CURRICULUM AND LEARNING

Faculty

Achhpal, Beena, Professor
Bower-Phipps, Laura, Professor
Diamantis, Maria, Professor
Ferraro, Marisa, Assistant Professor
Goldberg, Adam, Professor
Marx, Helen, Associate Professor
McVerry, J. Gregory, Associate Professor
Powell, Jessica, Assistant Professor
Randall, Regine, Associate Professor
Raynolds, Laura, Associate Professor
Shaw, Louise, Assistant Professor
Sherwood, Carrie-Anne, Assistant Professor
Torre, Carlos, Professor
Classroom Teacher Specialist, Sixth Year Certificate
Curriculum and Instruction, M.S. - Digital Teaching and Learning
Curriculum and Instruction, M.S. - Elementary Education Curriculum
Curriculum and Instruction, M.S. - Equity and Justice in Education
Curriculum and Instruction, M.S. - Language, Literacy, and Culture
Curriculum and Instruction, M.S. - Science Education
Curriculum and Instruction, M.S. - STEM Education
Master of Arts in Teaching, Bilingual/Elementary
Master of Arts in Teaching, Biology 7-12
Master of Arts in Teaching, Chemistry 7-12
Master of Arts in Teaching, Early Childhood
Master of Arts in Teaching, Earth Science 7-12
Master of Arts in Teaching, Elementary Education 1-6
Master of Arts in Teaching, English
Master of Arts in Teaching, Mathematics 7-12
Master of Arts in Teaching, Physics 7-12
Master of Arts in Teaching, Special Education K-12
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
REMEDIAL READING AND LANGUAGE ARTS, GRADUATE CERTIFICATE

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

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
TEACHING, M.A.T. - ELEMENTARY EDUCATION

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Please also consult the College of Education page for additional information about the admission requirements for educator preparation programs.

PROGRAM REQUIREMENTS – 44 CREDITS

**Required Core (20 Credits)**
- EDU 593 — Student Teaching - 9 credits
- EDU 509 — Student Teaching Seminar - 3 credits
- EDU 571 – English Language Learners - 2 credits
- SED 502 – Introduction to Exceptional Learners - 3 credits
- SED 503 – Learning Theory and Development - 3 credits

Non-Course Requirements:
- Module 1: Behavioral Difficulties (Social and Emotional Development) Required
- Module 2: Dyslexia Required
- Module 3: Health and Mental Health Education Required

**Concentration Elementary Education (21 Credits)**
- EDU 504 — Mathematics in Elementary School - 3 credits
- EDU 506 — Language Arts and Children’s Literature - 3 credits
- EDU 508 — Introduction to Education - 3 credits
- EDU 534 — Curriculum Design and Methods for the Elementary Classroom - 3 credits
- EDU 544 — Classroom Management - 3 credits
- EDU 588 – Assessment and Research in Education - 3 credits
- RDG 566 — Developmental Reading and Language Arts in the Elementary School - 3 credits

**Capstone (3 Credits)**
- EDU 591 — Special Project in Education - 3 credits
CURRICULUM AND INSTRUCTION, M.S. - EQUITY AND JUSTICE IN EDUCATION

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Program REQUIREMENTS - 30 Credits

**Core Requirements (15 Credits)**

Select one:
- EDU 512 - Curriculum Workshop
- EDU 587 - Curriculum Models

Select one:
- EDU 528 - Differentiated Instruction
- EDU 538 - Parental Involvement
- EDU 563 - Anti-Bias and Multicultural Perspectives in the Classroom
- EDU 581 - Research in Education
- EDU 591 - Special Project in Education

**Equity and Justice in Education Concentration (15 Credits)**

EDU 584 - Critical and Postmodern Philosophies of Education

Select 4 from:
- EDU 544 - Culturally Responsive Pedagogies and Classroom Community
- ENG 508 - Critical Theories
- SOC 529/WMS 529 - Intersectionality and Social Justice
- SOC 582 - Sociology of Education
- TSL 563 - Immigration and English Language Learners
- WMS 525 - Feminist Pedagogy
CURRICULUM AND INSTRUCTION, M.S. - STEM EDUCATION

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Program REQUIREMENTS - 30 Credits

Core Requirements (15 Credits)

Select one:
EDU 512 - Curriculum Workshop
EDU 587 - Curriculum Models

Select one:
EDU 528 - Differentiated Instruction
EDU 538 - Parental Involvement
EDU 563 - Anti-Bias and Multicultural Perspectives in the Classroom
EDU 581 - Research in Education
EDU 591 - Special Project in Education

STEM Education Concentration (15 Credits)

EDU 515 - Trends in Elementary Mathematics
EDU 522 - Digital Teaching and Learning II
EDU 543 - Energizing the Teaching of Science and Math
MAT 508 - Technology for STEM
SCE 572 - Recent Developments in Science Education
TEACHING, M.A.T. - SPECIAL EDUCATION

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Please also consult the College of Education page for additional information about the admission requirements for educator preparation programs.

Program Sequence – 47 Credits

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

Core Requirements
SED 502 - Introduction to Exceptional Learners
SED 503 - Learning Theory and Development
EDU 509 - Student Teaching Seminar
EDU 571 - English Language Learners
EDU 596 - Student Teaching 1
EDU 597 - Student Teaching 2

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development) Required
Module 2: Dyslexia Required
Module 3: Health and Mental Health Education Required

Concentration in Special Education
SED 504 - Curriculum and Program Planning for Exceptional Learners
SED 505 - Literacy Instruction for Exceptional Learners
SED 509 - Mathematics Instruction for Exceptional Learners
SED 517 - Introduction to Adaptive Technology
SED 519 - Clinical Practices in Developmental Disabilities
SED 521 - Diagnostic Assessment and Instruction of Individuals with Disabilities
SED 527 - Positive Behavior Support for Students with Emotional and Behavioral Disorders
SED 531 - Research in Special Education

Capstone
EDU 591 — Special Project in Education
READING AND LANGUAGE ARTS CONSULTANT, POST-MASTER'S CERTIFICATE

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Program Sequence - 12 Credits

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

RDG 662 - Developing and Leading the School Literacy Program - 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

Students will take a fourth course by advisement:

• EDU 611 - Curriculum Theories: Development and Implementation in the Classroom - 3 credits
  For students coming into the program having taken a research practicum in their master's program and RDG 649

• RDG 649 - Diversity in Literacy - 3 credits
  For students coming into the program having taken a research practicum in their master's program

• RDG 665 - Practicum and Seminar in Reading and Language Arts Research - 3 credits
  For students coming into the program having not taken a research practicum in their master's program
CLASSROOM TEACHER SPECIALIST, SIXTH YEAR CERTIFICATE

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Program Sequence - 30 Credits

Area of Specialization (9 Credits)
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

Research (6 Credits)
EDU 618 – Field Study – Applied Research - 3 credits
EDU 619 – Seminar – Current Issues Affecting Classroom Teachers - 3 credits

Electives Cognate and related Fields (15 Credits)
In consultation with Advisor, select 15 credits in area of specialization and background. These courses may be any graduate level course in any subject.
TEACHING, M.A.T. - EARLY CHILDHOOD EDUCATION

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Please also consult the College of Education page for additional information about the admission requirements for educator preparation programs.

Program Sequence – 50 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 (20 Credits)
EDU 594 — MAT EC Student Teaching 1 - 6 credits
EDU 595 — MAT EC Student Teaching 2 - 3 credits
EDU 509 — Student Teaching Seminar - 3 credits
EDU 571 — English Language Learners - 2 credits
SED 502 — Introduction to Exceptional Learners - 3 credits
SED 503 — Learning Theory and Development - 3 credits

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development) Required
Module 2: Dyslexia Required
Module 3: Health and Mental Health Education Required

Concentration Requirements Early Childhood (27 Credits)
EDU 508 — Introduction to Education - 3 credits
EDU 526 - STEM for the Early Childhood Classroom - 3 credits
EDU 533 — Curriculum Design and Methods for Nursery-Grade 3 - 3 credits
EDU 536 - Culturally Responsive Positive Guidance in Early Childhood - 3 credits
EDU 539 - Child Development for Elementary Grade Teachers - 3 credits
EDU 588 – Assessment and Research in Education - 3 credits
RDG 566 — Developmental Reading and Language Arts in the Elementary School - 3 credits
SED 551 — Parent-Professional Relationships - 3 credits
SED 553 — Assessment & Intervention in Early Childhood - 3 credits

Capstone (3 Credits)
EDU 591 — Special Project in Education - 3 credits
READING, SIXTH YEAR CERTIFICATE

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Program Sequence — 39 credits

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
TEACHING, M.A.T. - BIOLOGY 7-12

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Please also consult the https://catalog.southernct.edu/graduate/college-of-education.html page for additional information about the admission requirements for educator preparation programs.

Program Requirements – 45.5 Credits

**Required Core (20 Credits)**
- EDU 593 — Student Teaching - 9 credits
- EDU 509 — Student Teaching Seminar - 3 credits
- EDU 571 – English Language Learners - 2 credits
- SED 502 – Introduction to Exceptional Learners - 3 credits
- SED 503 – Learning Theory and Development - 3 credits

Non-Course Requirements:
- Module 1: Behavioral Difficulties (Social and Emotional Development) Required
- Module 2: Dyslexia Required
- Module 3: Health and Mental Health Education Required

**Concentration in Biology (22.5 Credits)**
- EDU 508 – Introduction to Education - 3 credits
- EDU 528 – Differentiated Instruction - 3 credits
- EDU 544 – Classroom Management - 3 credits
- EDU 588 – Assessment and Research in Education - 3 credits
- MAT 508 – Technology for Secondary STEM Education - 3 credits
- RDG 500 – Literacy in Content Areas 1.5 credits
- SCE 490 – Science (Secondary School) - 3 credits
- SCE 572 – Recent Developments in Science Education - 3 credits

**Capstone (3 Credits)**
- EDU 591 — Special Project in Education - 3 credits
REMEDIAL READING AND LANGUAGE ARTS, GRADUATE CERTIFICATE

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southerncst.edu/academics/curriculum-and-learning/programs

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
CURRICULUM AND INSTRUCTION, M.S. - SCIENCE EDUCATION

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Program REQUIREMENTS - 30 Credits

**Core Requirements (15 Credits)**

Select one:
EDU 512 - Curriculum Workshop
EDU 587 - Curriculum Models

Select one:
EDU 528 - Differentiated Instruction
EDU 538 - Parental Involvement
EDU 563 - Anti-Bias and Multicultural Perspectives in the Classroom
EDU 581 - Research in Education
EDU 591 - Special Project in Education

**Science Education Concentration (15 Credits)**

MAT 508 - Technology for STEM
SCE 570 - History/Dimensions of Scientific Thought
SCE 572 - Recent Developments in Science Education
SCE 575 - Integrated Science Experience
SCE 599 - Field Study in Science Learning
READING, M.S. - REMEDIAL READING AND LANGUAGE ARTS

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

program sequence - 30 Credits

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 665 — Practicum and Seminar in Reading and Language Arts Research — 3 credits

Comprehensive Examination
Students are required to complete 30 graduate credits in a planned program and pass the comprehensive examination.
TEACHING, M.A.T. - BILINGUAL/ELEMENTARY EDUCATION

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Please also consult the College of Education page for additional information about the admission requirements for educator preparation programs.

Program Requirements – 51 Credits

Required Core (18 Credits)
EDU 593 — Student Teaching - 9 credits
EDU 509 — Student Teaching Seminar - 3 credits
SED 502 — Introduction to Exceptional Learners - 3 credits
SED 503 — Learning Theory and Development - 3 credits

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development) Required
Module 2: Dyslexia Required
Module 3: Health and Mental Health Education Required

Concentration Bilingual/Elementary Education (30 Credits)
EDU 504 — Mathematics in the Elementary School - 3 credits
EDU 506 — Language Arts and Children’s Literature - 3 credits
EDU 508 — Introduction to Education - 3 credits
EDU 534 — Curriculum Design and Methods for the Elementary Classroom - 3 credits
EDU 544 — Classroom Management - 3 credits
EDU 588 — Assessment and Research in Education - 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

Capstone (3 Credits)
EDU 591 — Special Project in Education - 3 credits
READING AND LANGUAGE ARTS CONSULTANT, POST-MASTER'S CERTIFICATE

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Program Sequence - 12 Credits

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

RDG 662 - Developing and Leading the School Literacy Program - 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

Students will take a fourth course by advisement:

• EDU 611 - Curriculum Theories: Development and Implementation in the Classroom - 3 credits
  For students coming into the program having taken a research practicum in their master's program and RDG 649

• RDG 649 - Diversity in Literacy - 3 credits
  For students coming into the program having taken a research practicum in their master's program

• RDG 665 - Practicum and Seminar in Reading and Language Arts Research - 3 credits
  For students coming into the program having not taken a research practicum in their master's program
CURRICULUM AND INSTRUCTION, M.S. - DIGITAL TEACHING AND LEARNING

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Program REQUIREMENTS - 30 Credits

Core Requirements (15 Credits)

Select one:
EDU 512 - Curriculum Workshop
EDU 587 - Curriculum Models

Select one:
EDU 528 - Differentiated Instruction
EDU 538 - Parental Involvement
EDU 563 - Anti-Bias and Multicultural Perspectives in the Classroom
EDU 581 - Research in Education
EDU 591 - Special Project in Education

Digital Teaching and Learning Concentration (15 Credits)

EDU 521 - Digital Teaching and Learning I
EDU 522 - Digital Teaching and Learning II
EDU 566 - Critical Media and the Literacy Classroom
ILS 575 - Instructional Design Principles
SED 517 - Introduction to Adaptive Technology
READING, M.S. - REMEDIAL READING AND LANGUAGE ARTS

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

program sequence 30 Credits

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 665 — Practicum and Seminar in Reading and Language Arts Research — 3 credits

Comprehensive Examination

Students are required to complete 30 graduate credits in a planned program and pass the comprehensive examination.
TEACHING, M.A.T. - ENGLISH 7-12

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Please also consult the College of Education page for additional information about the admission requirements for educator preparation programs.

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
EDU 509 – Student Teaching Seminar
EDU 571 – English Language Learners
EDU 593 – Student Teaching
SED 502 – Introduction to Exceptional Learners
SED 503 – Learning Theory and Development

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development) Required
Module 2: Dyslexia Required
Module 3: Health and Mental Health Education Required

Concentration in English
EDU 508 – Intro to Teaching
EDU 544 – Classroom Management
EDU 588 – Assessment and Research in Education
ENG 505 – Applied English Linguistics
ENG 510 – History of the English Language
ENG 575 – Young Adult Literature
ENG 592 – Teaching English: Methods I
ENG 593 – Teaching English: Methods II
RDG 500 – Literacy in Content Areas
English Graduate Elective (500-level)

Capstone
EDU 591 — Special Project
The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Program REQUIREMENTS - 30 Credits

Core Requirements (15 Credits)

Select one:
EDU 512 - Curriculum Workshop
EDU 587 - Curriculum Models

Select one:
EDU 528 - Differentiated Instruction
EDU 538 - Parental Involvement
EDU 563 - Anti-Bias and Multicultural Perspectives in the Classroom
EDU 581 - Research in Education
EDU 591 - Special Project in Education

Language, Literacy, and Culture Concentration (15 Credits)

EDU 532 - Enhancing the Learning Process through Creative Arts
EDU 566 - Critical Media and the Literacy Classroom
RDG 516 - Examining Content, Culture, & Current Events through Children's & Young Adult Literature
RDG 520 - Foundations of Language and Literacy
RDG 649 - Diversity and Literacy
TEACHING, M.A.T. - MATHEMATICS 7-12

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Please also consult the College of Education page for additional information about the admission requirements for educator preparation programs.

PROGRAM REQUIREMENTS – 45.5 CREDITS

**Required Core (20 Credits)**
EDU 593 — Student Teaching - 9 credits
EDU 509 — Student Teaching Seminar - 3 credits
EDU 571 – English Language Learners - 2 credits
SED 502 – Introduction to Exceptional Learners - 3 credits
SED 503 – Learning Theory and Development - 3 credits

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development) Required
Module 2: Dyslexia Required
Module 3: Health and Mental Health Education Required

**Concentration in Mathematics (22.5 Credits)**
EDU 508 – Introduction to Education - 3 credits
EDU 528 – Differentiated Instruction - 3 credits
EDU 544 – Classroom Management - 3 credits
EDU 588 – Assessment and Research in Education - 3 credits
RDG 500 – Literacy in Content Areas - 1.5 credits
MAT 405 – Elementary Mathematics from an Advanced Standpoint - 3 credits
MAT 490 – Teaching Mathematics in the Secondary School - 3 credits
MAT 508 – Technology for Secondary STEM Education - 3 credits

**Capstone (3 Credits)**
EDU 591 — Special Project in Education - 3 credits
TEACHING, M.A.T. - EARTH SCIENCE 7-12

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Please also consult the College of Education page for additional information about the admission requirements for educator preparation programs.

PROGRAM REQUIREMENTS – 45.5 CREDITS

Required Core (20 Credits)
EDU 593 — Student Teaching - 9 credits
EDU 509 — Student Teaching Seminar - 3 credits
EDU 571 – English Language Learners - 2 credits
SED 502 – Introduction to Exceptional Learners - 3 credits
SED 503 – Learning Theory and Development - 3 credits

Non-Course Requirements:
Module 1: Behavioral Difficulties (Social and Emotional Development)
Module 2: Dyslexia Required
Module 3: Health and Mental Health Education Required

Concentration in Earth Science (22.5 Credits)
EDU 508 – Introduction to Education - 3 credits
EDU 528 – Differentiated Instruction - 3 credits
EDU 544 – Classroom Management - 3 credits
EDU 588 – Assessment and Research in Education - 3 credits
MAT 508 – Technology for Secondary STEM Education - 3 credits
RDG 500 – Literacy in Content Areas 1.5 credits
SCE 490 – Science (Secondary School) - 3 credits
SCE 572 – Recent Developments in Science Education - 3 credits

Capstone (3 Credits)
EDU 591 — Special Project in Education - 3 credits
TEACHING, M.A.T. - CHEMISTRY 7-12

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Please also consult the College of Education page for additional information about the admission requirements for educator preparation programs.

**Program Requirements – 45.5 Credits**

**Required Core (20 Credits)**

EDU 593 — Student Teaching - 9 credits  
EDU 509 — Student Teaching Seminar - 3 credits  
EDU 571 – English Language Learners - 2 credits  
SED 502 – Introduction to Exceptional Learners - 3 credits  
SED 503 – Learning Theory and Development - 3 credits

Non-Course Requirements:

Module 1: Behavioral Difficulties (Social and Emotional Development) Required  
Module 2: Dyslexia Required  
Module 3: Health and Mental Health Education Required

**Concentration in Chemistry (22.5 credits)**

EDU 508 – Introduction to Education - 3 credits  
EDU 528 – Differentiated Instruction - 3 credits  
EDU 544 – Classroom Management - 3 credits  
EDU 588 – Assessment and Research in Education - 3 credits  
MAT 508 – Technology for Secondary STEM Education - 3 credits  
RDG 500 – Literacy in Content Areas 1.5 credits  
SCE 490 – Science (Secondary School) - 3 credits  
SCE 572 – Recent Developments in Science Education - 3 credits

**Capstone (3 Credits)**

EDU 591 — Special Project in Education - 3 credits
TEACHING, M.A.T. - PHYSICS 7-12

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Please also consult the College of Education page for additional information about the admission requirements for educator preparation programs.

PROGRAM REQUIREMENTS – 45.5 CREDITS

**Required Core (20 Credits)**
- EDU 593 — Student Teaching - 9 credits
- EDU 509 — Student Teaching Seminar - 3 credits
- EDU 571 – English Language Learners - 2 credits
- SED 502 – Introduction to Exceptional Learners - 3 credits
- SED 503 – Learning Theory and Development - 3 credits

Non-Course Requirements:
- Module 1: Behavioral Difficulties (Social and Emotional Development) Required
- Module 2: Dyslexia Required
- Module 3: Health and Mental Health Education Required

**Concentration in Physics (22.5 Credits)**
- EDU 508 – Introduction to Education - 3 credits
- EDU 528 – Differentiated Instruction - 3 credits
- EDU 544 – Classroom Management - 3 credits
- EDU 588 – Assessment and Research in Education - 3 credits
- MAT 508 – Technology for Secondary STEM Education - 3 credits
- RDG 500 – Literacy in Content Areas 1.5 credits
- SCE 490 – Science (Secondary School) - 3 credits
- SCE 572 – Recent Developments in Science Education - 3 credits

**Capstone (3 Credits)**
- EDU 591 — Special Project in Education - 3 credits
CURRICULUM AND INSTRUCTION, M.S. - ELEMENTARY EDUCATION CURRICULUM

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/curriculum-and-learning/programs

Program REQUIREMENTS - 30 Credits

Core Requirements (15 Credits)

Select one:
EDU 512 - Curriculum Workshop
EDU 587 - Curriculum Models

Select one:
EDU 528 - Differentiated Instruction
EDU 538 - Parental Involvement
EDU 563 - Anti-Bias and Multicultural Perspectives in the Classroom
EDU 581 - Research in Education
EDU 591 - Special Project in Education

Elementary Education Curriculum Concentration (15 Credits)

EDU 503 - Science in the Elementary School
EDU 504 - Mathematics in the Elementary School
EDU 505 - Social Studies in the Elementary School
RDG 520 - Fundamentals of Language and Literacy
RDG 566 - Developmental Reading and Language Arts in Elementary School
**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: Spring 2022
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 2022
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 2019
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: Spring 2022
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 filed work experience in a public school.
Prerequisite(s): Must be accepted to the MAT Program.
Last Offered: Spring 2022
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. Course taken for pass/fail only.
Corequisite(s): to be taken concurrently with student teaching.
Last Offered: Spring 2022
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 516 - Child Development and Psychology for Educators
This course focuses on patterns of typical and atypical development from conception to adolescence. Emphasis is on developmental theory, research methodologies, and observational skills for evaluating difference characteristics of children and adolescents.
Prerequisite(s): Open to matriculated MAT students only.
Last Offered: not yet offered
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 2021
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 2021
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 2021
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. Course taken as pass/fail only.
Last Offered: Fall 2018
1 credits

EDU 526 - STEM for the Early Childhood Classroom
This course is an integrated approach to teaching STEM concepts. It emphasizes cooperative learning, manipulatives, hands-on lessons, and educational technology and focuses on Common Core State Standards for Mathematics and Next Generation Science Standards.
Prerequisite(s): EDU 508. Open to matriculated MAT-ECHD students only.
Last Offered: Spring 2022
3 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 2021
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: Spring 2022
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: Spring 2022
3 credits

EDU 536 - Culturally Responsive Positive Guidance in Early Childhood

This course will examine research, theories, and practices related to supporting children’s social/emotional development in early childhood settings, particularly examining culturally responsive approaches to positive guidance.
Prerequisite(s): EDU 508. Open to matriculated MAT-ECHD students only.
Last Offered: Fall 2021
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: Spring 2022
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 2021
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 2022
3 credits

EDU 563 - Anti-Bias and Multicultural Perspectives in the Classroom

Designing and utilizing strategies, curriculum, materials, and resources to infuse multicultural perspectives into the classroom. Practical training to reduce bias and prejudice. Scheduled wintersession semesters.
Last Offered: Spring 2022
3 credits
EDU 571 - Teaching English Learners in Regular Education Classrooms

Focus on guiding future teachers in understanding the challenges faced by the English learner population in Connecticut and in learning teaching principles and best classroom practices to support the academic success of English learners in regular education classrooms.  
Prerequisite(s): EDU 508 or SED 502. Open to Matriculated MAT students only.  
Last Offered: Spring 2022  
2 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 581 - Research in Education

Research methods used in educational research and critical evaluation of published research.  
Last Offered: Spring 2022  
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 2020-21  
3 credits

EDU 588 - Assessment and Research in Education

This course examines the importance of assessments, both formative and summative, and how to understand the data derived from them, as well as how to analyze and conduct educational research.  
Prerequisite(s): EDU 508. Open to matriculated MAT students only.  
Last Offered: Spring 2022  
3 credits

EDU 591 - Special Project in Education

Students plan, develop, and implement a research-based project with the aid of the instructor. Required of all students in the MS in Curriculum & Instruction program.  
Prerequisite(s): EDU 581 and departmental permission.  
Last Offered: Spring 2022  
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.  
Prerequisite(s): Open to graduate students and BS Physical Education Accelerated Pathway seniors.  
Last Offered: Summer 2021  
3 credits

EDU 593 - Student Teaching (MAT)

This represents the culminating experience in the MAT program. Students will complete a 16-week supervised student teaching experience in a cooperating classroom. Course taken as pass/fail only.  
Prerequisite(s): All courses in MAT program, department permission required. Corequisite(s): EDU 509.  
Last Offered: Spring 2022  
9 credits
EDU 594 - Student Teaching 1 (MAT-Early Childhood)

This represents the culminating experience in the MAT program. Students will complete a 10-week supervised student teaching experience in a cooperating classroom in grades one, two, or three. Course taken for pass/fail only.
Prerequisite(s): All courses in MAT-Early Childhood program; Department permission required. Corequisite(s): EDU 509 and EDU 595.
Last Offered: Spring 2022
6 credits

EDU 595 - Student Teaching 2 (MAT-Early Childhood)

This represents the culminating experience in the MAT program. Students will complete a 6-week supervised student teaching experience in a cooperating classroom in pre-k or kindergarten. Course taken for pass/fail only.
Prerequisite(s): All courses in MAT-Early Childhood program; Department permission required. Corequisite(s): EDU 509 and EDU 594.
Last Offered: Spring 2022
3 credits

EDU 597 - Student Teaching 2 (MAT-Special Education)

This second 8-week placement provides an opportunity to student teach alongside a cooperating teacher in a special education setting instructing students with diverse needs. Course taken for pass/fail only.
Prerequisite(s): All courses in MAT-Special Ed. Program; Department permission required. Corequisite(s): EDU 509 and EDU 596.
Last Offered: Spring 2022
4.5 credits

EDU 599 - Special Topics in Education

Special Topics in Education
Last Offered: Spring 2021
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: Spring 2021
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 2021
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 2022
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 2022
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 2021
3 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Last Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 619</td>
<td>Seminar: Current Issues Affecting Classroom Teachers</td>
<td>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 2021</td>
<td>3 credits</td>
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<tr>
<td>EDU 999</td>
<td>DSAP Supervision and Appraisal</td>
<td>DSAP Supervision and Appraisal. Course can be repeated once for a total of six (6) credits and is taken for pass/fail only.</td>
<td>Last Offered: Spring 2021</td>
<td>3 credits</td>
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<tr>
<td>RDG 500</td>
<td>Content Area Study and Disciplinary Literacies for Prospective Teachers</td>
<td>This course examines the instructional methods that support content area instruction and reflect disciplinary literacies. The course focuses on efficient reading, writing, speaking, and study strategies across the curriculum and with diverse populations. Prerequisite(s): EDU 508. Open to matriculated MAT students only. Last Offered: Fall 2021</td>
<td>1.5 credits</td>
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</tr>
<tr>
<td>RDG 517</td>
<td>Content Area Literacy and Secondary Reading Instruction in Middle and High Schools</td>
<td>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: Fall 2021</td>
<td>3 credits</td>
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<tr>
<td>RDG 520</td>
<td>Fundamentals of Language and Literacy</td>
<td>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. Prerequisite(s): Admission to MS-RDG, GC-RDG, or SYC-RDG students only. Last Offered: Spring 2022</td>
<td>3 credits</td>
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<tr>
<td>RDG 565</td>
<td>Content Area Literacy and Reading/Language Arts Instruction in Middle and High Schools</td>
<td>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 2022</td>
<td>3 credits</td>
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<tr>
<td>RDG 566</td>
<td>Developmental Reading and Language Arts in the Elementary School</td>
<td>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 2022</td>
<td>3 credits</td>
<td></td>
</tr>
</tbody>
</table>
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): Admission to MS-RDG or GC-RDG or SYC-RDG, RDG 520, and RDG 566.

Last Offered: Spring 2022
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): Admission to MS-RDG or GC-RDG or SYC-RDG, RDG 567.

Last Offered: Spring 2022
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): Admission to MS-RDG or GC-RDG or SYC-RDG, RDG 520, 565, 566, 567, and 585.

Last Offered: Spring 2022
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. Prerequisite(s): Admission to MS-RDG or GC-RDG or SYC-RDG, RDG 520, and RDG 566.

Last Offered: Spring 2022
3 credits

RDG 600 - Independent Study

Independent Study in Reading.

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): Admission to MS-RDG or PMC-RDG or SYC-RDG, RDG 520, 565, 566, 567, 568, and 585.

Last Offered: Spring 2022
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): Admission to MS-RDG or GC-RDG or SYC-RDG, RDG 568, RDG 570, RDG 649, and departmental permission.

Last Offered: Spring 2022
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): Admission to MS-RDG or PMC-RDG or SYC-RDG , and RDG 659.

Last Offered: Spring 2022

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): Admission to PMC-RDG or SYC-RDG, and RDG 659.

Last Offered: Spring 2022

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): Admission to PMC-RDG or SYC-RDG, and RDG 659.

Last Offered: Fall 2021

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): Admission to PMC-RDG or SYC-RDG, and RDG 662.

Last Offered: Spring 2022

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 2021

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, self-directed 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