CURRICULUM AND LEARNING

GOLDBERG, ADAM, Professor and Chairperson
ACHHPAL, BEENA D., Professor
BOWER-PHIPPS, LAURA A., Professor
LEVANDE, DAVID, Professor
MARN, TRAVIS, Assistant Professor
MARX, HELEN, Associate Professor
MCVERRY, J. GREGORY, Associate Professor and Graduate Coordinator
POWELL, JESSICA, Assistant Professor
RANDALL, REGINE, Associate Professor
RAYNOLDS, LAURA, Associate Professor and Graduate Coordinator in Reading
SHERWOOD, CARRIE-ANNE, Assistant Professor and Science Coordinator
SHAW, LOUISE, Assistant Professor
TORRE, CARLOS, Professor
Education, M.S.

Classroom Teacher Specialist, Sixth Year Certificate

Reading, M.S. - Remedial Reading and Remedial Language Arts

Reading, Sixth Year Certificate - Reading and Language Arts Consultant

Reading and Language Arts Consultant, Post-Master's Certificate

Remedial Reading and Language Arts Specialist, Graduate Certificate

Master of Arts in Teaching, Elementary Education 1-6

Master of Arts in Teaching, Bilingual/Elementary

Master of Arts in Teaching, Early Childhood

Master of Arts in Teaching, English

Master of Arts in Teaching, Special Education K-12
REMEDIAL READING AND LANGUAGE ARTS SPECIALIST, GRADUATE CERTIFICATE

Application Deadline

Admission to this program requires candidates to hold a Bachelor’s Degree and be currently certified as a teacher in Connecticut. They must earn a “B” or better in each class and maintain a GPA greater or equal to 3.0.

Graduate Certificate - Remedial Reading and Language Arts Specialist

This certificate prepares candidates for the Endorsement in Connecticut as a Remedial Reading and Language Arts Specialist (102). It is designed to prepare knowledgeable and competent literacy leaders to assist in the screening and identification of children with reading disabilities, and to provide specialized and developmentally appropriate instruction/intervention for children in grades 1-12 who are experiencing reading and writing difficulties.

Program Sequence-24 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

RDG 520 - Fundamentals of Language and Literacy - 3 credits
RDG 565 - Content Area Reading & Language Arts in Middle and High School - 3 credits
RDG 566 - Developmental Reading and Language Arts in Elementary School - 3 credits
RDG 585 - Writing Instruction in the Reading and Language Arts Program - 3 credits
RDG 567 - Tests, Measurements and Evaluation in Reading and Language Arts - 3 credits
RDG 570 - Remediation of Difficulties in Reading and Language Arts - 3 credits
RDG 568 - PRACTICUM in Diagnosis of Reading and Language Arts Difficulties - 3 credits
RDG 659 - PRACTICUM in Remedial Reading and Language Arts - 3 credits

Gainful Employment

Please visit our Gainful Employment Disclosures website for more information about non-degree programs (i.e. certificate programs) graduation rates, median loan debt of students who complete the program, and other important information.
MASTER OF ARTS IN TEACHING, ELEMENTARY EDUCATION 1-6

For further information: EducationGrad@southernct.edu

Application Deadline
Rolling Admissions

Departmental Admission Requirements

In addition to the admission requirements of the Office of Graduate Admissions found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.
2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program.
3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
4. Submission of basic skills test scores in Reading, Mathematics, and Writing that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis® Core, SAT or ACT).
5. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
6. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
7. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
8. Pass the department admission committee interview.

GPA Waiver Policy

GPA waivers will be considered for applicants who have less than a 2.70 GPA, but meet all other admission requirements and have at least a 3.00 GPA in the last 60 CR of their coursework; AND for applicants with a GPA of at least 3.00 in an earned master’s degree whose undergraduate GPA does not meet minimum standards if the GPA in the certification content major is at least 3.00.

Program Sequence – 39 Credits
As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

**Required Core Requirements (27 Credits)**

- SED 481 — Teaching Exceptional Students in Elementary Education — 3 credits
- EDU 471 — Supporting English Learners in School — 1.5 credits
- SED 550 — Early Childhood and Developmental Differences — 3 credits
- EDU 509 — Student Teaching Seminar — 1 credit
- EDU 591 — Field Project in Education — 3 credits
- EDU 508 — Introduction to Education — 3 credits
- EDU 592 — Research in Education — 3 credits
- EDU 544 — Classroom Management — 3 credits
- RDG 470 — Literacy in Content Areas — 1.5 credits
- EDU 450 — Student Teaching I — 5 credits

**Concentration Requirements**

All students must complete each course in their selected area.

**Elementary Education 1-6 (12 Credits)**

- EDU 504 — Mathematics in Elementary Education — 3 credits
- EDU 534 — Curriculum Design and Methods for the Elementary Classroom — 3 credits
- EDU 506 — Language Arts and Children’s Literature — 3 credits
- RDG 566 — Developmental Reading and Language Arts in the Elementary School — 3 credits
MASTER OF ARTS IN TEACHING, SPECIAL EDUCATION K-12

For further information: EducationGrad@southernct.edu

Application Deadline
Rolling Admissions

Departmental Admission Requirements

In addition to the admission requirements of the Office of Graduate Admissions found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.
2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program.
3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
4. Submission of basic skills test scores in Reading, Mathematics, and Writing that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis® Core, SAT or ACT).
5. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
6. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
7. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
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Program Sequence – 49 Credits
As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

**Required Core Requirements (27 Credits)**

SED 481 — Teaching Exceptional Students in Elementary Education — 3 credits  
EDU 471 — Supporting English Learners in School — 1.5 credits  
SED 550 — Early Childhood and Developmental Differences — 3 credits  
EDU 509 — Student Teaching Seminar — 1 credit  

EDU 591 — Field Project in Education — 3 credits  
EDU 508 — Introduction to Education — 3 credits  

EDU 592 — Research in Education — 3 credits  
EDU 544 — Classroom Management — 3 credits  
RDG 470 — Literacy in Content Areas — 1.5 credits  
EDU 450 — Student Teaching I — 5 credits  

**Concentration Requirements**  
All students must complete each course in their selected area.  

**Special Education (22 Credits)**  
SED 512 — Curriculum Methods and Materials for Students with Autism Spectrum — 3 credits  
SED 517 — Introduction to Adaptive Technology — 3 credits  
RDG 520 — Fundamentals of Language and Literacy — 3 credits  
SED 554 — The At-Risk Child in the Early Elementary Grades — 3 credits  
SED 535 — Programming for Learning Disabilities: Middle School and Secondary Levels — 3 credits  
SED 527 — Positive Behavior Support for Students with Emotional and Behavioral Disorders — 3-4 credits  
SED 691 — Research Methods — 3 credits  
SED 519 — Clinical Practices in Developmental Disabilities — 1-6 credits
READING AND LANGUAGE ARTS CONSULTANT, POST-MASTER'S CERTIFICATE

Application Deadline

Admission to this program requires candidates to hold a Master’s Degree and a CT Certification as a Remedial Reading and Remedial Language Arts Specialist (Teaching Endorsement 102). They must earn a “B” or better in each class and maintain a GPA greater or equal to 3.0.

Post-Masters Certificate in Reading and Language arts Consultant.

This certificate prepares candidates for the Administrative Endorsement in Connecticut as a Reading and Language Arts Consultant (097). It is designed to prepare knowledgeable and competent literacy leaders to be well-prepared to support schools and their teachers in developing exceptional, scientific research-based reading and writing instruction.

Program Sequence - 15 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

RDG 649 - Diversity in Literacy - 3 credits
RDG 662 - Developing and Leading the School Literacy Program - 3 credits
RDG 665 - Practicum and Seminar in Reading and Language Arts Research - 3 credits
RDG 672 - Designing and Implementing the School Literacy Intervention Program - 3 credits
RDG 676 - Practicum in Developing and Leading the School Literacy Program - 3 credits

Gainful Employment

Please visit our Gainful Employment Disclosures website for more information about non-degree programs (i.e. certificate programs) graduation rates, median loan debt of students who complete the program, and other important information.
CLASSROOM TEACHER SPECIALIST, SIXTH YEAR CERTIFICATE

For further information: EducationGrad@southernct.edu

Application Deadline
Rolling Admissions

Classroom Teacher Specialist

The Classroom Teacher Specialist program is designed to enrich and expand the role of the career teacher. By emphasizing professional growth and self-improvement, this program gives each individual ample opportunity to investigate current learning theories, and to apply theory to practice. It allows students to explore the development of curriculum and to pursue advanced professional interests. The program allows for students to pursue a general interest area or a specific interest area of study. For example a specialization in digital teaching and learning is available. The program may also be designed for students who are seeking cross endorsement.

The Sixth Year Professional Program for Classroom Teacher Specialists enriches and expands the role of the career teacher. Students in this program will be able to investigate current learning theories, explore the development of curriculum, and implement theory as practice, as well as pursue personal and professional interests. The program emphasizes professional growth and self-improvement through guided instruction and self-directed analysis.

Students successfully completing the program are awarded the Sixth Year Professional Diploma of Advanced Study.

To be admitted to the program, students must have a master’s degree and must satisfy admissions requirements for a sixth year program. Student should contact the Graduate Coordinator for an appointment as soon as they apply to discuss the program. All students are required to enroll in the following courses, each of which carries three semester hours of credit.

Program Sequence - 30 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Area of Specialization

EDU 611 – Curriculum: Development and Implementation of Theories in the Classroom - 3 credits
EDU 612 – The Teaching-Learning Process: A Teacher’s Perspective - 3 credits
EDU 613 – Diverse Classroom Models: Principles and Practices Research Component - 3 credits (offered in spring semester)

**Research**

EDU 618 – Field Study – Applied Research - 3 credits (offered in fall semester)
EDU 619 – Seminar – Current Issues Affecting Classroom Teachers - 3 credits

**Electives Cognate and related Fields**

In consultation with Advisor, select 15 credits in area of specialization and background. These courses may be any graduate level course in any subject.

**Gainful Employment**

*Please visit our [Gainful Employment Disclosures](https://www.Catalog.SouthernCT.edu) website for more information about non-degree programs (i.e. certificate programs) graduation rates, median loan debt of students who complete the program, and other important information.*
MASTER OF ARTS IN TEACHING, EARLY CHILDHOOD

For further information: EducationGrad@southernct.edu

Application Deadline
Rolling Admissions

Departmental Admission Requirements

In addition to the admission requirements of the Office of Graduate Admissions found in the Admissions section of this catalog, all applicants must also submit the following documents directly to the School of Graduate and Professional Studies:

1. Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70; And, if applicable, a SCSU undergraduate GPA of at least 2.70.
2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program.
3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
4. Submission of basic skills test scores in Reading, Mathematics, and Writing that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis© Core, SAT or ACT).
5. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
6. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
7. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
8. Pass the department admission committee interview.

GPA Waiver Policy

GPA waivers will be considered for applicants who have less than a 2.70 GPA, but meet all other admission requirements and have at least a 3.00 GPA in the last 60 CR of their coursework; AND for applicants with a GPA of at least 3.00 in an earned master's degree whose undergraduate GPA does not meet minimum standards if the GPA in the certification content major is at least 3.00.

Program Sequence – 45 Credits
As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Required Core Requirements (27 Credits)

SED 481 — Teaching Exceptional Students in Elementary Education — 3 credits
EDU 471 — Supporting English Learners in School — 1.5 credits
SED 550 — Early Childhood and Developmental Differences — 3 credits
EDU 509 — Student Teaching Seminar — 1 credit

EDU 591 — Field Project in Education — 3 credits

EDU 508 — Introduction to Education — 3 credits

EDU 592 — Research in Education — 3 credits
EDU 544 — Classroom Management — 3 credits
RDG 470 — Literacy in Content Areas — 1.5 credits
EDU 450 — Student Teaching I — 5 credits

Concentration Requirements

All students must complete each course in their selected area.

Early Childhood (18 Credits)

EDU 533 — Curriculum Design and Methods of Nursery — 3 credits
RDG 566 — Developmental Reading and Language Arts in the Elementary School — 3 credits
SED 551 — Parent-Professional Relationship — 3 credits
SED 553 — Assessment and Intervention in Early Childhood — 3 credits
SED 559 — Clinical Practice in Early Childhood Special Education — 3 credits
EDU 319 — Integrated Mathematics, Science, and Technology for Early Childhood Education — 3 credits
READING, SIXTH YEAR CERTIFICATE - READING AND LANGUAGE ARTS CONSULTANT

For further information: ReadingGrad@southernct.edu

Application Deadline

Spring — December 1  
Fall — August 1  
Summer — May 1

The Graduate Reading Program provides programs of study for certified teachers at the elementary and secondary levels.

Graduate students who already have a Master's may fulfill requirements for the Sixth Year Professional Diploma, Reading and Language Arts Consultant Certification. Certification only options (no degree) may be available to interested candidates.

Application Requirements

Official Transcripts  
Two Letters of Recommendation  
Personal Essay (includes Program-Specific Rating Form)  
Interview (see Program Specific Topic)  
Copy of CT Teaching Certification

Sixth Year Professional Diploma

The Sixth Year professional program in Reading is for certified elementary and secondary teachers, Remedial Reading and Remedial Language Arts Teachers, supervisors, administrators, and higher education personnel who have a master's degree.

Reading and Language Arts Consultant — 39 credits

With the help of an adviser, students plan a 39-credit program to fulfill the Sixth Year Certificate requirements. To become certified as a Reading and Language Arts Consultant, candidates must have a valid teaching certificate in another area (e.g. elementary education), 30 months of full-time teaching, and successfully complete courses in developmental reading and language arts, reading in the content areas, diagnosis and remediation of reading difficulties, tests and measurements, clinical practices in reading, literacy, research, school wide literacy leadership and school wide literacy intervention. Ten months of teaching experience under the 102 (Reading
Specialist) is also required. Candidates qualify for the 102 after completing eight courses * from the first two strands of the sixth year program.

Requirements (seven 500 level courses and five 600 level courses):

- RDG 520* — Fundamentals of Language and Literacy — 3 credits
- RDG 565* — Content Area Reading and Language Arts in Middle and Secondary Schools — 3 credits
- RDG 566* — Developmental Reading and Language Arts in the Elementary School — 3 credits
- RDG 567* — Tests, Measurements, and Evaluation in the Reading and Language Arts Program
- RDG 568* — Practicum in Diagnosis of Reading and Language Arts Difficulties — 3 credits
- RDG 570* — Literacy Interventions for Struggling Readers and Writers — 3 credits
- RDG 585* — Writing Instruction in the Reading and Language Arts Program — 3 credits
- RDG 649 — Diversity in Literacy — 3 credits
- RDG 659* — Practicum in Remedial Reading and Language Arts — 3 credits
- RDG 662 — Developing and Leading the School Literacy Program — 3 credits
- RDG 665 — Practicum and Seminar in Reading and Language Arts Research — 3 credits
- RDG 672 — Designing and Implementing the School Literacy Intervention Program — 3 credits
- RDG 676 — Practicum in Developing and Leading the School Literacy Program — 3 credits

Gainful Employment

Please visit our Gainful Employment Disclosures website for more information about non-degree programs (i.e. certificate programs) graduation rates, median loan debt of students who complete the program, and other important information.
READING, M.S. - REMEDIAL READING AND REMEDIAL LANGUAGE ARTS

For further information: ReadingGrad@southernct.edu

Application Deadline

Spring — December 1
Fall — August 1
Summer — May 1

The Graduate Reading Program provides programs of study for certified teachers at the elementary and secondary levels.

In the area of Reading, a Master of Science leading to certification in Remedial Reading and Remedial Language Arts is offered as well as Sixth Year Professional Certificates in Remedial Reading and Remedial Language Arts and Reading and Language Arts Consultant. Certificate only options are also available.

Application Requirements

- Official Transcripts
- Two Letters of Recommendation (includes Program-Specific Rating Form)
- Personal Essay (see Program-Specific Topic)
- Interview
- Copy of CT Teaching Certification

Master of Science Degree 30 Credits

With the help of an adviser, students plan a 30 credit program to fulfill the Master of Science degree. Students are eligible to apply for the Connecticut Remedial Reading and Remedial Language Arts Teacher/Specialist 102 certification after completing RDG 659 and all prerequisite courses if they have also completed thirty months of full-time teaching. State requirements for the 102 include a passing score on the Reading Specialist Test that is taken prior to applying for certification.

Requirements:

RDG 520 — Fundamentals of Language and Literacy — 3 credits
RDG 565 — Content Area Literacy and Secondary Reading Instruction in Middle and High Schools — 3 credits
RDG 566 — Developmental Reading and Language Arts in the Elementary School — 3 credits
RDG 567 — Tests, Measurements, and Evaluation in the Reading and Language Arts Program — 3 credits
RDG 568 — Practicum in Diagnosis of Reading and Language Arts Difficulties — 3 credits
RDG 570 — Literacy Interventions for Struggling Readers and Writers — 3 credits
RDG 585 — Writing Instruction in the Reading and Language Arts Program — 3 credits
RDG 649 — Diversity in Literacy — 3 credits
RDG 659 — Practicum in Remedial Reading and Language Arts — 3 credits
RDG 662 — Developing and Leading the School Literacy Program — 3 credits

Comprehensive Examination

Students are required to complete 30 graduate credits in a planned program and pass the comprehensive examination.

Comprehensive Examination Schedule

• Fall — Study Session: TBA
  Comprehensive Examination: Typically third Saturday in November, 9 a.m.-1 p.m.
• Spring — Study Session: TBA
  Comprehensive Examination: Typically first Saturday in April, 9 a.m.-1 p.m.

Note: If Easter falls on the first Sunday in April, comprehensive examinations will be held on the second Saturday.
EDUCATION, M.S.

For further information: EducationGrad@southernct.edu

Application Deadline

Rolling admissions

Admission Requirements for M.S.

Applicants must submit the following materials:

• A completed Application for Admission to the Office of Graduate Admissions with the Application Fee
• Official transcripts of all college level work indicating a grade point average of 3.0 or higher. Interested applicants who do not meet these requirements should contact the Graduate Coordinator
• Once the Office of Graduate Admissions has reviewed the application file and determined that it is complete, the applicant must contact the Graduate Coordinator for an appointment.
• At the meeting the program will be discussed and the Graduate Coordinator will then inform the Graduate Office of the decision for admission to the program.
• The program is a 36 credit program with 4 required courses and 8 electives designed around the needs of the student.

*Note that this program is intended for those who already have Teacher Certification. This is NOT a program that leads to certification.

Program Sequence - 36 Credits

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

Plan A: Thesis Required Courses

EDU 524 – Law for the Classroom Teacher – 3 credits
Or
EDU 560 – Controversial Issues in Education – 3 credits

EDU 590 – Thesis – 6 credits
EDU 592 – Research in Education – 3 credits

EDU 538 – Parent Involvement in Education – 3 credits
Or
EDU 528 – Differentiated Instruction – 3 credits

Electives – 7 courses (21-Credits) 5 of these courses are selected from a state approved list the remaining 2 are free to choice.
Plan B: Field Project Required Courses

EDU 524 – Law for the Classroom Teacher – 3 credits
Or
EDU 560 – Controversial Issues in Education – 3 credits

EDU 591 – Field Project in Education – 3 credits
EDU 592 – Research in Education – 3 credits

EDU 528 – Differentiated Instruction – 3 credits
Or
EDU 538 – Parent Involvement - 3 credits

Electives – 8 courses (24-Credits) 5 of these courses are selected from a state approved list the remaining three 3 are free choice.

Capstone Experience (choose one)

EDU 590 – Thesis seminar – 3-6 credits

Special Project – A minimum of 36 graduate credits, including EDU 591 Field Project in Education (3-credits), in the student’s area of specialization as approved by faculty adviser and the graduate coordinator is required. These courses may be any graduate level course in any subject. (Students must request to be placed on a waiting list for EDU 591 at least one semester in advance of anticipated enrollment in the course)
MASTER OF ARTS IN TEACHING, BILINGUAL/ELEMENTARY

For further information: EducationGrad@southernct.edu

Application Deadline

Rolling Admissions

Departmental Admission Requirements

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2. Completion of a subject-area major and meet the required content knowledge set by the CSDE regulations for the area of endorsement. Candidates may be required to complete specific courses prior to admission or prior to the completion of their program.
3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
4. Submission of basic skills test scores in Reading, Mathematics, and Writing that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis© Core, SAT or ACT).
5. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
6. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
7. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
8. Pass the department admission committee interview.

GPA Waiver Policy

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Program Sequence – 48 Credits
As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

**Required Core Requirements (27 Credits)**

SED 481 — Teaching Exceptional Students in Elementary Education — 3 credits  
EDU 471 — Supporting English Learners in School — 1.5 credits  
SED 550 — Early Childhood and Developmental Differences — 3 credits  
EDU 509 — Student Teaching Seminar — 1 credit  

EDU 591 — Field Project in Education — 3 credits  
EDU 508 — Introduction to Education — 3 credits  

EDU 592 — Research in Education — 3 credits  
EDU 544 — Classroom Management — 3 credits  
RDG 470 — Literacy in Content Areas — 1.5 credits  
EDU 450 — Student Teaching I — 5 credits  

**Concentration Requirements**

All students must complete each course in their selected area.

**Bilingual/Elementary Education (21 Credits)**

EDU 504 — Mathematics in the Elementary School — 3 credits  
EDU 534 — Curriculum Design and Methods for the Elementary Classroom — 3 credits  
EDU 506 — Language Arts and Children’s Literature — 3 credits  
RDG 566 — Developmental Reading and Language Arts in the Elementary School — 3 credits  
TSL 315 — Foundations in Bilingual Education — 3 credits  
TSL 321 — Assessment for English Language Learners — 3 credits  
TSL 418 — ESL Methods in Content Instruction — 3 credits
READING, M.S. - REMEDIAL READING AND REMEDIAL LANGUAGE ARTS

For further information: ReadingGrad@southernct.edu

Application Deadline

Spring — December 1
Fall — August 1
Summer — May 1

The Graduate Reading Program provides programs of study for certified teachers at the elementary and secondary levels.

In the area of Reading, a Master of Science leading to certification in Remedial Reading and Remedial Language Arts is offered as well as Sixth Year Professional Certificates in Remedial Reading and Remedial Language Arts and Reading and Language Arts Consultant. Certificate only options are also available.

Application Requirements

• Official Transcripts
• Two Letters of Recommendation (includes Program-Specific Rating Form)
• Personal Essay (see Program-Specific Topic)
• Interview
• Copy of CT Teaching Certification

Master of Science Degree 30 Credits

With the help of an adviser, students plan a 30 credit program to fulfill the Master of Science degree. Students are eligible to apply for the Connecticut Remedial Reading and Remedial Language Arts Teacher/Specialist 102 certification after completing RDG 659 and all prerequisite courses if they have also completed thirty months of full-time teaching. State requirements for the 102 include a passing score on the Reading Specialist Test that is taken prior to applying for certification.

Requirements:

RDG 520 — Fundamentals of Language and Literacy — 3 credits
RDG 565 — Content Area Literacy and Secondary Reading Instruction in Middle and High Schools — 3 credits
RDG 566 — Developmental Reading and Language Arts in the Elementary School — 3 credits
RDG 567 — Tests, Measurements, and Evaluation in the Reading and Language Arts Program — 3 credits
RDG 568 — Practicum in Diagnosis of Reading and Language Arts Difficulties — 3 credits
RDG 570 — Literacy Interventions for Struggling Readers and Writers — 3 credits
RDG 585 — Writing Instruction in the Reading and Language Arts Program — 3 credits
RDG 649 — Diversity in Literacy — 3 credits
RDG 659 — Practicum in Remedial Reading and Language Arts — 3 credits
RDG 662 — Developing and Leading the School Literacy Program — 3 credits

**Comprehensive Examination**

Students are required to complete 30 graduate credits in a planned program and pass the comprehensive examination.

**Comprehensive Examination Schedule**

- **Fall** — Study Session: TBA
  Comprehensive Examination: Typically third Saturday in November, 9 a.m.-1 p.m.
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  Comprehensive Examination: Typically first Saturday in April, 9 a.m.-1 p.m.

Note: If Easter falls on the first Sunday in April, comprehensive examinations will be held on the second Saturday.
MASTER OF ARTS IN TEACHING, ENGLISH

For further information: EducationGrad@southernct.edu

Application Deadline

Rolling Admissions

Departmental Admission Requirements

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3. Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
4. Submission of basic skills test scores in **Reading, Mathematics, and Writing** that meet guidelines for admission to the teacher preparation programs at SCSU (Praxis© Core, SAT or ACT).
5. Passing scores on required state content knowledge examinations in the certification area - Secondary subject areas only.
6. Submit two letters of recommendation and accompanying rating forms from individuals able to testify to the student's suitability as a teacher.
7. Submit the SoE admission essay demonstrating a proficiency in English on the SoE admission portal (Tk20).
8. Pass the department admission committee interview.

GPA Waiver Policy

GPA waivers will be considered for applicants who have less than a 2.70 GPA, but meet all other admission requirements and have at least a 3.00 GPA in the last 60 CR of their coursework; AND for applicants with a GPA of at least 3.00 in an earned master’s degree whose undergraduate GPA does not meet minimum standards if the GPA in the certification content major is at least 3.00.

Program Sequence – 51.5 Credits
As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

**Required Core Requirements (18.5 Credits)**

EDU 508 – Intro to Teaching – 3 credits  
EDU 544 – Culturally Responsive Pedagogy – 3 credits  
EDU 516 – Dev. Diffs. (Adolescent Development) – 3 credits  
SED 502 – Teaching Exceptional Students in Secondary Education – 3 credits  
EDU 571 – English Language Learners – 2 credits  
RDG 500 – Literacy in Content Areas – 1.5 credits  
EDU 588 – Research in Education – 3 credits

**Content-Specific Courses (21 Credits)**

ENG 592 – Teaching English: Methods I – 3 credits  
ENG 593 – Teaching English: Methods II – 3 credits  
EDU 593 – Secondary School Student Teaching – 9 credits  
EDU 509 – Student Teaching Seminar – 3 credits  
EDU 591 – Capstone: Special Project – 3 credits

**Concentration Requirements**

All students must complete each course in their selected area.

**English (12 Credits)**

ENG 505 – Applied English Linguistics – 3 credits  
ENG 510 – History of the English Language – 3 credits  
ENG 575 – Young Adult Literature – 3 credits  
English Graduate Elective (500-level) – 3 credits  
*Elective must be in literature, literary theory, rhetoric/composition, or professional writing.*
READING, SIXTH YEAR CERTIFICATE
- READING AND LANGUAGE ARTS
CONSULTANT

For further information: ReadingGrad@southernct.edu

Application Deadline

Spring — December 1
Fall — August 1
Summer — May 1

The Graduate Reading Program provides programs of study for certified teachers at the elementary and secondary levels.

Graduate students who already have a Master's may fulfill requirements for the Sixth Year Professional Diploma, Reading and Language Arts Consultant Certification. Certification only options (no degree) may be available to interested candidates.

Application Requirements

Official Transcripts
Two Letters of Recommendation (includes Program Specific Rating Form)
Personal Essay (see Program Specific Topic)
Interview
Copy of CT Teaching Certification

Sixth Year Professional Diploma

The Sixth Year professional program in Reading is for certified elementary and secondary teachers, Remedial Reading and Remedial Language Arts Teachers, supervisors, administrators, and higher education personnel who have a master 's degree.

**Reading and Language Arts Consultant — 39 credits**

With the help of an adviser, students plan a 39-credit program to fulfill the Sixth Year Certificate requirements. To become certified as a Reading and Language Arts Consultant, candidates must have a valid teaching certificate in another area (e.g. elementary education), 30 months of full-time teaching, and successfully complete courses in developmental reading and language arts, reading in the content areas, diagnosis and remediation of reading difficulties, tests and measurements, clinical practices in reading, literacy, research, school wide literacy leadership and school wide literacy intervention. Ten months of teaching experience under the 102 (Reading
Specialist) is also required. Candidates qualify for the 102 after completing eight courses * from the first two strands of the sixth year program.

Requirements (seven 500 level courses and five 600 level courses):

RDG 520* — Fundamentals of Language and Literacy — 3 credits
RDG 565* — Content Area Reading and Language Arts in Middle and Secondary Schools — 3 credits
RDG 566* — Developmental Reading and Language Arts in the Elementary School — 3 credits
RDG 567* — Tests, Measurements, and Evaluation in the Reading and Language Arts Program
RDG 568* — Practicum in Diagnosis of Reading and Language Arts Difficulties — 3 credits
RDG 570* — Literacy Interventions for Struggling Readers and Writers — 3 credits
RDG 585* — Writing Instruction in the Reading and Language Arts Program — 3 credits
RDG 649 — Diversity in Literacy — 3 credits
RDG 659* — Practicum in Remedial Reading and Language Arts — 3 credits
RDG 662 — Developing and Leading the School Literacy Program — 3 credits
RDG 665 — Practicum and Seminar in Reading and Language Arts Research — 3 credits
RDG 672 — Designing and Implementing the School Literacy Intervention Program — 3 credits
RDG 676 — Practicum in Developing and Leading the School Literacy Program — 3 credits

Gainful Employment

Please visit our

Gainful Employment Disclosures

website for more information about non-degree programs (i.e. certificate programs) graduation rates, median loan debt of students who complete the program, and other important information.
EDU 503 - Science in the Elementary School

The content, organization, and techniques of instruction in elementary science, from nursery school through grade eight. Field experience required. Scheduled fall, spring and summers in even years.
Prerequisite(s): Departmental permission required.
Last Offered: Summer 2019
3 credits

EDU 504 - Mathematics in the Elementary School

The use and meaning of numbers in children’s lives. Trends and national standards in mathematics teaching are examined. Field experience required. Departmental permission required. Scheduled fall, spring, and summers in even years.
Last Offered: Spring 2020
3 credits

EDU 505 - Social Studies in the Elementary School

Social experience, interests, and needs of children. Content and objectives of the social studies curriculum. Field experience required. Departmental permission required. Scheduled fall, spring, and summers in odd years.
Last Offered: Fall 2018
3 credits

EDU 506 - Language Arts and Children’s Literature

Integration of language arts in the phases of oral and written expression, such as dramatics, choral speaking, and creative writing. Appreciation and knowledge of children’s books, including both historical and contemporary literature. Field experience required. Departmental permission required. Scheduled fall, spring, and summers in odd years.
Prerequisite(s): Departmental permission required.
Last Offered: Fall 2018
3 credits

EDU 508 - Introduction to Education

An introduction to the teaching profession. Course topics include introduction to curriculum theory, characteristics of effective teachers, instructional planning, etc. Students will complete 30-hour fieldwork experience in a public school.
Prerequisite(s): Must be accepted to the MAT Program.
Last Offered: Fall 2019
3 credits

EDU 509 - Student Teaching Seminar

A one-credit seminar in conjunction with student teaching that deals with issues and current practices in education. Topics will include Connecticut state regulations, classroom management, planning for and implementation of curriculum, and student experiences. Scheduled fall and spring semesters.
Prerequisite(s): to be taken concurrently with student teaching.
Last Offered: Fall 2018
3 credits

EDU 511 - Curriculum Experiences in Elementary Geometry

A hierarchy of geometry teaching techniques beginning with the pre-school child's first topological ideas and extending through the elementary school grades. Opportunity will be provided for development of instructional strategies for involving children in the study of geometry.
Last Offered: Summer 2017
3 credits

EDU 512 - Curriculum Workshop

Recent research appraisal of current practices and the needs of today’s youth. Opportunity for individual projects. Scheduled wintersession and summer semesters.
Last Offered: Summer 2018
3 credits
EDU 514 - Education of the Gifted
Identification of gifted children; recognition of their characteristics, abilities, and needs; and provision of adequate facilities for their development. Scheduled summer semesters. Last Offered: Summer 2017
3 credits

EDU 515 - Trends in Elementary Mathematics
Recent research, publications, films, programs and teaching. For teachers, principals, and supervisors of elementary mathematics. Opportunity for individual projects. Last Offered: Summer 2017
3 credits

EDU 521 - Digital Teaching and Learning I
An introduction to the use of digital texts and tools in education. Topic will include the skills and strategies necessary for online research and media skills. Scheduled fall and summer. Last Offered: Summer 2019
3 credits

EDU 522 - Digital Teaching and Learning II
Continues the exploration of pedagogy and technology. Students learn how to use digital texts and tools to improve instruction and learning. Scheduled in spring and summer. Last Offered: Summer 2019
3 credits

EDU 524 - Law for the Classroom Teacher
Provides an introduction of school law as it applies to teachers' and students' rights and responsibilities within the school and the classroom. The course will include discussion of major legal decisions that affect teachers and students. Scheduled fall and spring semesters and summers in odd years. Last Offered: Spring 2020
3 credits

EDU 525 - Fieldwork
Supervised field placement in a public school designed to allow implementation of skills and knowledge gained in courses. Students will collaborate with a classroom teacher to design and implements small group and whole group lessons. Background check required. Last Offered: Fall 2018
1 credits

EDU 528 - Differentiated Instruction
Strategies for differentiating instructional content, process and product to meet the needs of diverse student populations. Scheduled fall semester. Last Offered: Summer 2019
3 credits

EDU 532 - Enhancing the Learning Process Through the Creative Arts
The meaning of creativity, principles of creative teaching in the areas of art, music, movement, creative dramatics, and language arts at the elementary level. Last Offered: Summer 2017
3 credits

EDU 533 - Curriculum Design and Methods for Nursery — Grade 3
The theoretical framework for a developmentally appropriate, culturally sensitive curriculum for children in nursery, kindergarten, and the early grades. Foundations for later learning. Workshops in music, art, literature, and multicultural education. Scheduled fall, spring, and summers in odd years. Field experience required. Prerequisite(s): Departmental permission required. Last Offered: Fall 2016
3 credits
EDU 534 - Curriculum Design and Methods for the Elementary Classroom

The selection, planning, guidance and assessment of learning experiences in the elementary school. Language arts, mathematics, social studies, science, media and technology considered in the light of cognitive psychology and learning theory. Scheduled fall, spring and summers in even years. Field experience required. Last Offered: Summer 2018
3 credits

EDU 538 - Parent Involvement in Education: Programs and Approaches

Theories and practices in parent involvement. Methods for helping teachers work sensitively and effectively with families and improving school-home communication. Scheduled spring semester. Last Offered: Summer 2019
3 credits

EDU 539 - Child Development for Elementary Grade Teachers

Developmental stages of children from ages six to twelve, the years of the elementary school, and their impact on the teaching/learning process. Scheduled fall, spring and summers in odd years. Field experience required. Last Offered: Summer 2019
3 credits

EDU 543 - Energizing the Teaching of Science and Math: An Intensive Workshop

Promotes high energy in teaching as the primary modality for successful learning in math and science. It focuses on teaching energy as a matrix within which content is framed. Also listed as SCE 543. Last Offered: Summer 2018
3 credits

EDU 544 - Classroom Management

The proactive and reactive components of effective classroom management. Emphasis is on the link between normative student development, academic performance, and behavior. Topics include environmental design, organizational design, establishment of rules and procedures, management styles. Offered fall and spring semester. Last Offered: Spring 2020
3 credits

EDU 555 - Energizing Education Through Brain-Compatible Learning

Development and implementation of a "brain-based" approach to instruction and assessment that takes advantage of the brain's intrinsic nature to make connections, look for patterns, and search for meaning. Emphasis is on inquiry, discovery, and the problem-solving methodology endorsed by current reform efforts for achievement of optimum learning and comprehension. Last Offered: Summer 2015
3 credits

EDU 566 - Media Utilization and Curriculum

The curriculum of the modern school is examined. Principles and methods of evaluation, selection, and utilization of media are related to curriculum and personal needs of children and youth. Scheduled fall, spring, and summer semesters. (Formerly LSC 509). Prerequisite(s): ILS 562 or EDF 520 or departmental permission. Last Offered: Fall 2016
3 credits

EDU 573 - Language Arts: A Developmental Approach

Takes a developmental approach to the teaching of the language arts at the early childhood and elementary levels. Spelling, writing, and reading are studied in relation to child development and teaching applications. Scheduled spring semesters. Last Offered: Summer 2019
3 credits
EDU 583 - Teaching and Learning in Urban Schools
Provides a series of learning experiences designed to facilitate participants’ abilities to be effective urban classroom teachers. Current knowledge regarding the effects of successful instructional processes is examined with an emphasis on practice and implementation rather than theory. Scheduled summer semester.
Last Offered: Summer 2017
3 credits

EDU 587 - Curriculum Models in Operation
A practical in-depth view of specific elementary level curriculum models including on-sight involvement. Issues to be analyzed include the learning environment, diagnostic tools, the role of the teacher, and curriculum objectives.
Prerequisite(s): a course in curriculum theory.
Last Offered: Winter Session 2019
3 credits

EDU 591 - Special Project in Education
Students plan, develop, and implement a project related to elementary education with the aid of the instructor. Required of master’s students in the special project track. Scheduled fall, spring and summer semesters.
Prerequisite(s): EDU 592 and departmental permission.
Last Offered: Spring 2020
3 credits

EDU 592 - Research in Education
Research methods used in educational research and critical evaluation of published research. Scheduled fall, spring and summer semesters.
Last Offered: Spring 2020
3 credits

EDU 599 - Special Topics in Education
Special Topics in Education
Last Offered: Summer 2017
1 to 6 credits

EDU 600 - Directed Study and Research
Identification and investigation of a problem in the field of education and the preparation and presentation of a scholarly document summarizing the study or research. Scheduled fall and spring semesters.
Prerequisite(s): departmental permission.
Last Offered: Fall 2018
3 credits

EDU 611 - Curriculum Theories: Development and Implementation in the Classroom
Demonstrations, lectures, workshops, learning centers, subject matter experts, and assigned observations to enliven and enlarge the scope of the school curriculum. Scheduled fall semesters.
Last Offered: Fall 2019
3 credits

EDU 612 - The Teaching-Learning Process: A Teacher’s Perspective
Psychological attitudes and assumptions and how they affect a teacher’s classroom performance. Course relates each student’s personal perspective to sound psychological practices and to the needs of the specific professional environment. Scheduled spring semesters.
Last Offered: Spring 2020
3 credits

EDU 613 - Diverse Classroom Models: Principles and Practices
Models of teaching in current use, the patterns on which they are based, and the alternative strategies possible for improvement of teacher competencies. Scheduled fall semesters.
Last Offered: Spring 2020
3 credits

EDU 618 - Field Study: Applied Research
An opportunity for the teacher to engage in research for professional growth and selfimprovement (by arrangement). Scheduled spring semesters. Cross listed with EDU 591.
Last Offered: Fall 2019
3 credits
EDU 619 - Seminar: Current Issues Affecting Classroom Teachers
Sharing of knowledge, a means of improving professional understanding concerning education. The student will contribute information on the procedures and/or findings of a field study. Scheduled summer semesters. Last Offered: Summer 2019
3 credits

EDU 999 - DSAP Supervision and Appraisal
DSAP Supervision and Appraisal. Course can be repeated once for a total of six (6) credits. Last Offered: Spring 2019
3 credits

RDG 517 - Content Area Literacy and Secondary Reading Instruction in Middle and High Schools
Provides an overview of content area literacy and developmentally appropriate reading instruction at middle and high school levels focusing on efficient reading, writing, and study strategies with diverse populations. Incorporates instructional technology and is required for secondary content area certification. Typically scheduled fall and spring semesters. Last Offered: Spring 2020
3 credits

RDG 520 - Fundamentals of Language and Literacy
Basics of oral and written language systems: Phonology, orthography, morphology, syntax, semantics, and pragmatics. Emphasizes implications for understanding stages of literacy development and literacy acquisition in typical and diverse learners. Includes models of reading. Typically scheduled fall and spring semesters. Last Offered: Spring 2020
3 credits

RDG 565 - Content Area Literacy and Reading/Language Arts Instruction in Middle and High Schools
An overview of the reading and language arts program at the middle and high school levels; integration of discipline-specific and efficient reading, writing, and study strategies across the curriculum with diverse populations. Use of instructional technology. Typically scheduled fall, spring and summer semesters. Last Offered: Spring 2020
3 credits

RDG 566 - Developmental Reading and Language Arts in the Elementary School
An overview of the elementary reading and language arts program focusing on current theories, practices, and materials. Includes historical trends in reading instruction, multicultural perspectives, and technological innovations. Typically scheduled fall and spring semesters. Last Offered: Spring 2020
3 credits

RDG 567 - Tests, Measurements, and Evaluation in Reading and Language Arts
Programs Methods of evaluating performance using a variety of tests and other assessment tools. Introduction of basic measurement concepts. Consideration of language, culture, and special needs. Use of technology in assessment and reporting. Scheduled fall and spring semesters. Prerequisite(s): RDG 520 and RDG 566 Corequisite(s): RDG 565 and RDG 585 Last Offered: Spring 2020
3 credits
RDG 568 - Practicum in Diagnosis of Reading and Language Arts Difficulties

Individual diagnostic evaluation of difficulties in reading and writing. Use of formal and informal assessment tools appropriate for students from diverse cultural and linguistic backgrounds. Guided preparation of a case study report. Scheduled fall and spring semesters.
Prerequisite(s): RDG 567. Corequisite(s): RDG 565, RDG 585, and RDG 570.
Last Offered: Spring 2020
3 credits

RDG 570 - Literacy Interventions for Struggling Readers and Writers

Theory and practice of literacy interventions for students experiencing moderate to severe literacy difficulties, including dyslexia. Meeting the needs of students, including diverse learners, with data-driven, research-based and evidence-based interventions. Use of technology in intervention is explored. Typically scheduled fall and spring semesters.
Prerequisite(s): RDG 520, RDG 565, RDG 566, RDG 567 and RDG 585. Corequisite(s): RDG 568.
Last Offered: Spring 2020
3 credits

RDG 585 - Writing Instruction in the Reading and Language Arts Program

Connects reading and writing at the elementary through secondary levels. Develops the writing skills of all students, including learners with special needs. Includes technological applications to the writing process and evaluation of writing using formal and informal measures. Scheduled fall, spring and summer semesters.
Corequisite(s): RDG 567 and RDG 568.
Last Offered: Spring 2020
3 credits

RDG 649 - Diversity in Literacy

An in-depth understanding of the literacy challenges faced by Culturally and Linguistically Diverse (CLD) students is gained. Issues related to distinguishing language differences from language-based reading disabilities in CLD reading and writing will be examined. Scheduled fall and spring semesters.
Prerequisite(s): RDG 520, RDG 565, RDG 566, RDG 567, RDG 568 and RDG 585.
Corequisite(s): RDG 570
Last Offered: Spring 2020
3 credits

RDG 659 - Practicum in Remedial Reading and Language Arts

Provides a supervised clinical experience developing and implementing a data-driven, research-based literacy intervention for struggling literacy learners. Technology use in intervention is considered. Typically scheduled fall, spring and summer semesters.
Prerequisite(s): RDG 568, RDG 570, RDG 649 and departmental permission.
Last Offered: Spring 2020
3 credits

RDG 662 - Developing and Leading the School Literacy Program

The first of two courses in leadership skills for the Reading and Language Arts Consultant which emphasize developing, organizing, administering and supervising effective school-wide literacy programs K-12. Scheduled fall and spring semesters.
Prerequisite(s): RDG 659.
Last Offered: Spring 2020
3 credits
RDG 665 - Practicum and Seminar in Reading and Language Arts Research

Understanding reading and language arts research and the application of evidence-based practice in an action research practicum and seminar. Students learn basic research principles, review educational research on effective literacy practice, and are supervised in designing and implementing an action research project in a school setting. Scheduled fall and spring semesters.
Prerequisite(s): RDG 659. Corequisite(s): RDG 662, RDG 672, and RDG 676.
Last Offered: Spring 2020
3 credits

RDG 672 - Designing and Implementing the School Literacy Intervention Program

Focuses on planning instruction for K-12 students in the school reading and language arts program who are experiencing difficulties in literacy development. Addresses the special needs of diverse learners. Use of technology to support the remedial reading and remedial language arts program. Scheduled fall semester.
Prerequisite(s): RDG 659. Corequisite(s): RDG 662 and RDG 665.
Last Offered: Fall 2019
3 credits

RDG 676 - Practicum in Developing and Leading the School Literacy Program

The second of two courses in leadership for the Reading and Language Arts Consultant. A site based practicum in which students apply principles of instructional programming, the change process, coaching, and professional development. Course also includes planning and participating in the annual SCSU Literacy Conference. Scheduled spring semester.
Prerequisite(s): RDG 662. Corequisite(s): RDG 665.
Last Offered: Spring 2020
3 credits

SCE 570 - History and Dimensions of Scientific Thought

A course presenting the history and evolution of scientific thought and practice. Discusses the context in which scientific beliefs and paradigms are held. Will include significant advancements in science, as well as presenting trends, modes of thought and development of ethics.
Prerequisite(s): 18 credits of university level science or departmental permission.
Last Offered: Summer 2018
3 credits

SCE 572 - Recent Developments in Science Education

A comprehensive study of reform programs and initiatives as they relate to science education. Examines designing learning environments, identification of effective methodologies, implementation of assessment techniques and curriculum development. Includes a discussion of state and national standards in science education.
Last Offered: Summer 2018
3 credits

SCE 573 - Multimedia Technology in the Science Classroom

Focuses on student competencies in digital sound and image productions, and their manipulation for classroom teaching and learning. Interactive curriculum materials, such as WebQuests, will be developed as well as Webpage and Webauthoring (e.g. HTML) portfolios. Issues of electronic copyright standards, computer ethics, multimedia selection and evaluation, and management are discussed.
Prerequisite(s): CSC 301 or CSC 501 or departmental permission.
Last Offered: Fall 2016
3 credits
SCE 574 - Special Project in Science Education

This individualized special project would provide an opportunity for students to have an extended experience working in a mentorship, research experience in an area of science or science education. Potential mentors will come from industry, governmental agencies and universities (including SCSU). In consultation with a faculty adviser, students develop objectives and assessment methodologies. This intensive, selfdirected project culminates with a scientific research project or a comprehensive study in science education.

Prerequisite(s): departmental permission.

Last Offered: Spring 2018

3 credits

SCE 575 - Integrated Science Experience

Students are actively involved in a collaborative research project that integrates the various scientific disciplines. Working together, students develop a research topic, identify the materials and methods required and investigate a research question.

Prerequisite(s): departmental permission.

Last Offered: Spring 2018

3 credits

SCE 590 - Research Methods for Science Education

This course is part 1 in a 2-part sequence that introduces science education graduate students to the different methodologies used in science education research. This course will prepare students with the fundamental understanding of how to conduct research in their own classrooms and will assist them in choosing a researchable question for part 2 - SCE 591 Action Research or EVE 551 Environmental Action Research.

Last Offered: Fall 2017

3 credits