and cooperative learning are discussed and practiced.

**ED 430 Elementary Curriculum and Methods: Social Studies and Health** 3 CH*
Examines the scope and sequence of the curriculum, as well as content and methods of instruction, in elementary grades. Special attention is on lesson and unit planning and skill development in the subject areas. This course addresses ACEI standards for social studies and health.

**ED 451 Secondary Curriculum: Biology** 3 CH*
Explores National Science Teachers Association (NSTA) and state curriculum standards for grades 7-12. Philosophical, psychological and practical implementation of biology curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to secondary biology. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.

**ED 453 Secondary Curriculum: Chemistry** 3 CH*
Explores National Science Teachers Association (NSTA) and state curriculum standards for grades 7 - 12. Philosophical, psychological and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to chemistry. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.

**ED 454 Secondary Curriculum: English** 3 CH*
Explores National Council of Teachers of English (NCTE) and state curriculum standards for grades 7 - 12. Philosophical, psychological and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to English. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.

**ED 455 Secondary Curriculum: General Science** 3 CH*
Explores National Science Teachers Association (NSTA) and state curriculum standards for grades 7 - 12. Philosophical, psychological and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to general science. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.
aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.

**ED 456 Secondary Curriculum: Math**
3 CH*
Explores National Council of Teachers of Mathematics (NCTM) and state curriculum standards for grades 7 - 12. Philosophical, psychological and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to math. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.

**ED 457 Secondary Curriculum: Social Studies**
3 CH*
Explores National Council for the Social Studies (NCSS) and state curriculum standards for grades 7 - 12. Philosophical, psychological and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to social studies. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.

**ED 458 Secondary Curriculum: Spanish**
3 CH*
Explores American Council on the Teaching of Foreign Languages (ACTFL) and state curriculum standards for grades 7 - 12. Philosophical, psychological and practical implementation of curriculum in the secondary classroom is emphasized. Candidates develop subject-specific curricula appropriate to Spanish. Students will also examine and discuss a number of current curriculum issues that impact the secondary school. The content of this course will focus primarily on putting theory into practice. To that end, this course will emphasize the practical aspects of how a school district writes curriculum with an emphasis on both process and product. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes.

**ED 459 Elementary Curriculum and Methods: Mathematics and Science**
3 CH*
Candidates learn the basic concepts, scope and sequence of instruction and current methodology in elementary mathematics and science. Attention is given to lesson and unit planning/skill development utilizing application of current research in effective mathematics and science instruction. Emphasis is on the student as a learner and the role of the teacher as facilitator of math and science investigation. This course addresses ACEI standards for math and science.

**ED 461 Secondary Methods in Biology**
3 CH*
Explores the methodology of teaching biology in secondary schools including: examination of the standards of the National Science Teachers Association (NSTA) and state curriculum standards for grades 7
- 12, as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics; and acquire teaching experience by presenting lessons and working collaboratively to explore biology with peers. This course is intended to bridge the gap between theories of education, biology content area knowledge, and the realities of working in the secondary school environment.

**ED 463 Secondary Methods in Chemistry**  
3 CH*  
Explores the methodology of teaching chemistry in secondary schools including: examination of the standards of the National Science Teachers Association (NSTA) and state curriculum standards for grades 7 – 12, as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics; and acquire teaching experience by presenting lessons and working collaboratively to explore chemistry with peers. This course is intended to bridge the gap between theories of education, chemistry content area knowledge, and the realities of working in the secondary school environment.

**ED 464 Secondary Methods in English**  
3 CH*  
Explores the methodology of teaching English in secondary schools including: examination of the standards of the National Council of Teachers of English (NCTE) and state curriculum standards for grades 7 – 12, as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics; and acquire teaching experience by presenting lessons and working collaboratively to explore English with peers. This course is intended to bridge the gap between theories of education, English content area knowledge, and the realities of working in the secondary school environment.

**ED 465 Secondary Methods in General Science**  
3 CH*  
Explores the methodology of teaching general science in secondary schools including: examination of the standards of the National Science Teachers Association (NSTA) and state curriculum standards for grades 7 – 12, as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics; and acquire teaching experience by presenting lessons and working collaboratively to explore general science with peers. This course is intended to bridge the gap between theories of education, general science content area knowledge, and the realities of working in the secondary school environment.

**ED 466 Secondary Methods in Math**  
3 CH*  
Explores the methodology of teaching mathematics in secondary schools including: examination of the standards of the National Council of Teachers of Mathematics (NCTM) and state curriculum standards for grades 7 – 12, as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics; and acquire teaching experience by presenting lessons and working collaboratively to explore mathematics with peers. This course is intended to bridge the gap between theories of education, math content area knowledge, and the realities of working in the secondary school environment.
ED 467 Secondary Methods in Social Studies
3 CH*
Explores the methodology of teaching social studies in secondary schools including: examination of the standards of the National Council of the Social Studies (NCSS) and state curriculum standards for grades 7 – 12, as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics; and acquire teaching experience by presenting lessons and working collaboratively to explore social studies with peers. This course is intended to bridge the gap between theories of education, social studies content area knowledge, and the realities of working in the secondary school environment.

ED 468 Secondary Methods in Spanish
3 CH*
Explores the methodology of teaching Spanish in secondary schools including: examination of the standards of the American Council of Teachers of Foreign Languages (ACTFL) and state curriculum standards for grades 7 – 12, as well as current trends in teaching methods and techniques. Participants will prepare unit and lesson plans with related assessment procedures on a variety of topics; and acquire teaching experience by presenting lessons and working collaboratively to explore Spanish with peers. This course is intended to bridge the gap between theories of education, Spanish content area knowledge, and the realities of working in the secondary school environment.

ED 471 Student Teaching Seminar: Biology
6 CH
The student teaching field experience in secondary biology, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses National Science Teacher Association standards. The application for a field placement is submitted to the Director of Student Teaching the semester, prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is 10 weeks for interns and 12 weeks for non-interns. A student teaching fee is assessed.

ED 473 Student Teaching Seminar: Chemistry
6 CH
Student teaching field experience in secondary chemistry, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses National Science Teacher Association standards. The application for a field placement is submitted to the Director of Student Teaching the semester, prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is 10 weeks for interns and 12 weeks for non-interns. A student teaching fee is assessed.

ED 474 Student Teaching Seminar: English
6 CH
Student teaching field experience in secondary English, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses National Council of Teachers of English standards. The application for a field placement is submitted to the Director of Student Teaching the semester, prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is 10 weeks for interns and 12 weeks for non-interns. A student teaching fee is assessed.

ED 475 Student Teaching Seminar: General Science
6 CH
Student teaching field experience in secondary general science, in conjunction
with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses National Science Teacher Association standards. The application for a field placement is submitted to the Director of Student Teaching the semester, prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is 10 weeks for interns and 12 weeks for non-interns. A student teaching fee is assessed.

**ED 476 Student Teaching Seminar: Math**
6 CH
Student teaching field experience in secondary mathematics, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses National Council of Teachers of Mathematics standards. The application for a field placement is submitted to the Director of Student Teaching the semester, prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is 10 weeks for interns and 12 weeks for non-interns. A student teaching fee is assessed.

**ED 477 Student Teaching Seminar: Social Studies**
6 CH
Student teaching field experience in secondary social studies, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses National Council for the Social Studies standards. The application for a field placement is submitted to the Director of Student Teaching the semester, prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is 10 weeks for interns and 12 weeks for non-interns. A student teaching fee is assessed.

**ED 478 Student Teaching Seminar: Spanish**
6 CH
Student teaching field experience in secondary Spanish, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses American Council on the Teaching of Foreign Languages standards. The application for a field placement is submitted to the Director of Student Teaching the semester, prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is 10 weeks for interns and 12 weeks for non-interns. A student teaching fee is assessed.

**ED 479 Student Teaching Seminar: Elementary School**
6 CH
Student teaching field experience in elementary school education, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. Field experience addresses Association for Childhood Education International standards. The application for a field placement is submitted to the Director of Student Teaching the semester, prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is 10 weeks for interns and 12 weeks for non-interns. A student teaching fee is assessed.

**ED 491/493 Durational Shortage Permit Supervision and Seminar (Elementary)**
Semester 1 ED 492
2 CH
Semester 2 ED 493
2 CH
Prerequisites: Completion of at least 24 certification credits (including secondary methods courses as applicable) by the semester when DSAP teaching begins; 6 additional credits to be completed as per signed course status agreement; admission
to the DSAP program signed by Sacred Heart’s certification officer. DSAP candidates enroll in ED 492/493 (Elementary) or ED 496/497 (Secondary).

The two-semester seminar provides on-site supervision to individuals who are working as school professionals under a DSAP issued through the Connecticut State Department of Education. Candidates are supervised by a University supervisor at least six times during the academic year. They will attend the August Student Teacher Orientation program and a Student Teacher Seminar in the second semester. Candidates demonstrate evidence of their professional competencies based on the CCCT standards in a DSAP notebook. Course guidelines, materials and expectations are aligned with those of the student teaching program.

**ED 495 Student Teaching Seminar: Secondary School Relisted under ED 471-478**
6 CH

Student teaching field experience in secondary education, in conjunction with a weekly student teaching seminar, is the culminating experience of the certification program. The application for a field placement is submitted to the Director of Student Teaching the semester, prior to the semester in which the candidate is placed. Student teaching is conducted only in the fall and spring semesters, and is 10 weeks for interns and 12 weeks for non-interns. A student teaching fee is assessed.

**ED 496/497 Durational Shortage Permit Supervision and Seminar (Secondary)**
Semester 1 ED 496
2 CH
Semester 2 ED 497
6 CH
See description for ED 492/493

**ED 501 Role of the Teacher**
3 CH

An educational foundations course, this course is designed to address the needs, problems and tasks that confront teachers. Participants explore their unique and changing roles as teachers.

**ED 505 (See EDR 564)**

**ED 510 (See EDR 510)**

**ED 513 (See EDR 505)**

**ED 515 (See EDR 560)**

**ED 517 Learning Stations in the Elementary Classroom**
3 CH
Candidates explore practical ideas for the use of learning stations in the classroom. The course offers experience in designing and constructing learning stations, record keeping and using stations for all curriculum areas.

**ED 518 (See EDR 518)**

**ED 522 Integration of the Arts in the Classroom**
3 CH

The arts are critical to education and learning. Through the arts, academic skills are enhanced, and creativity and persistence are developed. This course balances the study of leading theories of arts education with experiential learning. Candidates actively engage in a broad spectrum of integrated arts to enhance creativity and artistic confidence.

**ED 523 Multicultural Education**
3 CH

This course is designed to foster understanding of diversity. Candidates attain problem-solving and listening skills necessary for attitudinal changes for
appreciation of diversity. Group process activities are presented to help students understand biases and stereotypical assumptions, and how these affect decisions in the classroom. Portions of this course are experiential. There is a 15-hour field experience requirement in which candidates interact with persons of different cultural, linguistic, religious, socioeconomic, and ethnic backgrounds.

**ED 526 (See EDL 626)**

**ED 527 Distance Learning: Methods of Instructional Design**
3 CH
Participants develop online lessons for use in professional development training and P-12 classroom instruction. Methods of instructional design for online settings target the creation and selection of multimedia such as digital lectures, instructional videos, and simulations. Key skills for effective online instruction are explored including learner engagement, discussion management, collaboration, and community building. (Online Learning)

**ED 541 Irish and American Education in Comparative Perspective**
3 CH
Based in the Gaeltacht region of West Kerry, the course compares the education system in Ireland with that of the United States. Topics addressed include curriculum and instruction, funding and governance, teacher preparation, multiculturalism, language policy, and contemporary school reform. Candidates are introduced to the students and teachers of Dingle, Ireland and experience the Irish educational system in an up-close and personal way. Candidates will observe classrooms in action, learn from Irish teachers and administrators, and meet teacher candidates and their professors. Open to all students in FCE teacher preparation programs, the course counts in lieu of ED 552 Education in the United States, ED 523 Multicultural Education, or an MAT elective.

**ED 545 Principles and Practices in Bilingual Education**
3 CH
This course meets requirements for bilingual certification.

**ED 552 Education in the United States**
3 CH
Discusses current issues in education, explores their historical and philosophical roots and critically examines possibilities for the future of education. This course is offered as a hybrid course with a combination of face-to-face and online classes. Includes a 5-hour field experience.

**ED 553 Educational Psychology**
3 CH
Considers the application of psychological principles to educational theory and practice. Candidates explore the many ways of thinking about knowledge, teaching and learning. Major theories of learning and development are introduced, and consistent themes and concepts are identified. Includes a 15-hour field experience.

**ED 557 Human-Computer Interaction for Educators**
3 CH
This project-based seminar course introduces game theory and investigates the ways that individuals learn from interactive computer environments. The use of digital games in educational contexts is explored. Participants use Web 2.0 technologies, portable applications, and Game Maker® software to design entry-level games that are aligned with the P-12 curriculum. No prior computer programming or art skills are required. (Online Learning)
ED 562 Computer Art and Desktop Publishing
3 CH
Introduces the methods for using Photoshop® along with portable applications for creating, editing, and integrating computer graphics and/or digital images into the P-12 curriculum. Personal marketing materials are also developed through the use of Web 2.0 technologies. No prior art experience is required. (Online Learning)

ED 565 Classroom Management: Elementary
3 CH
Explores teaching strategies for managing an elementary classroom and the standards found in Connecticut’s Common Core of Teaching that pertain to classroom management. Candidates learn practical approaches for the establishment of procedures and routines. This course is designed for teachers and candidates in training who are interested in effective classroom management and the promotion of a safe, orderly, inviting place in which to teach and learn. The course will initially focus on creating a positive learning environment where negative, distracting behaviors are less likely to occur. Candidates will gain the insight, knowledge and skills that will enable them to cope with classroom disruptions and will incorporate a variety of techniques that are appropriate for the elementary level. Candidates will explore methods and systems of management that will allow them to move beyond traditional rewards, punishment, bribes and threats. This course is offered at the Griswold Campus as a hybrid course with a combination of face-to-face and online classes. Includes a 5-hour field experience.

ED 568 Education of the Gifted
3 CH
Examines the identification, educational and programming issues as well as the social and emotional needs of gifted students. Emphasis is on current successful models of educating gifted students. Candidates explore the changing conceptions of gifted behaviors and investigate issues concerning minority and disabled gifted populations.

ED 569 Education of Special-Needs Students
3 CH
Focuses on the identification of exceptional students as well as methods of meeting their educational needs in regular and special classroom settings. Issues surrounding inclusion are considered, as well as inclusive practices, models and strategies. Exceptionalities studied include all areas defined by Public Law 94-142 and Public Law 101-476. Includes a 5-hour field experience.
ED 571 Storytelling
3 CH
This course is designed to give participants the opportunity to understand the power and importance of story as an educational tool. Candidates encounter a wide variety of stories from many different cultures, learn to identify resources for finding stories, develop skills in telling stories with ease and enthusiasm, and learn to evaluate the qualities that make stories age-appropriate for various grade levels. Participants are encouraged to develop their own personal style of storytelling through class exercises and listening to professional storytellers in person and on media. Candidates also explore ways to integrate storytelling into many areas of curriculum and to aid children in developing their own storytelling ability.

ED 573 Professional Development: Phase I
3 CH
Candidates will create a field based Professional Development Plan, in which they interview a district’s supervisor or other professional responsible for faculty development at the school level. They will participate in analyzing school performance data; reviewing the literature for establishing a research based intervention that will address a specific need. The candidate will construct a professional development plan that is connected to improving both teaching and learning at the school level. Schools are at various levels in the staff development process. The process may include the development of school or grade level data teams. Candidates will create an action plan and present it to the instructor utilizing a PowerPoint presentation. After receiving department and school approval of the Professional Development Plan, the candidate moves into the Phase II implementation process. This phase will require an additional semester of work. Serves as part of the culminating requirement for MAT non-licensure candidates.

ED 574 Professional Development: Phase II
3 CH
Candidates will implement the Professional Development Plan (designed in the prerequisite course, ED 573) through three phases: pre implementation, implementation, and post implementation. Candidates will coordinate and arrange for professionals, paraprofessionals, or community members to participate. Candidates reflect on performance based on feedback from the audience, instructor, and self-reflection. Reflection considers instructional design, instructional delivery, assessment, and integration of technology. Serves as part of the culminating requirement for MAT non-licensure candidates.

ED 575 Creative Drama in the Classroom
3 CH
Explores drama as an art form in the classroom as well as drama’s contribution to other subject areas, especially reading and the language arts. Philosophy, rationale, objectives and values of child drama are examined. Participants learn both experientially and through class readings and discussions.

ED 578 Educational Technology
3 CH
Emphasizes the integration of technological resources into primary and secondary classroom settings for the purpose of fostering student learning, creativity, and innovation. Legal issues along with the methods for using technology to collect and analyze student data are introduced. A 3 hour field experience in a diverse P-12 educational setting is required. A PC with Microsoft Office® and Internet access is recommended. (Blended or Online Learning)

ED 588 Curriculum for the Talented and Gifted
3 CH
Comprehensive curriculum for gifted learners includes planning, adaptation, process
and integration. The facilitation of creative behavior is explored both experientially and theoretically.

**ED 590 Master’s Project/Thesis Seminar**  
3 CH  
Designed for candidates who need to complete the culminating requirement for the Master of Arts in Teaching. Candidates conduct research on a specialized topic and design a project based on this research.

**ED 592 Advanced PC Applications in Education: P–12**  
3 CH  
This graduate course provides participants with an in-depth study of the technological resources currently available for use in educational environments. Participants create inquiry-based learning activities for the classroom. A three-hour field experience is required in this course. (Blended Learning)

**ED 597 Ideal School Project**  
3 CH  
The Ideal School Project is offered to students as an option for completing the culminating requirement for the Master’s degree (MAT). The purpose of the course is to provide venues for student to synthesize the content of the MAT program. Students will examine and critique theories, practices, and current issues related to effective design of the American school system and teaching practices therein. Students will read selected books, journal articles, and research. Based on the readings, students will discuss, debate and analyze topics in depth, leading to the design of an ideal school. These activities will help students to prepare for a final examination in which student will be asked to incorporate what they have learned in other coursework, as well as in this course.

**ED 599 Education Seminar: Special Topics**  
3 CH  
This course is designed to satisfy the MAT seminar requirement. Content of the seminar and its subtitle will vary. Recent and continuing topics appear below.

*Emerging Technologies*  
This graduate course provides participants with opportunities to collaborate and reflect on the ways mobile technologies such as iPhones®, iPads®, and iPod Touches® can be used to enhance teaching and learning. Participants will explore these technologies through hands-on activities and the assessment of apps. Instructional materials are also created. (Blended Learning)

*Learning to Learn*  
The seminar will examine the latest information on learning theories and how they may be applied to teaching and learning. Through a series of readings, class discussions and video footage participants will be engaged in an in depth study of the following topics: the many facets of learning, cognitive development including information regarding brain structure and function, inquiry centered learning, conceptual thinking and mapping; multiple intelligences and the appropriate uses of various kinds of formative and summative assessment models.

*Legal Issues for Educators*  
This course is designed to help participants become aware of legal issues that affect schools, districts and individuals within a school setting. Most teachers are unaware of the legal precedents that drive school related decisions, and of the legal burdens implicit in educating and supervising students. We will examine the legal standards to which teachers are held, and explore areas where teachers often unwittingly fall short of those standards. Participants will learn skills for avoiding problem areas, thereby saving themselves, their students, and their schools legal problems, money, and heartache. We will also undertake a review of historical and current civil rights and constitutional issues, as well as current cases concerning educating students with special needs.
Coaching and Facilitating Student Learning
Candidates will gain an understanding of coaching, facilitation, and learning theories to enhance their own professional development and to impact student learning. Candidates will learn and demonstrate the use of coaching and motivation strategies as important components of designing and implementing learning experiences for all students.

Public Education as Social Change Agent
Many question society's standards, and some claim that schools must play an important role in improving the moral climate. Students in this seminar address the critical issues facing our country and answer the following questions: What kind of society do I want to help create? How can schools and my discipline contribute to my vision of society? Students will also evaluate various approaches to values education.

ED 600 Characteristics of Effective Schools
3 CH
Examines the characteristics of effective schools and studies the implications that effective school practices have on improving learning, teaching and leadership. Research findings, selected readings and experts in the field who make presentations all contribute to exciting class discussions and stimulating weekly sessions.

ED 601 Exploring Teaching in Costa Rica
3 CH
Provides an overview of the teaching profession in Costa Rica through active involvement in K-11 bilingual classrooms. Participants engage in hands-on activities in classrooms under the supervision of a master teacher. Activities include teaching assistance, tutoring, student group work and leading school projects based on personal talents and content area. Participants reflect upon the implications of teaching and learning in a multicultural and multilingual environment. Course may serve in lieu of ED 523 Multicultural Education or it serves as an MAT elective.

ED 603 Seminar in Education
3 CH
This seminar includes a discussion of the writing of eminent scholars in the field of education. Candidates analyze their thoughts to see if they are addressing the real problems of the real classroom. Selected professionals are invited to speak.

ED 609 Multiple Intelligences: Classroom Application of Current Research
3 CH
Assists K-12 teachers in recognizing and nurturing the multiple intelligences of their students. Teachers develop strategies to incorporate the recognition and application of multiple intelligences into their classroom practice.

ED 623 Environmental Science for Elementary Teachers
3 CH
Designed for elementary school teachers, this course introduces the basic scientific principles underlying today’s environmental issues. Air, water and land pollution are discussed.

ED 627 Societal Issues in Adolescence
3 CH
Focuses on the current school and community responses to problems such as substance abuse, AIDS, gender issues, etc. Through classroom presentations, speakers and audiovisual materials, candidates gain practical insight and understanding of contemporary issues in adolescent life. Also offered as a blended option with a combination of face-to-face and online classes.
ED 642 Special Projects in Education Technology
3 CH
Prerequisites: Completion of any two advanced level Sacred Heart University Education Technology courses in addition to prior instructor permission.
This research course provides advanced practical experience in the implementation and evaluation of computer technology as it relates to administration, curriculum, and instruction. A field experience enables participants to conduct action research in a diverse P-12 classroom setting. Methods for data collection and analysis are introduced. Prerequisites: Completion of any two advanced-level SHU EdTech courses in addition to prior instructor permission. (Online Learning)

ED 657 Reflective Practitioner: Elementary
3 CH
This seminar fulfills the culminating activity in the MAT program. For candidates who will teach at the elementary school level, this course addresses the application of effective teaching techniques through a synthesis of the knowledge and skills acquired throughout the MAT program. Seminar components focus on creating an engaging classroom environment, planning and instructing for active learning, assessing and demonstrating professional responsibility. Candidates will explore concepts coordinated with the Connecticut State Department of Education’s Teacher Education and Mentoring program (TEAM). Also offered as a blended option with a combination of face-to-face and online classes.

ED 661 Multimedia Design and Programming for Educators
3 CH
This course provides an overview of current best practices for using the Scratch® programming environment to create 21st century learning activities for a diverse elementary and secondary student population. A variety of instructional materials such as lessons, assessments, interactive stories, animations, games, music, and art are developed. No prior computer programming experience is required. (Online Learning)

ED 663 Instructional Software and Instruments in Education
3 CH
Provides an overview of educational software for use in P-12 education. Methods for aligning developmentally appropriate software with P-12 content standards are emphasized. Legal issues relating to software licensing are discussed. Assistive technology software for students with special needs is introduced. (Online Learning)

ED 668 Reflective Practitioner: Secondary
3 CH
This seminar fulfills the culminating activity in the MAT program. For candidates who teach at the secondary level, this course addresses the application of effective teaching techniques through a synthesis of the knowledge and skills acquired throughout the MAT program. Seminar components focus on creating an engaging classroom environment, planning and instructing for active learning, assessing and demonstrating professional responsibility. Candidates will explore concepts coordinated with the Connecticut State Department of Education’s Teacher Education and Mentoring program (TEAM). Also offered as a blended option with a combination of face-to-face and online classes.
ED 686 Robotics
3 CH
This seminar course introduces methods for integrating robotics technologies into P-12 classroom settings. In collaborative groups, participants build and program an educational robot. Instructional materials and student assessments that connect robotics to content standards across the curriculum are developed. No prior computer programming experience is required. (Blended Learning)

ED 687 Matter and Energy in Ecosystems for Elementary School Teachers
3 CH
Candidates increase content knowledge of geological and biological evolution and how it has affected energy flow through diverse ecosystems. They become proficient in appropriate technologies necessary for the gathering, analyzing, and communicating data and develop three lessons using an inquiry-based learning model and applying the newly acquired content knowledge and technological skills.

ED 689 WWW: Curriculum and Instruction P–12
3 CH
Examines the role of teacher-created websites in elementary and secondary school settings. Participants use Google Sites® to develop an educational website that can be used for content delivery, student assessment, and home-school communication. Principles of website design and management are introduced. No prior computer programming experience is required. (Online Learning)

EDUCATIONAL ADMINISTRATION PROGRAMS: 092 INTERMEDIATE ADMINISTRATIVE CERTIFICATION 6TH YEAR DEGREE IN ADMINISTRATION–CERTIFICATE OF ADVANCED STUDY (CAS)

EDL 605 Advanced Curriculum and Program Monitoring
3 CH
Engages prospective administrators in the investigation of what really matters in a school, the application of concepts and principles for sound curriculum design, and the examination of how a focus on standards and learning for understanding deepens curriculum and assessment work. The course involves reading, thought, and discussion on educational research, and study of concrete curricular, instructional, and assessment practices. Operating principles obtained from different sources and created by instructor and candidates will guide the learning in and from the course.

EDL 626 Assessment & Evaluation of Learning: Qualitative and Quantitative Analysis
3 CH
Focuses on the use and interpretation of educational assessment data, and the translation of those data into school improvement plans. Current trends and issues, the examination of multiple methods of assessment as well as methods of data systems and data analysis are examined. Statistical methods of analyzing and tracking student assessment data, including trend analysis, are utilized. A working knowledge of the basic Microsoft office suite (Word, Excel, and PowerPoint) is very beneficial to successful participation.

EDL 635 Teacher Supervision, Evaluation and Staff Development
3 CH
Provides an opportunity for prospective school administrators to develop and practice the skills essential to the improvement of teaching through effective
evaluation and supervisory practices. The connection between supervision, evaluation and staff development is made explicit. The CT law on teacher evaluation is studied, and instruments such as the CT Competency Instrument and TEAM portfolios are critically analyzed and discussed.

EDL 650 Educational Law and Finance
3 CH
Provides an overview of the origin and legal status of public and private schools and the legal rights and responsibilities of administrators, parents, students, school board members and teachers. Attention is given, through the case study approach, to those contemporary legal issues that concern the operations and management of schools.

EDL 654 Leadership: Contemporary Educational Problems
3 CH
Provides an opportunity for prospective administrators to examine leadership styles as they relate to effective school practices. Administrative Leadership theories are investigated, discussed, and applied within a case-study format. Students analyze schools as evolving social systems and, from a policy perspective, apply different decision-making models in responding to solutions of authentic educational problems.

EDL 655 Distinguished Lectures In Education
3 CH
Students have the opportunity to hear lectures delivered by distinguished guest lecturers each of whom has particular expertise in an area of school administration. Lecture topics include: the Urban Principalship, Restructuring Schools, Data Analysis for Continuous School Improvement, Teacher Fair Dismissal, Technology and Vision Building, etc. Readings and assignments are frequently presented in case-study format.

EDL 689 Review of Educational Leadership Literature
3 CH
EDL 689 is designed to provide candidates with the knowledge and skills required to conduct a systematic review of educational literature. Candidates will be taught how to perform each step of the review process and will then apply it to a topic of their choosing. Finally, candidates will gain a basic conceptual foundation to research philosophy, terminology, methods, and practices.

EDL 690 Educational Research Seminar
3 CH
Prerequisite: EDL 689
This course is designed to increase candidate awareness and use of educational research techniques, specifically toward the improvement of teaching and learning. Candidates read and critique qualitative and quantitative educational literature. Multiple methods of research designs are examined and statistical techniques are introduced. Candidates identify an authentic school-related problem and develop their own action research proposals that will be implemented during EDL 691.

EDL 691 Thesis Seminar
3 CH
Prerequisite: EDL 690
A formal seminar is utilized to offer direction and advice to those candidates in the implementation phase of their action research study. Candidates then collect and analyze the resulting data, draw conclusions and complete their final thesis. EDL 690 and 691 are considered the culmination of the Certificate of Advanced Studies program.

EDL 695 Technology and Information Management for Administration
3 CH
Prerequisite: Working knowledge of Microsoft PowerPoint, Excel, and Word.
Designed for candidates to investigate, examine, synthesize and present their findings regarding the three major applications of computer technology in P–12 school districts. The application areas are: administrative, curriculum and instruction, and applied educational research. Individual and team assignments and group discussions provide a platform for developing and constructing understanding of these applications of computer technology.

**EDL 696 Administrative Certification Program: Internship Part I**

3 CH

120 internship hours.

The Administrative Internship requirement prepares future administrators with the opportunity to relate theory and practice in administration. Under the direct supervision of a practicing administrative mentor, the program is coordinated and supervised by a Sacred Heart University supervisor. This requirement is an essential component of the sixth year 092 program. The internship is normally arranged after the candidate has completed 6 credits of the program. EDL 696 is prerequisite to EDL 697.

**EDL 697 Administrative Internship Part II**

3 CH

120 internship hours.

The administrative internship requirement prepares future administrators by providing an opportunity to relate theory and practice in administration. Under the direct supervision of a practicing administrator mentor, the program is coordinated and supervised by a Sacred Heart University supervisor. This course is an essential component of the Sixth Year program. EDL 697 arranged after a candidate has completed EDL 696.

**EDL 698 Administrative Practicum**

3 CH

Prerequisite: successful completion of two EDL courses in the 092 certification program.

Candidates must undertake a practicum for fulfillment of the terminal requirement. Candidates submit a proposal for a district/school-based project that addresses an identified need and propose and implements a school improvement plan. Further details will be available through the candidate’s practicum advisor.

**CERTIFICATE OF ADVANCED STUDIES (CAS): LITERACY (SIXTH YEAR DEGREE), CONNECTICUT LITERACY SPECIALIST PROGRAM (CLSP) 102 CERTIFICATION, AND READING AND LANGUAGE ARTS CONSULTANT (097) CERTIFICATION**

* Courses are required for certification.
  Courses are restricted to CLSP candidates.

**EDR 505 Early Reading and Language Arts Success (PK-3)**

3 CH*

Prerequisite: ED 413

This course examines the fundamentals of a comprehensive literacy program for the diverse learner in today’s classroom, focusing on foundations of reading and the integration of writing. Phonemic awareness, phonics, fluency, vocabulary, comprehension, and the integration of writing. Historical trends provide context for exploration of the grand learning theories that have generated evidence-based instructional strategies for teaching reading.

**EDR 507 Developmental Reading and Language Arts (Grades 4-6)**

3 CH*

Prerequisite: ED 413

This course focuses on models, methods, materials, and best practices in teaching reading in the middle grades, with an emphasis on structural analysis, comprehension, fluency, and comprehension, and the integration of writing. Examines current issues and trends in literacy and reading instruction.
EDR 510 Content Area Reading Instruction (Grades 7-12)
3 CH*
Study will focuses on evidence-based methods of teaching reading and writing at the middle and secondary levels that will assist teachers in broadening their repertoire of strategies to increase student reading and writing achievement. Additionally, the course provides the participant with techniques for differentiating instruction for diverse learners in implementing a delivery system in the classroom that includes direct and explicit instruction and assessment of comprehension, of fluency, vocabulary, and word study skills through best practices. Teacher-modeling and scaffolding of strategies, and considers the needs of the diverse learner through differentiating instruction at all grade levels. Course participants design an integrated and student-centered unit that combines evidence-based reading research, extensive reading and writing across disciplines through standards-based lessons, and technology, with a deep understanding of a content-specific body of knowledge and motivating assessments.

EDR 518 Reading and Language Arts: Instruction and Assessment
3 CH
Examines research-based classroom elementary literacy instruction that meets the needs of diverse learners. Emphasis is on the components of reading instruction, inclusive of phonemic awareness, phonics, fluency, vocabulary and comprehension, contextualized within best practices for explicit and data-based small group instruction. (Available on Griswold campus only.)

EDR 520 Methods of Teaching and Evaluating the Writing Process
3 CH
Examines the best practices of teaching at different levels: the emergent writer, preschool—grade 3, the transitional writer, expository and narrative instruction, and the fluent—advanced writer. Instructional differences in motivation, evaluation and state and International Reading Association standards are examined.

EDR 525 Teaching English Language Learners
3 CH
Study of language acquisition of students who are English-language learners, whose dominant language is one other than English. Examination of what research indicates as necessary educational support to acquire English literacy. Candidates develop and support personal philosophies after studying models.

EDR 527 Organization, Administration and Supervision: Reading Professional
3 CH *
Prerequisite: CLSP Candidate and have completed EDR 540, EDR 545, EDR 550, and EDR 555

EDR 555
This course focuses on the application of theory, research, and best practices related to effective literacy instruction in the field. Candidates refine the knowledge and skills acquired from previous CLSP courses by practicing the skills of collaboration, coaching teachers in effective literacy instructional practices, designing professional development, and providing leadership for school-wide change. Reading candidates will design and conduct a formal presentation for other literacy professionals, graduate students, and local teachers and administrators.

EDR 538 Process Writing
3 CH
Candidates study the methods of teaching writing as a process from beginning stages of written expression to more complex development. The writing process is explored in depth and instructional strategies are examined.
EDR 540 Advanced Diagnosis and Remediation
3 CH *
Prerequisite: CLSP Candidate and have completed EDR 505, EDR 507, and EDR 510
This course, designed for candidates who are pursuing reading certification, explores the selection, administration, and interpretation of a variety of criterion and norm-referenced assessments that effectively utilize screening, progress monitoring, diagnostic, and outcome measures and the integration of technology to evaluate student reading performance.

EDR 541 Advanced Diagnosis and Remediation II
3 CH *
Prerequisite: CLSP Candidate and have completed EDR 540, EDR 545, EDR 550, and EDR 555
This is the second of two courses that builds on the candidate's understanding of the administration and interpretation of assessment data from multiple sources including screening, diagnostic, progress monitoring, and summative instruments using traditional and online resources. Candidates draw on their understanding of test administration, scoring and analysis of a variety norm referenced and criterion-referenced assessments to acquire expertise in using best practices. They interpret trends in analyzing individual, group, and classroom achievement and progress and in developing appropriate response measures for diverse populations. They collaborate with other teachers, administrators, and resource personnel through inquiry-based formats (including study groups, protocols for examining student data and performance-based assessment).

EDR 545 Assessment and Evaluation: CT Model
3 CH *
Prerequisite: CLSP candidate Focuses on teacher interpretation of psycho-educational assessment data, and the translation of those data into remedial instructional plans. Current tests, as well as methods of data analysis are examined and discussed. Stressed are the Connecticut Framework for instruction and evaluation and the National Assessment of Educational Progress.

EDR 550 Clinic I
3 CH *
Prerequisite: completion of EDR 540
Candidates assess struggling readers with a variety of reliable and valid instruments, use data-based instruction in developing intervention plans to address the diverse needs of each child, and have opportunities to develop their skills as reading professionals in working with colleagues and communicating with parents.

EDR 552 Language Arts Practicum
3 CH
Prerequisite: ED 413
Clinical Practicum is an elective course that affords initial certification and MAT candidates the opportunity to tutor a struggling reader under the supervision of SHU faculty or certified personnel. Candidates learn how to administer a variety of informal literacy assessments, design an intervention plan that meets the diverse needs of each student, and are guided in the development of a professional case study report. Candidates acquire firsthand experience in learning how to design instructional routines for diverse populations, while participating in shared self-reflection with their peers and SHU faculty. Following tutoring sessions, teacher candidates participate in collaborative problem-solving and shared self-reflection to discuss their practice.

EDR 555 Clinical Experience II (School Clinic)
3 CH *
Prerequisite: Completion of EDR 550
Prerequisites: EDR 505, EDR 507, EDR 510 and EDR 540.

Candidates will be assigned to work with small groups of children in remedial education programs throughout the area, e.g. after school enrichment programs, literacy volunteers, mandatory summer programs and any approved initiatives sponsored by the public sector to promote literacy. Each candidate will be mentored and supervised by appropriate professionals.

EDR 560 Children's Literature (Formerly ED 515)
3 CH
Examine a variety of genres of children's literature to cultivate students' interest in books and develop methods for incorporating literature into classroom experiences. Criteria for selecting children's books are included. Multicultural literature and the dramatic arts are emphasized.

EDR 562 Middle School Literature
3 CH
Examination of early chapter books from the works of local authors such as Patricia Reilly Giff to the Harry Potter phenomena with a focus on the American Library Association awards and links. Motivating students and the development of lifetime reading habits is the major focus of this course.

EDR 564 Young Adult Literature (Formerly ED 505)
3 CH
Young-adult literature is studied from the perspective of the developmental psychology of adolescents. Traditional and classic literature is presented, as well as contemporary authors and popular fiction. Techniques, motivational strategies and procedures that result in the development of lifetime reading habits are explored. Participation in the publishing of book reviews through the SHU web site and the utilization of technology within classrooms is paramount.

EDR 565 Seminar in Poetry
3 CH
This class will study the art of teaching poetry from a developmental perspective and examine a variety of strategies to help candidates appreciate and understand poetry. Candidates will study poetry as it relates to the students they teach, as well as how it relates to their own lives. Different poetic forms and teaching methodologies will be explored, and participants will take part in a variety of real-life experiences to enhance their own understanding and ability to teach poetry.

EDR 570 Reading and Language Arts Research Seminar
3 CH
This course will provide Education Specialists with advanced research skills in navigating appropriate databases, web sites and journals. There are numerous publishers who excel in distributing the best products for Reading Educators. The information explosion, both electronic and paper, requires special skills for optimal system access.

EDR 580 Reading Interventions
3 CH
Designed to reflect the most current reading research in meeting the diverse needs of students who require intensive intervention, this course begins with an emphasis on current legislation, and moves into a model for the implementation of best practices.

EDR 620 Utilizing Technology in Reading Instruction (Formerly ED 686)
3 CH
Examination of the processes, programs and accomplishments of technology in the classroom. Special focus on computer generated reading instruction and record keeping.
EDR 690 Practicum: Teaching Fellowship - Staff Development
3 CH
Candidates in the Certificate for Advanced Studies undertake the teaching practicum for fulfillment of this requirement. Effective teaching, like any other skill, requires practice and the guidance of skilled faculty members. The teaching practicum provides experienced teachers the benefit of instructional expertise and mentoring of faculty within his/her own discipline. The practicum also gives the literacy professional the opportunity to experiment in working with colleagues to help gain expertise in different aspects of literacy. The teaching practicum is not an independent teaching experience; it is one that provides feedback and supervision by a faculty member who oversees a guided teaching/learning experience. The practicum is completed in a faculty member's course where the faculty member remains the primary instructor for the course. In each case, evidence is provided to document in-class instruction and a range of supervisory and reflective experiences.

EDR 691 Practicum in Consulting
3 CH *
Prerequisite: CLSP Candidate and have completed EDR 540, EDR 545, EDR 550, and EDR 555

EDR 692 Applied Reading and Language Arts Research
3 CH *
Prerequisite: CLSP Candidate and have completed EDR 691
The prospective Reading and Language Arts Consultant has the opportunity to implement the proposal for staff development that was designed and approved in EDR 690. Candidate will practice leadership skills as he/she conducts literacy-based staff development within the school or district for which the proposal was designed. The contexts include PowerPoint presentation(s), classroom modeling lesson(s), and introduction of a variety of instructional materials, resources and text, as well as one at least one or more of the following: coaching, mentoring, study groups, parent workshop, data team or literacy team facilitation, and/or leading seminar or presentation for staff from selected site(s).

Special Education Courses

EDS 572 Identification & Evaluation: Students with Disabilities
3 CH
Covers assessment concepts and processes including legal, referral, evaluation, and eligibility, as well as assessment for instructional decision-making. Identifying and assessing any student is a complex process mediated by state and federal guidelines, individual rights, cultural issues, and school resources. Assessments emphasize developmentally appropriate education advanced through a holistic, strength-based picture of all learners, including those with disabilities and those from culturally/linguistically diverse backgrounds. Special attention will be placed on working with students who have English Language Learning needs. Assessments for the course are designed to use relevant assessment data to develop an appropriate Individualized Education Program (IEP). Candidates select and administer both
formal and informal assessment tools that are appropriate and exceptionality specific. Candidates also consider the role of the parent or caregiver in assessment and collaboration. Candidates investigate the transition from Birth to Three (IDEA Part C) to the PK-12 education system.

**EDS 573 Program & Educational Planning: Students with Disabilities**

3 CH

Addresses requisite knowledge and skills to plan, implement and evaluate individualized programs for students with disabilities. Emphasis is on teaching and supporting students within regular classes and typical school activities. Representative topics include learning characteristics of students with severe disabilities, program planning and IEP development, assessment and instructional planning in foundation skills for typical routines, communication, assistive technology, supporting participation and progress in the general education curriculum, social skills, and facilitating peer relationships. Candidates investigate current trends and guiding principles of quality programs, as well as special educator roles and responsibilities. Candidates prepare for conducting IEP meetings and monitoring of progress.

**EDS 574 Advanced Curriculum: Students with Disabilities**

3 CH

Explores general methods and materials appropriate for working with students with disabilities at the elementary through secondary level. Emphasizes approaches and strategies in teaching and learning as well as the role of the special educator in the school community and with families. Participants select, adapt, and develop instructional materials across curriculum areas, student needs, and school environments. Using the Common Core Standards and Smarter Balanced Assessment system, candidates adapt curriculum and use assessment data to identify gaps in subgroup performance—and determine approaches for those struggling to meet grade-level expectations.

**EDS 581 Special Education Seminar I**

3 CH

This seminar focuses on special education law, ethics, compliance, and mandated practices under the IDEA 2004 as it related to free, appropriate, public education in the least restrictive environment. Candidates also explore and investigate characteristics of and issues pertaining to a disability category.

**EDS 582 Special Education Practicum I**

6 CH

This practicum accompanies EDS 581 Special Education Seminar. The full-time placement for six weeks involves practical training in and hands on experience with special education and related services. The practicum experience permits an in-depth focus on one disability category.

**EDS 583 Special Education Seminar II**

3 CH

Focuses on collaboration, co-taught classrooms, and other inclusive practices. The seminar explores characteristics of disability deficits across IDEA classification areas. Seminar sessions help the candidate process, synthesize, and reflect on work in the classroom/school setting. Candidates share experiences and ask for critiques on work samples from peers and the professor. Guest speakers range from parents/parent advocates to administrators.

**EDS 584 Special Education Practicum II**

6 CH

This full-time, six week summer practicum placement focuses on a second disability category while enabling the candidate to act as a collaborative co-teacher in a special education environment. Candidates participate fully in IEP development, monitoring, and planning, as well as attend
IEP meetings. These experiences afford the opportunity to work with a multidisciplinary team to meet the concerns and needs of children and youth with disabilities. Candidates also work on daily communication skills and collaborative techniques with families leading to development of a parent engagement plan. The practicum supports candidates to address unit, state, and Council for Exceptional Children standards.

CERTIFICATE OF ADVANCED STUDIES (CAS): TEACHING (SIXTH YEAR DEGREE)

EDU 502 Adult TESOL Methodologies and Materials
3 CH
This course reviews successful Adult ESL teaching methods. Candidates will prepare a portfolio of lessons and perform observations and practice teaching based on their portfolios. Candidates will learn how to teach grammar, reading, vocabulary, listening skills, business and academic writing and pronunciation.

EDU 601 Dimensions of Intelligence
3 CH
Explores the roles, functions, processes, and physical makeup of the brain and how it can be influenced for optimal learning. The major structures and functions of the brain will be identified and their role in development of academic and meta skills will be discussed. The course will also provide candidates with an awareness of the latest research on short and long term memory and identify factors that influence students’ ability to remember and understand higher level thinking and effective problem solving. Probes how multiple intelligences and learning styles affect curriculum development and learning. Focuses on cognitive and social skills necessary to be successful in the 21st Century.

EDU 603 Scientific Research-Based Intervention
3 CH
Scientific Research Based Interventions (SRBI) is the practice of providing scientific, research-based instruction and intervention matched to students’ needs, with important educational decisions based on students’ levels of performance and learning rates over time. SRBI has emerged as a promising framework for meeting the challenges of today’s classroom. While SRBI has emerged from special education legislation, the model’s focus on early classroom-based interventions makes it primarily a general education initiative. In addition, SRBI is designed to ensure rigorous and intentional progress monitoring for all students, not just for those at risk of learning difficulties. Candidates will continue to expand their knowledge of SRBI while learning more about the implementation, instruction and assessment in their own districts and buildings.

EDU 611 Fluency and Understanding: Numbers Ops.
3 CH
This course centers on the Developing Mathematical Ideas (DMI) number and operations curriculum. Teachers will think through the major ideas of number in K-6 mathematics, how those ideas build upon each other, and examine how children develop those ideas. In addition to case discussions, the curriculum provides opportunities for teachers to explore the mathematics in the lessons and to deepen their understanding of the structure of the number system, of computation within the number system, and of properties that form the foundation for algebra. Attention is given to interpreting and assessing students’ work and learning.

EDU 612 Mathematical Thinking and Problem Solving
3 CH
Effective mathematics teaching requires
understanding what students know and need to learn and then challenging and supporting them to learn it well. To be effective, teachers must know and understand deeply the mathematics they are teaching and be able to draw on that knowledge with flexibility in their daily teaching. This course builds on the candidate’s understanding of how young children learn mathematics and examines deeply the Problem Solving and Communications Standards as outlined by the NCTM. Supporting mathematical thinking through problem solving is essential to the effective teaching and learning of mathematics. Teachers will be exposed to a broader perspective of mathematics and what it means to do and learn mathematics with skill and understanding and become knowledgeable about structures that support mathematical inquiry and thinking. Enhances teacher professional judgments about teaching and learning mathematics and will ultimately improve student learning outcomes.

**EDU 613 Patterns Function and Algebra**  
3 CH  
The course is designed to develop a deep understanding of topics from algebra: variables, patterns, and functions; modeling and interpreting graphs; linear functions including slope and intercepts. The course is also designed to introduce non-linear functions, including quadratics and exponentials. Additionally, participants will connect these concepts to the related concepts that underlie primary and middle grades’ mathematics. Attention will also be given to interpreting and assessing students’ work and learning.

**EDU 614 Geometry and Measurement**  
3 CH  
Geometric and measurement ideas and concepts are useful in representing and solving problems in many areas of mathematics and in real-world situations. With well designed activities, appropriate tools, and teacher’s support, students can make and explore conjectures about geometry and measurement and can learn to reason carefully about both ideas from the earliest years of schooling. This course is designed to help experienced elementary and middle-school teachers explore the features of geometric shape and how children develop an understanding of it. It will also examine different aspects of size, develop facility in composing and decomposing shapes, and apply these skills to make sense of formulas for area and volume. It is also designed to help teachers explore the conceptual issues of length, area, and volume as well as the complex interactions among these. At the heart of the course are sets of classroom episodes (cases), illustrating student thinking about geometry and measurement.

**EDU 687 Teaching Life Science**  
3 CH  
This course develops a strong conceptual understanding of life science. Through a series of readings, class discussions, inquiry-based activities and video clips, candidates acquire an in-depth understanding of major life science concepts and related embedded tasks necessary to teach life science effectively at the elementary school level. They also will discuss and model various formative and summative assessment models used to measure student performance. Explores and links acquired life science conceptual understandings to NSTA and state content and performance standards.

**EDU 688 Teaching Environmental Science**  
3 CH  
The course will engage participants in guided inquiry-based learning practices and effective research-based teaching strategies. Through lectures, discussions and field work, candidates with be provided with the necessary content to successfully teach ecology and environmental science at the elementary school level. Instructors will also model “best practices” in the teaching of
elementary science to provide participants with an increased awareness and knowledge of successful teaching pedagogies. Explores the use of performance-based assessment models. Focuses on two research based elementary science programs—FOSS (Full Option Science System) and STC (Science and Technology for Children).

**EDU 689 Teaching Applied Physics**

3 CH

Explores developing teacher knowledge of the physical sciences and strengthens teaching skills with respect to inquiry-based learning and performance-based assessment. Demonstrates models of inquiry related to applied physics for elementary school teachers with respect to the State of Connecticut Elementary and Middle School Standards. Utilizes two inquiry-based elementary science programs—STC (Science and Technology for Children) and FOSS (Full Option Science System).