

TO: Neag School of Education Faculty  
FROM: Alan Marcus, *Chair*  
RE: Minutes of the Curricula & Courses Committee Meeting on Wednesday, April 20, 2016 at 11:00 a.m. Gentry Room 342F (Dean's Board Room)

**MINUTES**

**A. NEW COURSE**

1. **PROPOSED TITLE:** EDCI 3210: Introduction to Secondary Methods and Clinic (Agriculture); Three credits. This course is designed as the initial course in a sequence of two methods courses for future secondary preservice agriculture teachers (PSTs) prior to the onset of student teaching. The goal is to prepare each student/future agriculture teacher to succeed in the classroom (from clinical experiences through student teaching and the first five years of teaching) as a secondary agriculture teacher. Our focus will be on middle and high school agriculture classrooms and identifying attributes of teaching and learning agriculture that are critical to effective instruction.

**RATIONALE:** This course is designed to support PSTs in effectively planning and engaging students in activity that is authentic to the discipline of agriculture, with an increased focus in this course on facilitating productive task-based discourse in agriculture classrooms. This will be accomplished through a focus on the following Teacher Education Core Practices, which are designed to help PSTs develop the knowledge of and skills for enacting the following core teaching practices in agriculture education.

**APPROVED BY DEPARTMENT:** March 1, 2016  
**APPROVED BY C&C COMMITTEE:** April 20, 2016

**B. DROPPED COURSE**

1. **COURSE TITLE:** EGEN3110W: Seminar/Clinic – The Student in the School Context. One credit.

**RATIONALE:** TE is dropping this course as part of the redesign of the IB/M program and integrating the clinical placement into the new junior year secondary education methods courses and the existing junior year methods courses in the special education and music education programs. This will allow for a closer alignment and integration of methods coursework and clinical placements. The program is proposing a new EGEN3110 course ONLY for the elementary education program. (See Section C below)

Students in the IB/M program who need a W course will be able to enroll in a W-section of the new course, 3100W that will be offered fall semester of the junior year. This course has been approved by the Neag C&C and GEOC and has been sent to the Senate C&C.

**APPROVED BY DEPARTMENT:** October 21, 2016  
**APPROVED BY C&C COMMITTEE:** April 20, 2016

C. REVISED COURSES

1. EXISTING COURSE: EGEN 3110: Seminar/Clinic – The Student in the School Context. One credit. PROPOSED COURSE TITLE: Teaching and Learning in School Contexts. Integration of concepts of designing and planning instructional activities to support diverse student learning with clinical experiences.

RATIONALE: EGEN3110 is being revised as part of the faculty's revision of the Neag School of Education's Integrated Bachelors/Masters teacher education program. The program revisions are based on faculty's analysis of program data, program principles, goals and mission, and current research and scholarship in teacher education. Please see attached sheet for a full description of these revisions.

The revised course will more closely connect elementary education students' clinical experiences with the literacy methods course these students take during the same semester, EDCI4110W. This will allow for better integration of students' learning-to-teach opportunities across university courses and clinical experiences, one of the goals of the program redesign.

APPROVED BY DEPARTMENT: March 8, 2016  
APPROVED BY C&C COMMITTEE: April 20, 2016

2. EXISTING COURSE: EDLR 6322. Economics of Education and School Finance; Three credits. PROPOSED COURSE TITLE: Economics of Education Reform. This course examines a number of prominent education reform strategies, using economics as a lens through which to understand the motivations for and potential impacts of each. Economics enables us to focus on the incentives created by these policies, allowing us to predict their intended and unintended consequences. We will utilize this framework throughout the course as we read about and evaluate the effectiveness of various educational interventions and policy reforms. Topics include (among others): class size reduction, teacher quality and teacher certification, merit pay, school accountability, school choice, school finance reform, early childhood education, and topics in higher education.

APPROVED BY DEPARTMENT: April 1, 2016  
APPROVED BY C&C COMMITTEE: April 20, 2016

D. IB/M PROGRAM REDESIGN - REVISED GUIDELINES – see attachments for details

APPROVED BY DEPARTMENT: March 7, 2016  
APPROVED BY C&C COMMITTEE: April 20, 2016



## NEAG SCHOOL OF EDUCATION

### CURRICULA ACTION REQUEST FORM

#### Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. \*\*All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER EDCI 3210

Current ☐ Proposed ☒

COURSE TITLE Introduction to Secondary Methods and Clinic (Agricultural Teaching)

INITIATING DEPARTMENT EDCI

CONTACT PERSON Todd Campbell U-BOX

TELEPHONE 860-486-0515 E-MAIL todd.campbell@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Todd Campbell/Pat Jepson

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#### **ACTION REQUESTED (check all that apply)**

Course: ☒ new ☐ revision ☐ dropping course

Program/certificate/concentration: ☐ new ☒ revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Spring Year: 2017

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#### **CIRCULATION TO DEPARTMENTAL CHAIRPERSON**

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☒ EDCI ☐ EDLR ☐ EPSY

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#### **INTERNAL USE ONLY:**

**DATE ENTERED INTO NSOE DATABASE**

**DATE FORMS SENT TO REGISTRAR**

**INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR**

**Complete the following sections ONLY if you are proposing a:**

**NEW COURSE:**

**1. PROPOSED TITLE AND COMPLETE CATALOG COPY:**

(Include course credits and restrictions for registration)

Three credits. Prerequisite: Open only to secondary agriculture education students in the Integrated Bachelor's/Master's Teacher Preparation Program. *Campbell*

Pedagogical techniques in middle and high school agriculture classroom settings, including setting student learning goals, planning and engaging students in activity that is authentic to the discipline of agriculture, with an increased focus on facilitating productive small group and whole class task-based discourse in agriculture classrooms.

**2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):**

This course is being proposed as part of the TE redesign. It will offer juniors in the IB/M program at the secondary level an additional agricultural teaching methods course. Increasing the number of agriculture teaching methods courses in the program from 1 to 2 will support students increased understanding of their disciplinary roles as teachers and will align the number of agricultural teaching methods courses we offer at UConn with other exemplary programs nationally.

**3. COURSE SYLLABUS (including course description and course outline)**

Attached file name Campbell-Science EDCI 3210-005[v2]

**4. Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [File attached name           ]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]  
N/A

**Complete the following sections ONLY if you are proposing:**

**COURSE REVISIONS:**

**1. EXISTING** TITLE AND COMPLETE CATALOG COPY:

**2. PROPOSED** TITLE AND COMPLETE CATALOG COPY:  
(Include course credits and restrictions for registration)

**3. RATIONALE** FOR ACTION REQUESTED (Use additional sheets as necessary):

**4. COURSE SYLLABUS** (including course description and course outline)  
Attached file name

**5. Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [File attached name           ]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]

**Complete the following sections ONLY if you are proposing to:**

**DROPPING A COURSE:**

**1. COURSE TITLE AND NUMBER**

**2. RATIONALE FOR DROPPING THE COURSE**

**3. Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [File attached name           ]
- b. Department chairperson's (all departments) approval (email)

**Complete the following sections ONLY if you are proposing:**

**PROGRAM/CERTIFICATE/CONCENTRATION REVISIONS:**

**1. CURRENT PROGRAM/CONCENTRATION NAME**

**2. RATIONALE FOR ACTION REQUESTED** (Use additional sheets as necessary):

**3. CURRENT EIGHT-SEMESTER SEQUENCE** (attach electronically if appropriate)  
Semester sequence attached [Filename         ]

**Supporting documentation that MUST be provided at the time of submission:**

- a. Old eight semester sequence [filename         ]
- b. Departmental minutes [filename         ]
- c. Department chairperson's (all departments) approval (email)
- d. Graduate School Transmittal form (if graduate course) [attached yes]

**Complete the following sections ONLY if you are proposing:**

**NEW PROGRAM, CERTIFICATE OR CONCENTRATION**

**1. PROPOSED PROGRAM/CERTIFICATE/CONCENTRATION NAME**

**2. RATIONALE FOR ACTION REQUESTED** (Use additional sheets as necessary):

**3. PROPOSED EIGHT-SEMESTER SEQUENCE** (attach electronically if appropriate)

Semester sequence attached [Filename         ]

**4. Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [filename         ]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]
  - If new courses are proposed as a part of the proposed program, certificate or concentration, please include the new course proposals with the new program or concentration proposal.



**EDCI 3210**  
**Introduction to Secondary Methods and Clinic (Agricultural Teaching)**

Day/Time:

Location:

Professor: Todd Campbell

Email: [todd.campbell@uconn.edu](mailto:todd.campbell@uconn.edu)

Office Phone: 860-486-0515

Office location and hours: Gentry 422a with hours TBD

**Course Description**

This course is designed as the initial course in a sequence of two methods courses for future secondary preservice agriculture teachers (PSTs) prior to the onset of student teaching. The goal is to prepare each student/future agriculture teacher to succeed in the classroom (from clinical experiences through student teaching and the first five years of teaching) as a secondary agriculture teacher. Our focus will be on middle and high school agriculture classrooms and identifying attributes of teaching and learning agriculture that are critical to effective instruction.

**Course Goals and Objectives**

This course is designed to support PSTs in effectively planning and engaging students in activity that is authentic to the discipline of agriculture, with an increased focus in this course on facilitating productive task-based discourse in agriculture classrooms. This will be accomplished through a focus on the following Teacher Education Core Practices, which are designed to help PSTs develop the knowledge of and skills for enacting the following core teaching practices in agriculture education:

***Practice 1. Identify appropriate student learning objectives.*** Teachers will establish objectives that target the specific kinds of understanding and skills students should develop.

***Practice 2. Design and sequence research-based pedagogical activities that include strategies, activities and approaches that are responsive to cultural, linguistic, ability and other student differences.*** Teachers select--and modify--instructional activities and materials designed to achieve their objectives for all the students they are teaching.

***Practice 3. Plan to make content explicit through explanation, modeling, multiple representations, and examples.*** Making content explicit is essential to providing all students with access to fundamental ideas and practices in agriculture. Effective efforts to do this attend to the integrity of the discipline and to students' likely interpretations of it and recognize the contributions of diverse individuals and groups to the development of the discipline.

***Practice 4. Plan learning opportunities that teach content through inquiry.***

Engaging students in inquiry and other related practices such as disciplinary argumentation, problem solving, and problem posing, is essential to providing all students with access to fundamental ideas and practices in a given discipline. Teachers carefully adapt and design lessons and activities that engage students in these practices, which afford opportunities for sense-making.

***Practice 14. Facilitate a whole-class discussion.***

In a whole-class discussion, the teacher and all of the students work on specific agriculture ideas together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. In instructionally productive discussions, the teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

***Practice 15. Facilitate smaller group collaboration.***

Teachers create smaller groups and work with them when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively, teachers strategically assign students to groups, choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. Teachers use their own time strategically, deliberately choosing which groups to work with, when, and on what.

**Required Materials**

- Cartier, J. L., Smith, M. S., Stein, M. K., & Ross, D. K. (2013). *5 Practices for Orchestrating Productive Science Discussions*. Reston, VA: National Council of Teachers of Mathematics and Corwin Press (available in the bookstore).
- Other readings and media materials available on HuskyCT.

**Assignments**

- 25% **Three mini-teaching sessions, including lesson plans**
- 25% **Video analysis of three mini-teaching sessions**
- 20% **Online journal of core practices representations**
- 20% **Class participation** (Based on active listening and contributions during class discussions and activities, as well as coming prepared to class with readings and assignments completed).
- 10% **Professionalization activities**

**Three mini-teaching sessions.** Each student will develop three mini-lessons (approx. 10-15 min in length). These will focus on 1) facilitating small group discussions, 2) facilitating whole class discussions, and 3) formative assessment and responsiveness as they relate to core practice, and present these mini-lessons in class. Each lesson will be digitally recorded for further evaluation. Students must turn in a one-page guide for the mini-lesson when they present.

**Video analysis of mini-teaching sessions.** Using templates provided, students will analyze their facilitation of instruction during the mini-teaching sessions. Using student-selected video-clips from the analyses, students will share the results of their analyses along with video evidences in class.

**Online journal of core practices representation.** The online journal will contain notes and reflections on your classroom clinic experience, with a focus on how the core practices are represented in your clinical, as well as how they are taken up by the learners.

**Class participation.** You are expected to arrive on time and to participate actively in class tasks and discussions. The class is designed to be very interactive, and at times you will be expected to critique activities created and presented by your peers. Therefore, your ability to provide constructive criticism for your peers will also be considered in this portion of your grade. If you must miss a class due to illness or family/personal emergency, please notify me as soon as possible before class. Late work is unacceptable unless justified by a doctor's note or prior discussion with me.

Your participation grade includes careful preparation of assigned readings. Readings are listed on the course overview (below) and must be prepared before coming to class. Take notes on what you read, jot down questions to ask in class, and think about how the readings relate to your experience as a future teacher. The texts should serve as a resource throughout the semester for questions and issues that come up during discussions here and in the seminar/clinic. We will also integrate these readings through in-class activities, quizzes, and individual reflective writing.

**Professionalization.** <http://www.naae.org/teachag/faq.cfm> As part of your professional development, students are required to join the National Association for Agricultural Educators (NAAE). Student membership for NAAE is reasonable (\$10) and offers access to journals and resources for agriculture teaching. Students are also highly encouraged to attend a local conference on agricultural teaching. Information on these conferences will be provided in class.

### **Grades**

**A** This level of performance over the semester approaches the best that can possibly be expected of a student. A student at this level should have mastered every essential element of the assigned material and should be performing at a level well beyond the standards normally expected of the majority of students.

**A-** A student in this level should be meeting all of the requirements in a manner indicating full understanding of all course material. The results achieved are consistently exceeding standards that would be expected of most students.

**B+** A student at this level should be meeting the requirements of the specific material in a fully acceptable manner. The results achieved meet the standards of those one would expect of a student at this level.

**B** This is a grade for a student whose performance is just at the minimal standards. Some elements of the material may still require considerable learning.

**B- & C** A student at this level is below the acceptable level and not meeting the requirements of the course. Many elements of the material may still require considerable learning before performance is satisfactory.

**F** A student at this level did not understand the material presented and whose performance fell well below the standards that a typical student could meet.

**I** A grade of "incomplete" can only be given after discussion with the student and the student signs the incomplete form. A completed grade change will be a maximum of a grade of "B."

Rubrics will be provided for each assignment, which will delineate specific expectations.

### **Official Course Grade Scale**

A → 94.00% or higher	A- → 93.99-90.00 %	B+ → 89.99-87.00%
B → 86.99-84.00%	B- → 83.99-81.00%	C → 80.99-78.00%
F → below 78.00%		

### **Web-based resources for science teaching**

<http://www.naae.org/teachag/faq.cfm>

This is the website for the National Association for Agricultural Educators (NAAE). It provides a wide range of resources, from lessons plans to articles about agricultural teaching and learning

<https://www.ffa.org/thecouncil>

This is the website for the National Council for Agricultural Education. It provide resources for the National AFNR Content Standards

<http://www.nap.edu/catalog/13165/a-framework-for-k-12-science-education-practices-crosscutting-concepts>

This website provides a free download for A Framework for K-12 Science Education

<http://www.nextgenscience.org/>

This website provides access to the Next Generation Science Standards

<https://www.nsta.org/>

This is the website for the National Science Teachers Association. It provides a wide range of resources, from lessons plans to articles about science teaching and learning

<http://ambitiousscience Teaching.org/>

This is the Ambitious Science Teaching website. Many resources are included here, including classroom videos of science instruction

<http://stemteachingtools.org/>

The STEM Teaching Tools website provides resources to support teachers in implementing the NGSS

<http://secondarysciencemodules.uconn.edu/home/lifescience/>

This UConn website was developed with resources from PSTs. This page was created to provide resources to pre- and in-service science teachers. These modules represent teachers' humble attempts to create Next Generation Science Standards (NGSS) aligned materials.

### Course Calendar

The course schedule found below is a guide and is subject to change depending on the needs of the class. The following list of questions will be helpful to keep in mind as you review each reading.

- What are the key ideas or concepts that the readings present?
- What argument is the author(s) trying to make?
- In what ways is the argument persuasive or not to you? Why? Why not?
- What do you think the author failed to consider about the issue? Why? Why not?
- Where do you agree/disagree with the author? Why? Why not?
- What strikes you as particularly interesting, curious, insightful, irritating, etc.?

Week	Topics	Assignments and Readings Due Following Session
1	<ul style="list-style-type: none"><li>▪ Introductions, Course Overview, Syllabus Review</li><li>▪ Introduction to core practices</li><li>▪ A Model of Engaged Science Learning</li></ul>	Core practices document <u>NRC (2012) Framework</u> Chapter 3. Science and Engineering Practices AFNR Content Standards Document
2	<ul style="list-style-type: none"><li>▪ Supporting Engagement in Science Learning</li><li>▪ High Demand Science Tasks</li><li>▪ Modifying Tasks</li></ul>	<u>5 Practices for Orchestrating Productive Task-Based Discussions in Science</u> , Introduction & Chapter 1

3	<ul style="list-style-type: none"> <li>▪ Demonstrations</li> <li>▪ Whole Class Discussions</li> <li>▪ Introduction to Lesson Planning</li> <li>▪ Lesson Planning 1</li> </ul>	Lesson Plan 1
4	<ul style="list-style-type: none"> <li>▪ Mini-teaching session 1 (Small group discussions)</li> </ul>	<p>Michaels, S., &amp; O'Connor, C. (2012). Talk Science Primer. Retrieved April 22, 2015, from <a href="http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf">http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf</a></p> <p>Campbell, T., Schwarz, C., &amp; Windschitl, M. (in press, [2016, March]). What we call misconceptions may be necessary stepping-stones on a path towards making sense of the world. <i>NSTA Journals: The Science Teacher; Science Scope; Science &amp; Children</i> (published across all three journals as part of NSTA's NGSS series).</p> <p>Core Practice 1 &amp; 2 Clinical Reflection</p>
5	<ul style="list-style-type: none"> <li>▪ Discourse Moves/Questioning</li> <li>▪ Intro of Video-Analysis</li> <li>▪ Video Analysis of Mini-teaching 1</li> </ul>	Video Analysis of Mini-teaching 1
6	<ul style="list-style-type: none"> <li>▪ Peer Sharing Video Analysis of Mini-teaching 1</li> </ul>	<p><u>5 Practices for Orchestrating Productive Task-Based Discussions in Science</u>, Chapters 2 &amp; 3</p> <p>Core Practice 3 &amp; 4 Clinical Reflection</p>
7	<ul style="list-style-type: none"> <li>▪ Anticipating &amp; Getting Ready to Monitor</li> </ul>	<u>5 Practices for Orchestrating Productive Task-Based Discussions in Science</u> , Chapters 4 & 5
8	<ul style="list-style-type: none"> <li>▪ Monitoring, Selecting, Sequencing, and Connecting</li> </ul>	<p><u>5 Practices for Orchestrating Productive Task-Based Discussions in Science</u>, Chapter 6</p> <p>Core Practice 13 &amp; 14 Clinical Reflection</p>
9	<ul style="list-style-type: none"> <li>▪ Lesson Planning 2</li> </ul>	Lesson Plan 2
10	<ul style="list-style-type: none"> <li>▪ Mini-teaching session 2 (Whole class discussions)</li> </ul>	<p>Video Analysis of Mini-teaching 2</p> <p>Lemke, J.L. (2004). The literacies of science. Chapter 2.</p>
11	<ul style="list-style-type: none"> <li>▪ Peer Sharing Video Analysis of Mini-teaching 2</li> <li>▪ Science Literacy</li> </ul>	<p>Furtak, E. M., &amp; Ruiz-Primo, M. A. (2008). Making Students' Thinking Explicit in Writing and Discussion: An Analysis of Formative Assessment Prompts. <i>Science Education</i>, 92, 799-824.</p> <p>Informal Assessments: <a href="http://stemteachingtools.org/brief/16">http://stemteachingtools.org/brief/16</a></p> <p>Thompson, J., Hagenah, S., Kang, H., Stroupe, D. Braaten, M., Colley, C., &amp; Windschitl, M. (2016). Rigor and Responsiveness in Classroom Activity. <i>Teachers College Record</i>. (in press)</p>

12	<ul style="list-style-type: none"> <li>▪ Responsive Instruction</li> <li>▪ Formative Assessment/Informal Assessment</li> <li>▪ Lesson Planning 3</li> </ul>	Lesson Plan 3
13	▪ <u><b>Spring break—no class</b></u>	
14	<ul style="list-style-type: none"> <li>▪ Mini-teaching session 3 (Responsive instruction with formative assessments)</li> <li>▪ Science Literacy</li> </ul>	Video Analysis of Mini-teaching 3
15	▪ Peer Sharing Video Analysis of Mini-teaching 3	

### Class Policies

**Late policies and reminders:** If an assignment is due on a day that you miss, it must be attached and sent to the professor via email the same day as the class you missed unless you have made prior arrangements. If you have made prior arrangements with the professor, then your assignment will be due the next time the course meets unless otherwise specified by the professor in written correspondence. Finally, make sure that you partner with a “critical friend” or small group to get class notes if you are absent as they will not necessarily be provided on HuskyCT and you will be responsible for them in your assignments and final portfolio.

**Academic Integrity Policies:** This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut as well as the [Student Conduct Code](#). Because questions of intellectual property are important to the field of this course, we can discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn’s [guidelines for academic integrity](#). Additionally, We will follow the guidelines of the First-Year Writing Program’s [Statement on Plagiarism](#). Please read this statement and notify your professor if you have any concerns about your ability to conform to these guidelines.

**Students with Disabilities:** The Center for Students with Disabilities(CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships:** The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with

appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

*Sexual Assault Reporting Policy:* To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

*Observance of Religious Holidays*

After reviewing the course schedule, please contact your professor several weeks in advance if you foresee a conflict between the due date of a major assignment and a religious observance.

*Use of Personal Electronic Devices in the Classroom:* Students are encouraged to use any technology, including their laptops, cell phones, and tablets, in a professional manner to facilitate their participation during class. Appropriate professional use of technology includes taking notes, looking up curriculum guidelines, and using Google Docs with your group, among others. Students should refrain from using technology for any non-class purposes (e.g., checking social media, email, texts, other internet sites) during class in order to actively engage with others and respect the learning process, peers, and instructor. Since non-professional technology use will greatly hamper our ability to meet course objectives, students who choose to not follow this policy may lose the privilege of using technology for professional purposes. Students should let the instructor know of any situations where use of a cell phone is urgent (e.g., family emergency) or timely (e.g., job related situation), all of which are permissible.

*Plagiarism:* Plagiarism is unacceptable and assignments containing plagiarism will receive zero credit and are subject to further penalties, including possibility of failure in the course and dismissal from the University. According to the University of Connecticut document *Responsibilities of Community Life: The Student Code*: “PLAGIARISM involves taking the thoughts, words, or ideas of others and passing them off as one’s own.” Plagiarism includes taking words directly from an article or other source and putting them in your assignment (e.g., papers and presentations), without using quotation marks, even if the work is cited. Direct quotations, according to APA format, may be used, but use them sparingly (i.e., no more than 2-3 lines of quotes per project) and always cite your source.

### **Notice of Possible Revision to Course Syllabus**

This syllabus may be revised based on student needs and interests throughout the semester. Students will always be notified of revisions in a timely manner.

**\*\*Course Catalog Description** (this is a short sentence or two description that will not be on the syllabus but will be used for the University Course Catalog once submitted):

Three credits. Prerequisite: Open only to secondary agriculture education students in the Integrated Bachelor’s/Master’s Teacher Preparation Program. *Campbell*

Pedagogical techniques in middle and high school agriculture classroom settings, including setting student learning goals, planning and engaging students in activity that is authentic to the discipline of agriculture, with an increased focus on facilitating productive small group and whole class task-based discourse in agriculture classrooms.



## NEAG SCHOOL OF EDUCATION

### CURRICULA ACTION REQUEST FORM

#### Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. \*\*All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER: EGEN3110W

Current ☒ Proposed ☐

COURSE TITLE: Seminar/Clinic: The Student in the School Context

INITIATING DEPARTMENT: Teacher Education/EDCI

CONTACT PERSON: Dorothea Anagnostopoulos U-BOX

TELEPHONE 860 486 - 0410 E-MAIL dorothea.anagnostopoulos@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) NA

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#### **ACTION REQUESTED (check all that apply)**

Course: ☐ new ☐ revision ☒ dropping course

Program/certificate/concentration: ☐ new ☐ revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: spring Year: 2017

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#### **CIRCULATION TO DEPARTMENTAL CHAIRPERSON**

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☒ EDCI ☒ EDLR ☒ EPSY

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#### **INTERNAL USE ONLY:**

**DATE ENTERED INTO NSOE DATABASE**

**DATE FORMS SENT TO REGISTRAR**

**INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR**



**Complete the following sections ONLY if you are proposing to:**

**DROPPING A COURSE:**

**1. COURSE TITLE AND NUMBER**

EGEN3110W – Seminar/Clinic – The Student in the School Context

**2. RATIONALE FOR DROPPING THE COURSE**

We are dropping this course as part of the redesign of the IB/M program and integrating the clinical placement into the new junior year secondary education methods courses and the existing junior year methods courses in the special education and music education programs. This will allow for a closer alignment and integration of methods coursework and clinical placements. We are proposing a new EGEN3110 course ONLY for the elementary education program.

Students in the IB/M program who need a W course will be able to enroll in a W-section of the new course, 3100W that will be offered fall semester of the junior year. This course has been approved by the Neag C&C and GEOC and has been sent to the Senate C&C.

**3. Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [File attached name 2015 October Teacher Education Faculty Meeting + 2015 approved IB/M program changes]
- b. Department chairperson's (all departments) approval (email)





## NEAG SCHOOL OF EDUCATION

### CURRICULA ACTION REQUEST FORM

#### Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. \*\*All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER EGEN3110

Current ☒ Proposed ☐

COURSE TITLE : Teaching and Learning in School Contexts

INITIATING DEPARTMENT Teacher Education/EDCI

CONTACT PERSON Dorothea Anagnostopoulos U-BOX

TELEPHONE 486-0401 E-MAIL dorothea.anagnostopoulos@uconn.edu

PROPOSED COURSE INSTRUCTOR(S): EDCI Clinical Faculty, Doctoral Students in Literacy & Elementary Education

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#### **ACTION REQUESTED (check all that apply)**

Course: ☐ new ☒ revision ☐ dropping course

Program/certificate/concentration: ☐ new ☐ revision

DATE OF DEPARTMENTAL APPROVAL: March 7, 2017

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Spring Year: 2017

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#### **CIRCULATION TO DEPARTMENTAL CHAIRPERSON**

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☐ EDCI ☐ EDLR ☐ EPSY

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#### **INTERNAL USE ONLY:**

**DATE ENTERED INTO NSOE DATABASE**

**DATE FORMS SENT TO REGISTRAR**

## **INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR**

**Complete the following sections ONLY if you are proposing:**

### **COURSE REVISIONS:**

#### **1. EXISTING TITLE AND COMPLETE CATALOG COPY:**

3110. Seminar/Clinic: The Student in the School Context

Three credits. Prerequisite: EGEN 3100; open only to students in the Integrated Bachelor's/Master's Teacher Preparation Program.

Integration of concepts of social and community issues, and exceptionality with clinical experiences.

#### **2. PROPOSED TITLE AND COMPLETE CATALOG COPY:**

(Include course credits and restrictions for registration)

EGEN3110: Teaching and Learning in School Contexts

One credit. Prerequisite: EGEN3100; Open only to students in the Integrated Bachelor's/Master's Elementary Teacher Preparation program.

Integration of concepts of designing and planning instructional activities to support diverse student learning with clinical experiences.

#### **3. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):**

EGEN3110 is being revised as part of the faculty's revision of the Neag School of Education's Integrated Bachelors/Masters teacher education program. The program revisions are based on faculty's analysis of program data, program principles, goals and mission, and current research and scholarship in teacher education. Please see attached sheet for a full description of these revisions.

The revised course will more closely connect elementary education students' clinical experiences with the literacy methods course these students take during the same semester, EDCI4110W. This will allow for better integration of students' learning-to-teach opportunities across university courses and clinical experiences, one of the goals of the program redesign.

#### **4. COURSE SYLLABUS (including course description and course outline)**

Attached file name

finEGEN3110 spring 2017.pdf

#### **5. Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [File attached name 2015 October Teacher Education Faculty Meeting.doc; TE Faculty Vote on EGEN3110.docx; 2015 approved IB.M program changes EGEN3110.doc]
- b. Department chairperson's (all departments) approval (email):
- c. Graduate School Transmittal form (if graduate course) [attached yes]



**EGEN 3110**  
**Teaching and Learning in School Contexts**  
**Section:**  
**Day:   Time:**  
**Building, Room**

Instructor:  
Name:  
Office:  
Phone Number:  
Email:  
Office Hours:

**Course Description**

This course examines the relationship between instructional planning and student learning as it occurs in elementary classrooms. The course includes a 1-hour, weekly seminar and a 4-hour per week clinical placement in an elementary school. In your clinical placement, you will observe, interact and talk with teachers about how they plan and implement instructional activities. You will also observe, interact and talk with students about their engagement in and learning from these activities. During the seminar, you will reflect on and analyze your clinical experiences to deepen your understanding of how the ways in which teachers plan, enact and modify instructional activities shape and are shaped by how students engage in and learn from those activities. During both the clinical component and in the seminar, you will focus particularly on the teaching and learning of reading and writing. The relationship to your coursework in EDCI4110W, Teaching Reading and Writing in Elementary Classrooms will be stressed.

During this spring semester course, you will continue your path toward becoming a professional educator; as such, the importance of reflection will be stressed in the course. Throughout the remainder of your tenure in the IB/M program, you will become more aware of, and skilled in, teaching practice, which includes continual reflection and analysis.

Throughout this semester you will consider two key questions:

- 1) What types of instructional activities best support student learning, especially in reading and writing?
- 2) How can teachers design, sequence and modify instructional activities in ways that support all their students' learning and that are responsive to cultural, linguistic, ability and other student differences?

**Course Objectives:**

The course is organized around the following objectives:

1. Students will develop an understanding of and fluency in instructional planning, focusing on the following core planning practices:

- a. Identifying appropriate learning objectives
  - b. Designing and sequencing instructional activities that promote student learning and that are responsive to cultural, linguistic, ability and other student differences.
2. Students will develop an understanding of the relationship between instructional planning and student engagement and learning, especially as it relates to reading and writing.
3. Students will develop their skills in reflecting on and analyzing instruction and student progress, including questions of ethics and equity, to build an effective and responsive teaching practice.

### **Connections to Neag School of Education Conceptual Framework**

This course is aligned with the three components of the Neag School of Education Conceptual Framework. As learners, we expect you to gain a strong professional knowledge base and skills for implementing evidence-based, culturally responsive professional practice. As leaders, we expect you to develop a commitment to inquiry, transformative leadership, and moral leadership. And, as agents of change, we expect you to embrace diversity and succeed in meeting the challenges posed by the ever-changing world and to inspire and motivate your students and colleagues to promote equity and human rights.

### **Connections to University of Connecticut Teacher Education Core Practices**

This course is designed to help students develop the knowledge of and skills in enacting the following core teaching practices:

Practice 1. Identify appropriate student learning objectives.

Teachers will establish objectives that target the specific kinds of understanding, skill, and language students should develop as a result of individual lessons. Choice of content objectives are informed by: the larger unit or course objectives; curricular standards set by the school, district, state, or federal requirements; the teachers' understanding of the specific content and broader discipline; and the teachers knowledge of students' current understandings, skills and abilities, and cultural and linguistic backgrounds. These objectives, in turn, will inform the teachers design and/or implementation of classroom activities and assessments. Teachers first identify content objectives. They then identify language objectives to support the core content targeted by content objectives and/or the classroom activities being used (see the next practice).

Practice 2. Design and sequence research-based pedagogical activities that include strategies, activities and approaches that are responsive to cultural, linguistic, ability and other student differences.

Teachers select--and modify--instructional activities and materials designed to achieve their objectives for all the students they are teaching. Their choice of activities and materials--and their decisions regarding how to modify either--is informed by their knowledge of their students as both individuals and members of cultural and social groups (see practices 5, 7, and 8 below). Pedagogical activities should be based on scholarship in the field, including research-supported knowledge of student learning and effective assessment as well as research on how students learn in the different subject areas. When designing and sequencing activities, teachers also seek to create opportunities for all students to master foundational concepts in a discipline before



moving on to more advanced ones, and provide multiple opportunities to practice while initially providing more supports.

Practice 11. Reflect on instruction and student progress, including questions of ethics, equity, and next areas for professional growth.

Teachers study their own teaching and that of their colleagues in order to improve their instructional practices for whole group and individual progress. Analyzing instruction may take place individually or collectively and involves using evidence to identify salient features of the instruction and to make reasoned hypotheses for how to improve. Teachers demonstrate ethical practices and are sensitive to issues of status and equity within the classroom including an understanding of the biases and assumptions inherent in school knowledge, negotiate patterns of inclusion and exclusion, and are sensitive and knowledgeable about individual and group dynamics.

### **Clinic and Seminar Expectations**

*What is Clinic and what will I do there?*

During your clinical placement you will observe and, as situations allow, engage in activities that assist the teacher and students while giving you experience with core practices. In this clinical assignment, you will spend one day per week in a Professional Development School for at least 4 hours. Watch carefully, listen actively, and interact with the students in the setting you are placed. How much you learn will be, in part, of your own making; it will depend upon your willingness to be engaged, to identify and ask for more responsibilities, and to reflect on your learning.

*Why is my placement not in an elementary school regular education classroom? I want to teach elementary students.*

When possible, we seek to place students at the grade level where they will teach; when we are not able to find enough placements at this level, we place some students in another grade level or kind of setting. There are advantages to your having a placement in a special education classroom and/or seeing the kind of educational experiences in secondary schools that your future students will have after they leave you and your elementary school; plan to take full advantage of whatever placement you are in, and to use it to gain experience with the core practices we noted above, as these are important across school settings.

*What is Seminar and why do we have it?*

The seminar format is one in which a relatively small group of individuals discuss ideas, knowledge, and perspectives with respect to a specific topic or focus (this semester this focus is on planning instruction.). The seminar leader is present to provide structure, order, and consistency to the various interactions and to encourage students to probe the intricacies of professional issues together. A focus of this seminar will be on how educators can make reflection a part of their everyday practice as well as the moral obligations of the profession.

More specifically, we will be asking you to reflect upon what you are seeing and doing in your clinical placement.

*In seminar, students are expected to:*

- Have a positive and proactive outlook.
- Take initiative in discussions.
- Come prepared for all activities.
- Select and share artifacts from your clinical placement.
- Turn in assignments that are of high quality and are completed on time. Demonstrate professionalism through punctuality, attendance, respect for diverse viewpoints, and confidentiality regarding students, teachers, peers, and professors.

*In clinic, students are expected to:*

- Attend clinic a minimum of four hours per week and maintain regular schedules at the clinic throughout the semester.
- Take initiative in formulating experiences.
- Conduct observations for a minimum of 20-30 minutes per week and write detailed field notes containing objective data in their journals. This needs to be done on site.
- Write thoughtful reflections on the objective data in their journals soon after it is collected.
- Demonstrate professionalism and common courtesy through communication with clinic teacher, adherence to standards of dress, punctuality, attendance, and behavior.

### **Assignments**

Clinical Placement (25% of course grade): You are expected to attend your clinical placement for a minimum of 4 hours each week. During this time, you will be observing classroom activities and interactions, working with your clinic teacher and interacting with students. You will receive a grade for your participation from your clinic teacher.

#### Attendance and Participation (20% of course grade)

This course is organized to provide you opportunities to reflect on and analyze your clinical experiences to build your beginning teacher practice. The quality of these opportunities depends on your attendance and thoughtful participation in class discussions and activities. Attendance is expected at all class sessions. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. We recognize that sometimes things come up that prevent students from attending class (e.g., illness, family or personal issues). However, given that we only meet once per week, more than one absence will result in an Attendance and Participation grade no higher than 2.0. Four absences will result in a zero grade for Attendance and Participation. Furthermore, you are expected to come to class on time. Three late arrivals will constitute 1 absence. Student participation in class will be evaluated based on your contribution to other students' learning, clarity of your contribution, and your willingness to assume responsibility for making the discussions and activities work in our learning community, which means that your undivided attention is required (being on your cell

phone or tuned into some other electronic apparatus will negatively impact your ability to participate).

Observation Notes (15% of course grade): A major part of your work for this class will be your observations of teaching and learning that you conduct in your clinic placement. Learning to observe classrooms and, in particular, how students interact with each other, the teacher and the content is a critical skill for teachers. Effective teachers can “see” their classrooms in ways that help them identify student strengths and challenges and understandings and misunderstandings, and how their own instruction does or does not support their students’ learning and growth. Over the course of the semester, you will conduct 5 systematic observations that focus on different aspects of classroom teaching and learning. For these, you will collect relevant data and write brief reflections of no more than 1 page for each observation. You will bring your observation notes and reflection to class on the dates identified in the course schedule. They will serve as the basis for much of our class discussions and investigations. It is important that you complete these observations on time.

Your observation notes will be graded according to how well they do the following:

- Use the relevant observational approach—ways of seeing and thinking about classrooms—as we introduce each in the course.
- Develop interpretations of classroom events and/or structures that are grounded in the information collected through the observation.
- Identify specific lessons about teaching and learning that you learned through the observation and which you can apply to your future teaching.

By week three, your observations should focus on or include the student you select for your case study assignment (see below).

An important note on maintaining student confidentiality: During the semester we will talk about how you can collect observations in ways that protect students’ confidentiality and privacy rights. It is imperative that you do this. One way to do this is to make sure that in your reflections and when you present your observations to class that you give students pseudonyms. We will talk more about how to do that during your observations, as well.

#### Case Study (3 pages, 30% of grade)

By the third week of clinic, identify one student who is different from you in some key way, and whom you believe will create opportunities for you to learn more about how students learn through and from different types of instructional activities as they relate to reading and writing, either as distinct skills or in particular content areas. We encourage you to select the student you observe and/or engage with for your assignments in EDCI4110W. The case study will focus on the following questions:

- 1) What kinds of instructional activities does the student appear to engage positively in?
- 2) What kinds of instructional activities does the student seem less engaged in or disengaged by?
- 3) How does the students’ skills in reading and/or writing develop through these activities?

As relevant and helpful, consider topics such as language, culture, social issues (poverty, affluence, racism, sexism, heterosexism, etc.), gender, diversity, family, learning style, disabilities, giftedness, etc. as you shape your notetaking and reflection on your experience. We also encourage you to make copies of any student work if you are able to. Make sure to take the students' and the teacher's names and any other identifying information off of the work and replace with labels, numbers or pseudonyms. You can draw on any and all of the work and records you collected with the student(s) for EDCI4110W. We also encourage you to talk with your clinic teacher about your observations and interpretations and to gain his or her insights into planning and your students' learning. The class will present and discuss their observations and on-going reflections and analyses in the seminar over the course of the semester. Your case study project is self-directed, meaning it will be completely derived from you. APA format must be used. Final draft due the [first week of April]

A successful case study will be three to four pages of double-spaced text in 12 point font. It will demonstrate the following:

- What you observed about the relationship between planning and student engagement and learning;
- Your ability to reflect on and analyze the information you collected to make an argument about what you learned about this relationship;
- Your ability to reflect on issues of ethics and equity as they emerged through your observation of and interaction with the student(s) and the teacher.

Teaching Lesson (10% of course grade): The final assignment of this course will be for you to teach a lesson that involves students developing their skills and understanding in or through reading or writing. You will work with your clinic teacher to decide when and what you will teach. Please note that while some students might be able to teach the whole class, other students might only be able to teach a lesson to a small group of students. Given your different clinical placements, the parameters of this assignment are flexible. The goal is for you to be involved in designing, teaching and then reflecting on your teaching and your students' learning around one structured activity. You will collect artifacts from the classroom that allow you to assess how well your teaching supported your students' learning. You will write up a 1 page reflection on your teaching. You will be graded on this reflection. Successful reflections will demonstrate the following:

- Careful observation and documentation of whether you and your students met the objective(s) of the lesson;
- Thoughtful identification of the strengths and weaknesses of the lesson and how you can improve on it in the future;
- Thoughtful identification of issues of ethics and equity that arose and how you did and could address them.

### **Grading**

25% Clinic Grade (done by placement teacher)

20% Seminar Attendance/Participation

15% Observation Notes

30% Case Study

## 10% Teaching Lesson

Grades will be assigned according to the following scale:

A = 93-100	B = 84-87	C = 73-76	D = 63 - 66
A- = 90-92	B- = 80 – 83	C- = 70-72	D- = 60-62
B+ = 88-89	C+ = 77 – 79	D+= 67 -79	F = 59 and below

## Readings

All readings are posted on the course HuskyCT site

## Seminar Schedule

*Please note: The schedule below is open to revision based on student needs and interests. Students will be alerted of revisions in a timely manner so that they can readily complete assignments.*

Week	Theme/Guiding questions	Clinic Work	Assignment due
1	Introductions Course Overview Clinic Assignments, hours log and evaluations <i>Norm setting and name game</i>	Write up an observation of a classroom activity.	Contact clinic teacher & go into school!
2	Discussion of emergent issues in clinic  Observing instructional activities I – recording format, time and student engagement	Observe an instructional activity for format, time and student engagement	Richards, J.C, & Farrell, T.S.C. (2011). Chapter 7. Classroom observation of teaching practice. From Practice teaching: A reflective approach. Cambridge: Cambridge University Press.  Email 5 of 10 required reflections by week 7
3	Discussion of emergent issues in clinic  Observing instructional activities II – recording interactions between and among teachers and	Observe interactions between and among teachers and students	<b>Observation Notes:</b> Bring in observation of an instructional activity for format, time and student engagement  Identify focal students for

	students		case study  Email 5 of 10 required reflections by week 7
4	Discussion of emergent issues in clinic  Identifying appropriate instructional objectives – analyzing a literacy lesson	Talk with your teacher about how s/he identifies objectives for planning	Reading: Writing Quality Learning Objectives (pp. 1-7) retrieved from <a href="http://captain.park.edu/facultydevelopment/writing_learning_objectives.htm">http://captain.park.edu/facultydevelopment/writing_learning_objectives.htm</a>  Select relevant reading from EDCI4110W for setting literacy objectives
5	Discussion of emergent issues in clinic  Identifying appropriate instructional objectives: a) discuss how your teachers establish objectives; b) given a literacy lesson, refine and revise learning objectives  Observing instructional activities III – documenting student learning	Observe for student learning w/ focus on case study students	<b>Observation Notes:</b> Bring in field notes for case study
6	Discussion of emergent issues in clinic  Joint reflection on and analysis of student learning data  Observing instructional activities IV – observing how literacy learning is shaped by culture, language, ability and other student differences.	Observe for how literacy learning is shaped by culture, language, ability and other student differences.	<b>Observation Notes:</b> Bring in your observations of student learning & any student work or data you've collected for EDCI4110W  Reading: Dyson, A. H. (2008). The pine cone wars: Studying writing in a community of children. <i>Language Arts</i> , 85 (4): 305-315.
7	Discussion of emergent issues in clinic	Collect observations and documents for case study	<b>Observation Notes:</b> Bring in observation of literacy learning as shaped by culture, language, ability,

	Discussion of equity, diversity and student engagement and learning		gender or other difference.
8	Discussion of emergent issues in clinic  Co-analyzing preliminary observations and analyses for case study	Collect observations and documents for case study	<b>Observation Notes:</b> Bring in preliminary analyses, field notes and observational data for case study
	Spring break		
9	Discussion of emergent issues in clinic  Organizing the case study and developing preliminary analysis	Collect observations and documents for case study	Bring in case study materials  Email weekly reflection—should total 10 by end of course
10	Discussion of emergent issues in clinic  Peer review and development of case studies	Work with clinic teacher to identify an instructional activity you can teach	Share first draft of case study with partner and instructor before class.
11	Discussion of emergent issues in clinic  Planning instructional activities: drawing on what you've learned from your case study, draft plan for literacy activity that is responsive to student differences	Work with clinic teacher to develop literacy activity	Final draft of case study due
12	Discussion of emergent issues in clinic  Peer review and development of literacy activity plan  Clinic Work: Teach literacy lesson and collect copies of student work	Teach literacy lesson and collect copies of student work	Draft of plan for literacy lesson – aligned with EDCI4110W

13	Discussion of emergent issues in clinic  Joint reflection and analysis of literacy lesson and student work samples	Teach literacy lesson and collect copies of student work	Bring in materials from teaching of literacy lesson
14	Joint reflection and analysis of literacy lesson and student work samples  Course wrap-up	Teach literacy lesson and collect copies of student work	Bring in materials from teaching of literacy lesson  Case Study uploaded on TaskStream

### Class Policies

Attendance and late work: Attendance in seminar is mandatory. You need to be present to reap the benefits of class discussion. Missed classes cannot be “made up.” We know that there are situations that impair your attendance. If students are absent more than 1 class over the course of the semester, your attendance grade will be affected. Additionally, you are expected to be respectful of the learning process by being present and ready to begin discussion when class begins. Assignments are due at the beginning of class. Late assignments will be docked one letter grade per day and will only be accepted prior to the next scheduled class. If you know you will be absent on a day when an assignment is due, make arrangements with the instructor to turn your paper in ahead of time.

Academic Integrity Policies: This course expects all students to act in accordance with the *Guidelines for Academic Integrity at the University of Connecticut* as well as the [Student Conduct Code](#). Because questions of intellectual property are important to the field of this course, we can discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn’s [guidelines for academic integrity](#). Additionally, We will follow the guidelines of the First-Year Writing Program’s [Statement on Plagiarism](#). Please read this statement and notify your professor if you have any concerns about your ability to conform to these guidelines.

Accommodations Policies: The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. The [Center for Students with Disabilities](#) (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at



*csd@uconn.edu*. Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

*Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships:* The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. More information is available at <http://policy.uconn.edu/?p=2884>.

*Sexual Assault Reporting Policy:* To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

#### *Observance of Religious Holidays*

After reviewing the course schedule, please contact your professor several weeks in advance if you foresee a conflict between the due date of a major assignment and a religious observance.

*Mobile Phone Policy:* Absolutely no cell phone use in class unless specified for an assignment. Please make sure that ringers are turned off when in the classroom. If you are text-messaging during class, you can be asked to leave and will receive a zero for participation. If there is a pressing reason why you need to have your cell phone available during a particular class period, then you need to notify the professor about it before class begins.

*Plagiarism:* Plagiarism is unacceptable and assignments containing plagiarism will receive zero credit and are subject to further penalties, including possibility of failure in the course and dismissal from the University. According to the University of Connecticut document *Responsibilities of Community Life: The Student Code*: "PLAGIARISM involves taking the thoughts, words, or ideas of others and passing them off as one's own." Plagiarism includes taking words directly from an article or other source and putting them in your assignment (e.g., papers and presentations), without using quotation marks, even if the work is cited. Direct quotations, according to APA format, may be used, but use them sparingly (i.e., no more than 2-3 lines of quotes per project) and always cite your source.

#### *Notice of Possible Revision to Course Syllabus*

This syllabus may be revised based on student needs and interests throughout the semester. Students will always be notified of revisions in a timely manner.





## NEAG SCHOOL OF EDUCATION

### CURRICULA ACTION REQUEST FORM

#### Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. \*\*All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER: EDLR6322 / PP5397

Current X Proposed ☐

COURSE TITLE Economics of Education and School Finance

INITIATING DEPARTMENT EDLR

CONTACT PERSON Lisa Nesbitt U-BOX 3093

TELEPHONE E-MAIL lisa.nesbitt@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Joshua Hyman

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#### **ACTION REQUESTED (check all that apply)**

Course: ☐ new X revision ☐ dropping course

Program/certificate/concentration: ☐ new ☐ revision

DATE OF DEPARTMENTAL APPROVAL:

Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Spring Year: 2017

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#### **CIRCULATION TO DEPARTMENTAL CHAIRPERSON**

DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

☐ EDCI X EDLR ☐ EPSY

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#### **INTERNAL USE ONLY:**

**DATE ENTERED INTO NSOE DATABASE**

**DATE FORMS SENT TO REGISTRAR**

**INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR**

**Complete the following sections ONLY if you are proposing a:**

**NEW COURSE:**

**1. PROPOSED TITLE AND COMPLETE CATALOG COPY:**

(Include course credits and restrictions for registration)

**2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):**

**3. COURSE SYLLABUS (including course description and course outline)**

Attached file name

**4. Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [File attached name         ]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]

**Complete the following sections ONLY if you are proposing:**

**COURSE REVISIONS:**

**1. EXISTING TITLE AND COMPLETE CATALOG COPY:**

Title: Economics of Education and School Finance

**2. PROPOSED TITLE AND COMPLETE CATALOG COPY:**

(Include course credits and restrictions for registration)

Title: Economics of Education Reform

**3. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):**

New course title better reflects course content

**4. COURSE SYLLABUS (including course description and course outline)**

Attached file name Hyman\_syllabus

**5. Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [File attached name           ]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]

**Complete the following sections ONLY if you are proposing to:**

**DROPPING A COURSE:**

**1. COURSE TITLE AND NUMBER**

**2. RATIONALE FOR DROPPING THE COURSE**

**3. Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [File attached name           ]
- b. Department chairperson's (all departments) approval (email)

**Complete the following sections ONLY if you are proposing:**

**PROGRAM/CERTIFICATE/CONCENTRATION REVISIONS:**

**1. CURRENT PROGRAM/CONCENTRATION NAME**

**2. RATIONALE FOR ACTION REQUESTED** (Use additional sheets as necessary):

**3. CURRENT EIGHT-SEMESTER SEQUENCE** (attach electronically if appropriate)  
Semester sequence attached [Filename            ]

**Supporting documentation that MUST be provided at the time of submission:**

- a. Old eight semester sequence [filename            ]
- b. Departmental minutes [filename            ]
- c. Department chairperson's (all departments) approval (email)
- d. Graduate School Transmittal form (if graduate course) [attached yes]

**Complete the following sections ONLY if you are proposing:**

**NEW PROGRAM, CERTIFICATE OR CONCENTRATION**

**1. PROPOSED PROGRAM/CERTIFICATE/CONCENTRATION NAME**

**2. RATIONALE FOR ACTION REQUESTED** (Use additional sheets as necessary):

**3. PROPOSED EIGHT-SEMESTER SEQUENCE** (attach electronically if appropriate)

Semester sequence attached [Filename         ]

**4. Supporting documentation that MUST be provided at the time of submission:**

- a. Departmental minutes [filename         ]
- b. Department chairperson's (all departments) approval (email)
- c. Graduate School Transmittal form (if graduate course) [attached yes]
  - If new courses are proposed as a part of the proposed program, certificate or concentration, please include the new course proposals with the new program or concentration proposal.



EDLR 6322 / PP 5397:  
**Economics of Education Reform**  
University of Connecticut – Spring 2017

**Instructor:** Joshua Hyman

Office: 227 Gentry (Mondays); otherwise, 415 Library Building, West Hartford

Phone: 860-570-9038 (West Hartford)

Email: [joshua.hyman@uconn.edu](mailto:joshua.hyman@uconn.edu)

Office Hours: Mondays 12:30-2:00pm and by appointment.

Class Meetings

Mondays 5:00-7:30pm in 140C Gentry.

Course Overview

This course examines a number of prominent education reform strategies, using economics as a lens through which to understand the motivations for and potential impacts of each. Economics enables us to focus on the incentives created by these policies, allowing us to predict their intended and unintended consequences. We will utilize this framework throughout the course as we read about and evaluate the effectiveness of various educational interventions and policy reforms. Topics include (among others): class size reduction, teacher quality and teacher certification, merit pay, school accountability, school choice, school finance reform, early childhood education, and topics in higher education.

Learning Goals:

- 1) Become familiar with the arguments and evidence supporting and opposing prominent education reform strategies.
- 2) Understand the key challenges in obtaining causal inference when assessing the effectiveness of an education reform.
- 3) Develop and sharpen basic program evaluation skills by learning to synthesize and critically evaluate the contributions of various education research studies.
- 4) Be able to cite evidence and provide policy recommendations in the form of written policy briefs, and oral presentations and debate.

## Class Requirements

Weekly Responses (20%) - Students will complete the assigned readings in preparation for each class, and write up brief responses to the weekly reading questions provided by the instructor. Students are encouraged to work in small groups, but must write up individual responses separately and in their own words (listing any partners' names at the top of their sheet). These responses will be discussed in class each week. Weekly responses should be typed, printed out, and brought to class. They will be collected at the end of class four times randomly throughout the semester and assigned a letter grade based on the completeness and thoughtfulness of the responses.

Policy Brief (20%) – Students will write a 2,000–3,000 word policy brief succinctly summarizing the research evidence for and against a particular education reform, and providing recommendations to a policy-maker. The brief will be due on March 23, and students can write on any of the topics covered prior to then. Instructions outlining the format and requirements of the policy brief will be distributed. Late briefs will not be accepted.

Presentation (25%) – During the final exam period (instead of an exam), students in assigned pairs will together prepare and deliver 25-30 minute presentations (with slides) summarizing and critically evaluating an education reform not covered in class. A short question-and-answer session will follow each presentation. The instructor will provide a list of possible reform topics, but students can also suggest a reform on which they would like to present. While in the audience, students will be expected to listen attentively and evaluate each presentation. Grades will be determined jointly through peer and instructor assessment. Grading rubrics and further details about the presentations will be distributed.

Debate (15%) –During April, students will be grouped into two teams, given a paragraph describing a hypothetical education policy being considered by the Connecticut Commissioner of Education, and assigned to either support or oppose this policy. On April 27<sup>th</sup>, the last regularly scheduled class session, there will be a class debate. Grading rubrics and further details will be distributed prior to the debate.

Class participation (20%) – Students are expected to attend every class having read the assigned material in advance. Because this is a discussion-based course, the quality of the class will depend on whether all students are actively participating in the discussion of the assigned readings during every session. In keeping with this goal, *the use of laptops and other electronic devices is not permitted during class*. The class participation grade will be based on student contributions during class discussion and lectures. Unexcused absences will negatively affect this portion of your grade.

#### Grading Breakdown

Course Requirement	% of Grade
Weekly Responses	20
Policy Brief	20
Presentation	25
Debate	15
Class Participation	20

#### Readings

There is no one assigned book for this course. All of the readings are available either through a link on this syllabus or are on HuskyCT. Some of the readings are peer-reviewed articles and academic working papers that may have some challenging statistical and econometric concepts in them. For these readings, I will tell you during class on which sections to focus, and will also guide you using the reading questions. Don't worry about completely understanding the statistical methods – read for intuition! Also, please note that readings are subject to change as the class develops.

#### Grading Criteria

A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D= <70

#### Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such

behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. (More information is available at <http://policy.uconn.edu/?p=2884>.)

#### Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. (More information is available at <http://sexualviolence.uconn.edu/>.)

#### Academic Integrity Statement

This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's guidelines for academic integrity.

#### Students with Disabilities

The Center for Students with Disabilities(CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

#### Makeup Work for Legitimate Absences

If you are absent from class, and an assignment is due to be handed in during that class period, you must email me the completed assignment prior to the class start time. No late assignments are accepted and make-up work is not provided.

## Course Outline (subject to change)

Class	Date	Topic	Assignments Due
<u>Finding What Works in Education</u>			
1	January 26	Introduction Is the state of American education broken?	
2	February 2	Inequality in educational achievement and attainment	Weekly response
3	February 9	Finding what works in education (causal inference primer)	Weekly response
4	February 16	Randomized trials and class size reduction	Weekly response
<u>Providing Incentives to Teachers and Students</u>			
5	February 23	Teacher incentives: Teacher labor markets and certification	Weekly response
6	March 2	Teacher incentives: Merit pay and value added	Weekly response
7	March 9	Student incentives: "Cash for grades" and high school exit exams	Weekly response
<u>Structural Approaches to K-12 Education Reform</u>			
	March 16	NO CLASS -Spring Break	
8	March 23	School accountability and No Child Left Behind (NCLB)	<b>Policy Brief Due</b> Weekly response
9	March 30 (5:00-7:00)	NCLB - End it or mend it? Introduction to school choice	Weekly response
EXTRA	March 30 (7:00-9:00)	MOVIE - "Waiting for Superman" (Pizza Provided)	
10	April 6	School choice: Vouchers and charter schools Also: GUEST SPEAKER, Jonathan Swan, Chief School Improvement Officer, Hartford Public Schools	Weekly response
11	April 13	School finance and school finance reform	Weekly response
<u>Prekindergarten and Postsecondary Reform</u>			
12	April 20	Early childhood education and Head Start	Weekly response
13	April 27 (5:00-7:00)	Student aid policy and other postsecondary interventions	Weekly response
EXTRA	April 27 (7:00-8:00)	CLASS DEBATE	
Final Exam Session	May 4	PRESENTATIONS	<b>Presentation Slides Due</b>

# Course Schedule and Reading Assignments

(\* = required)

## Finding What Works in Education (1/26 – 2/16)

### Class 1 (January 26)

#### Introduction

#### Is the State of American Education Broken?

\*Peterson, Paul E., Marci Kanstoroom, and Chester E. Finn, Jr. “A Battle Begun, Not Won.” and Hess, Frederick M., Michael J Petrilli, and Martin West “Pyrrhic Victories?” in “Taking Stock of a Decade of Education Reform,” a forum in the Spring 2011 issue of *Education Next*.

\*Hanushek, Eric (1998). “Conclusions and Controversies about the Effectiveness of School Resources.” *Economic Policy Review* (March), pp. 11–27.

*Digest of Education Statistics*, 2012. National Center for Education Statistics - Go to this [link](#) and browse through the figures for chapters 1, 2, 3, 5, and 6.

### Class 2 (February 2)

#### Inequality in Educational Achievement and Attainment

\*Bailey, Martha J. and Susan M. Dynarski (2011). “Gains and Gaps: Changing Inequality in College Entry and Completion.” *NBER Working Paper* #17633.

\*Fryer, Roland G. and Steven D. Levitt (2004). “Falling Behind.” *Education Next*, 4(4).

### Class 3 (February 9)

#### Finding What Works in Education (Causal Inference Primer)

\*Patterson, Kevin (2002). “What Doctors Don’t Know (Almost Everything).” *New York Times Magazine* (May 5).

\*Traub, James (2002). “Does It Work?” *New York Times Education Life* (November 10), p. 24.

\*Angrist, Joshua (2004). “American Education Research Changes Tack.” *Oxford Review of Economic Policy*, 20:2, pp. 198-212. [SKIM section IV(i)]

\*Mostellar, Frederick (1995). “The Tennessee Study of Class Size in the Early School Grades.” *The Future of Children*, 5(2): Summer/Fall, 1995.

Ritter, Gary W. and Robert F. Boruch (1999). “The Political and Institutional Origins of a Randomized Control Trial on Elementary School Class Size - Tennessee's Project STAR.” *Educational Evaluation and Policy Analysis*, 21(2): 111–125

#### Class 4 (February 16)

#### Randomized Trials and Class Size Reduction

\*Jepsen, Christopher and Steven Rivkin (2002). *Class Size Reduction, Teacher Quality, and Academic Achievement in California Public Elementary Schools*. Public Policy Institute of California, San Francisco, CA. [Read the Forward, Summary, and Section 5: Summary and Policy Implications]

\*Dynarski, Susan M., Joshua M. Hyman and Diane W. Schanzenbach (2013). “Experimental Evidence on the Effect of Childhood Investments on Postsecondary Attainment and Degree Completion.” *Journal of Policy Analysis and Management* 32(4): 692–717.

Krueger, Alan (1999). “Experimental Estimates of Education Production Functions.” *Quarterly Journal of Economics*, 114(2): 497–532.

#### **Providing Incentives to Teachers and Students (2/23 – 3/9)**

#### Class 5 (February 23)

#### Teacher Incentives: Teacher Labor Markets and Certification

\*Donald Boyd, Daniel Goldhaber, Hamilton Lankford and James Wyckoff (2007). “The Effect of Certification and Preparation on Teacher Quality.” *The Future of Children*, 17(1).

\*Decker, P., Mayer, D., & Glazerman, S. (2004). *The effects of Teach for America on students: findings from a national evaluation*. Princeton, NJ: Mathematica Policy Research, Inc. [Read the Executive Summary and sections I and II.]

Murnane, Richard and Jennifer Steele (2007). “What is the Problem? The Challenges of Providing Effective Teachers for All Children.” *The Future of Children*, 17(1).

#### Class 6 (March 2)

#### Teacher incentives: Merit pay and Value Added

\*Victor Lavy (2007). “Using Performance-Based Pay to Improve the Quality of Teachers.” *The Future of Children*, 17(1).

\*\*“Sizing Up Test Scores” by Dale Ballou and “Expert Measures” by Anita Summers in the Summer 2002 issue of *Education Next*, 2(2).

\*Chetty, Raj, John Friedman, and Jonah Rockoff (2014). “Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood.” *American Economic Review*, 104(9): 2633-2679. [Read the introduction, i.e. the section prior to Section I; and the conclusion, Section VII].

\*Springer, M. G., et al. (2010). *Teacher pay for performance: Experimental evidence from the Project on Incentives in Teaching*. Nashville, TN: National Center on Performance Incentives at Vanderbilt University. [Read Executive Summary.]

Class 7 (March 9)

Student Incentives: “Cash for Grades” and High School Exit Exams

\*Bettinger, Eric (2012). “Paying to Learn - The Effect of Financial Incentives on Elementary School Test Scores.” *Review of Economics and Statistics*, 94(3): 686–698. [Selected sections]

\*Jackson, Kirabo (2008). “Cash for Test Scores: The Impact of the Texas Advanced Placement Incentive Program.” *Education Next*, 8(4): 71–77.

\*Viadero, Deborah (2009, April 29). “Scholars Probe Diverse Effects of Exit Exams.” *Education Week*, 28(30).

Dee, Thomas and Brian Jacob (2006). “Do High School Exit Exams Influence Educational Attainment or Labor Market Performance?” *NBER Working Paper #12199*. [Focus on sections I, II, and V.]

No Class (March 16)

SPRING BREAK

**Structural Approaches to K–12 Education Reform (3/16 – 4/13)**

Class 8 (March 23)

School Accountability and No Child Left Behind (NCLB)  
POLICY BRIEF DUE BEFORE CLASS

\*Jacob, Brian and Steven Levitt (2004). “To Catch a Cheat.” *Education Next*, 4(1): 68–75.

\*Dee, Thomas and Brian Jacob (2010). “Evaluating NCLB: Accountability has Produced Substantial Gains in Math Skills but Not in Reading.” *Education Next*, 10(3): 54–61.

Hanushek, Eric A. and Margret Raymond (2001). “The Confusing World of Educational Accountability”. *National Tax Journal*, 54(2).

Kane, T., D. Staiger, and J. Geppert. (2002). “Randomly Accountable,” *Education Next* 2(1): 57–61.

Jacob, Brian (2003). “High Stakes in Chicago,” *Education Next* 3(1): 66–72.

Class 9 (March 30)  
(5:00–7:00pm)

NCLB – End it or Mend it?  
Introduction to School Choice

\*Chubb, John and Diane Ravitch (2009). “The Future of No Child Left Behind: End it or Mend it?” *Education Next*, 9(3): 49–56.

\*McNeil, Michele (Dec 7, 2011) “Waiver Plans Would Scrap Parts of NCLB.” *Education Week*, 31(13).

\* Klein, Alyson (August 20, 2014) “Sheen Fades as NCLB Waivers Near Three-Year Mark.” *Education Week*, 34(1).

\*Deming, David, Justine S. Hastings, Thomas J. Kane, and Douglas O. Staiger (2011). “School Choice, School Quality, and Postsecondary Attainment.” *American Economic Review*, 104(3): 991–1014. [Selected sections]

Figlio, David. and Joshua Winicki (2005). “Food for Thought? The Effects of School Accountability Plans on School Nutrition.” *Journal of Public Economics*, 89(2–3): 381–394.

Extra Session (March 30)      MOVIE – “Waiting for Superman”  
7:00–9:00pm (Pizza Provided)

Class 10 (April 6)

School Choice: Vouchers and Charter Schools

\*Angrist, Joshua, Sarah Cohodes, Susan Dynarski, Jon Fullerton, Thomas Kane, Parag Pathak and Christopher Walters (2011). *Student Achievement in Massachusetts’ Charter Schools*. Center for Education Policy Research at Harvard University. [Selected sections]

\*Hoxby, Caroline (2001). “Rising Tide” *Education Next*, 1(4): 68–74.

Mayer, Daniel, Paul Peterson, David Myers, Christina Clark Tuttle and William Howell (2002). *School Choice in New York City After Three Years: An Evaluation of the School Choice Scholarships Program*. Mathematica Policy Research report (113 pp).

Howell, W. and M. West. (2005) “Gray Lady Wheezing.” *Education Next* 5(1): 74–77.

Class 11 (April 13)

School Finance and School Finance Reform

\*Yinger, John (2004). “State Aid and the Pursuit of Educational Equity: An Overview,” in J. Yinger, Ed., *Helping Children Left Behind: State Aid and the Pursuit of Educational Equity*, MIT Press.



\*Hyman, Joshua (2014). “Does Money Matter in the Long Run? Effects of School Spending on Educational Attainment?” *Working paper*, University of Connecticut.

### **Prekindergarten and Postsecondary Reform (4/20 – 4/27)**

#### Class 12 (April 20)

#### Early Childhood Education and Head Start

\*Currie, Janet (2001). “Early Childhood Education Programs.” *The Journal of Economic Perspectives*, 15(2): 213–238.

\*Deming, David (2009). “Early Childhood Intervention and Life-Cycle Skill Development: Evidence from Head Start.” *American Economic Journal: Applied Economics*, 1(3): 111–134. [Selected sections]

\*Finn, Chester E. Jr, (2009). “The Preschool Picture.” *Education Next*, 9(4): 12–19.

U.S. Department of Health and Human Services, Administration for Children and Families (2010). *Head Start Impact Study Final Report: Executive Summary*. Washington, DC.

#### Class 13 (April 27) (5:00–7:00pm)

#### Student Aid Policy and Other Postsecondary Interventions

\*Bettinger, Eric P., Bridget Terry Long, Philip Oreopoulos, and Lisa Sanbonmatsu (2012). “The Role of Application Assistance and Information in College Decisions: Results from the H&R Block FAFSA Experiment.” *Quarterly Journal of Economics*, 127(3): 1205–1242. [Selected sections]

\*Richburg-Hayes, LaShawn, Thomas Brock, Allen LeBlanc, Christina Paxson, Cecilia Elena Rouse, and Lisa Barrow (2009). *Rewarding Persistence: Effects of a Performance Based Scholarship for Low Income Parents – Executive Summary*. New York: MDRC.

Dynarski, Susan M. (2003). “Does Aid Matter? Measuring the Effect of Student Aid on College Attendance and Completion.” *American Economic Review* 93(1): 279–288.

Scrivener, Susan and Michael J. Weiss (2009). *More Guidance, Better Results: Three-year Effects of an Enhanced Student Services Program at Two Community Colleges – Executive Summary*. New York: MDRC.

College Board (2011) *Trends in College Pricing 2011*.

College Board (2011) *Trends in Student Aid 2011*.

Extra Session (April 27)      Class Debate  
(7:00–8:00)

Final Exam Session (May 4)      Class Presentations  
PRESENTATION SLIDES DUE MIDNIGHT NIGHT BEFORE

**Overview of Integrated Bachelor's/Master's Teacher Education Program Revisions  
Submitted by Dorothea Anagnostopoulos, Executive Director of Teacher Education  
November 20, 2015**

The faculty of the Integrated Bachelor's/Master's (IB/M) teacher education program began significant program revision and improvement efforts in 2013. Based on a review of program goals and commitments, data, and current teacher education research and scholarship, the TE faculty, working with our K-12 school partners, adopted a practice-based teacher education (PBTE) model as the basis for these efforts. PBTE responds to two key challenges that have historically reduced the effectiveness and relevancy of university-based teacher education: 1) the theory-practice divide manifested in an over-emphasis in university courses on knowledge about teaching rather than on the enactment of teaching practices, and 2) a lack of coherency across university courses (Ball & Forzani, 2009; Grossman, Hammerness & McDonald, 2009). PBTE addresses these challenges by re-focusing the TE curriculum on a relatively small set of core or high-leverage teaching practices and re-designing learning-to-teach opportunities across it to develop teacher candidates' ability to enact these practices effectively with all students (Lampert, 2010; McDonald, Kazemi, & Kavanagh, 2013; Windschitl, Thompson, Braaten & Stroupe, 2012).

With PBTE as a guiding model, in fall 2014, the TE faculty adopted the Core Practices Document that delineates 19 teaching practices that faculty and our K-12 partners will expect all graduates of the program to be able to enact effectively as beginning teachers. Building on this work, the TE faculty approved a revision of the TE course sequence in fall 2015. The revision includes the following changes.

The TE faculty unanimously voted to approve these changes during the 10.21.2015 Teacher Education Faculty meeting.

### **Junior Year**

#### **Fall Semester:**

*Create EDCI 3100 Multicultural Education, Equity & Social Justice:* In the current course sequence, courses in multicultural education and language diversity are offered in the Masters years on an elective basis. Exit surveys of program completers have consistently indicated that graduates leave our program feeling unprepared to teach diverse learners, especially those in urban contexts. EDCI3100 will address these concerns. It will also allow the students to work on developing beginning skills in Core Practices 2, 3, 14 & 16.

*Drop EDCI 3000, Introduction to Teaching:* This is a one-credit course that introduces students to some of the theoretical and philosophical foundations of the IB/M program and includes examinations of the purposes of schooling and the relationship between schools and society. Because it is only 1 credit, the course does not provide the opportunities for students to engage in-depth with issues of schooling, diversity and society or to develop a strong knowledge of the concepts of multicultural education and to begin to enact some of its practices. We moved the 1 credit from dropping this course to EDCI3100.

*Move EPSY 3230 Technology in Education to the Masters Year:* The TE faculty voted to move this 1 credit course from the junior to the Masters year as a way to integrate technology more fully into teacher candidates' practice. The new course will allow for more opportunities for teacher

candidates to explore instructional technology uses as they engage in sustained clinical practice during their internship practicum. The move also allows us to move the 1 credit to the new EDCI3100.

*Create EDCI 3010 Introduction to the Elementary Curriculum:* This new course will provide elementary teacher candidates with opportunities to develop knowledge in interpreting, assessing and connecting curricular standards across the elementary school subjects. There are currently no courses in the elementary program that provide these opportunities. As elementary teachers must teach across the content areas, understanding and being able to draw connections across content area curricula is critical to providing elementary students with rich, high-level learning opportunities.

### **Spring Semester:**

*Create new secondary Methods Course:* The current program includes only 1, one-semester methods course for secondary teacher candidates. This did not provide teacher candidates with sufficient opportunities to build their fluency in practices related to subject—specific curriculum development, instruction and assessment. The new methods course will extend current learning-to-teach opportunities in these areas.

*Drop EGEN 3110W course:* One goal of the program revisions is to better integrate our students' clinical experiences with their work in their methods courses to bridge the theory/practice and school/university divides. To do this, we are integrating 1 credit from the EGEN3110W seminar for the 6 hours per week clinical experience into the new secondary methods course.

We are also integrating this 1 credit clinical placement into EPSY3130, Methods for Teaching Students with Disabilities and EDCI3305, Methods in Elementary Education, both current courses.

Integrating the clinical credit into the methods courses will allow instructors to link the course curriculum with the field placements more intentionally. This will allow students to develop fluency in key core practices as they develop knowledge of and rehearse these practices in their university courses and then enact them with the K-12 students in their clinical placements.

*Create EGEN 3110 1 credit for Elementary Education:* Elementary Education faculty voted to retain 1 credit of EGEN3110. The methods course concurrent with EGEN3110 is EDCI4110W, which is taught by multiple instructors. Maintaining 1 credit of EGEN3110 will ensure that students' clinical placements are mediated in a way that supports their learning. Research consistently shows that if clinical experiences are not mediated they can reinforce negative views of diverse learners and traditional practices.

*Move EDCI 4110W Teaching Reading and Writing in the Elementary School from senior year, fall semester to junior year, spring semester.* Literacy is a foundational subject in the elementary curriculum. Moving EDCI4110W to the junior year provides elementary education students with opportunities to develop knowledge and skills curriculum, instruction and assessment specific to literacy earlier in the program. The move also allows us to move *EDCI4130 Teaching the Language Arts in the Elementary School* from its current location as a two-week intensive course in elementary English language arts methods in the beginning of spring semester senior year to

fall semester senior year. This move extends the student teaching practicum giving them time to develop fluency in key core teaching practices.

*Move EDCI 4010 Teaching Reading and Writing in the Content Areas from senior year, spring semester to junior year, fall semester.* This course is currently a two-week intensive course offered at the beginning of spring semester senior year, the semester that students engage in student teaching. This move extends the student teaching practicum giving students more time to develop fluency in key core teaching practices and provides students the opportunity to develop knowledge and skills in planning curriculum and instruction earlier in the program than currently possible.

*Drop EPSY 3110 Exceptionality requirement for Special Education Students. EPSY4110 Advanced Foundations of Disability* covers much of the same material as EPSY3110 while providing knowledge and skills more pertinent to special education students. We are moving *EPSY4110* from the senior year to the junior for this purpose.

## Senior Year

### Fall Semester:

*Move EPSY 3125 Classroom Management from junior year, spring semester into fall semester senior year.* This move will link the class more closely with student teaching, which occurs in the senior year. In addition, instructors will offer one section tailored for secondary teacher candidates and one tailored for elementary candidates. Special Education, Music and Agriculture Education candidates, as they receive 1-12 certification, will have their choice of sections. The course content will maintain the same, but examples and strategies will focus on the respective age distinctions as relevant.

### Spring Semester:

*Move EPSY 4010 Assessment of Learning from fall senior year to spring semester.* This course currently occurs fall semester senior year. It will be moved it to a 1-week intensive course spring semester. Instructors will be better able to connect the coursework with teacher candidates' preparation for student teaching.

*Retitle EGEN 4110 to EGEN 4110 Creating & Sustaining Equitable Classroom Environments for Learning:* The course curriculum currently addresses two major areas: developing fluency in classroom management practices and engaging teacher candidates in collecting data to assess the impact of their instructional practices on their students' learning. The new title more accurately reflects this focus and makes visible the knowledge and skills addressed.

Here are the changes being made per pathway:

Elementary Education	Secondary Education	Special Education
Drop EDCI3000	Drop EDCI3000	Drop EDCI3000
Move EPSY3230 to Master's Yr	Move EPSY3230 to Master's Yr	Move EPSY3230 to Master's Yr

<p>Create EDCI3100 Multicultural Education, Equity &amp; Social Justice fall semester junior year</p> <p>Create EDCXXX Integrated Methods course in junior yr, fall semester</p> <p>Replace EGEN3110W to EGEN3110 1 credit, junior yr, spring semester</p> <p>Move EDCI4110W from senior yr, fall semester to junior yr, spring semester</p> <p>Move EDCI4130 from senior yr, spring semester to senior yr, fall semester</p> <p>Move EPSY3125 Classroom management from junior yr, spring semester to senior yr, fall semester</p> <p>MoveEPSY4010 Assessment of Student Learning from senior yr, fall semester to senior yr, spring semester</p>	<p>Create EDCI3100 Multicultural Education, Equity &amp; Social Justice fall semester junior year</p> <p>Create EDCIXXX methods for junior year, spring semester. Drop EGEN3110W and integrate 1 credit clinical placement into this new course.</p> <p>Move EDCI4010 from senior yr, spring semester to junior yr, spring semester</p> <p>Move EPSY3125 Classroom management from junior yr, spring semester to senior yr, fall semester</p> <p>MoveEPSY4010 Assessment of Student Learning from senior yr, fall semester to senior yr, spring semester</p>	<p>Create EDCI3100 Multicultural Education, Equity &amp; Social Justice fall semester junior year</p> <p>Drop EGEN3110W and integrate 1 credit clinical placement into EPSY3130</p> <p>Drop EPSY3110 Exceptionality</p> <p>Move EPSY4110 from senior to junior year spring semester (replaces Exceptionality)</p> <p>Move EDCI4110W from senior yr, fall semester to junior yr, spring semester</p> <p>Move EPSY3125 Classroom management from junior yr, spring semester to senior yr, fall semester</p> <p>MoveEPSY4010 Assessment of Student Learning from senior yr, fall semester to senior yr, spring semester</p>
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## References

- Ball, D.L. & Forzani, F.M. (2009). The work of teaching and the challenge for teacher education. *Journal of Teacher Education*, 60 (5), 497-511.
- Grossman, P., Hammerness, K. & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. *Teachers and Teaching: Theory and Practice*, 15 (2), 273-289.
- Lampert, M. (2010). Learning teaching in, from, and for practice: What do we mean? *Journal of Teacher Education*, 61 (1-2), 21-34.
- McDonald, M., Kazemi, E. & Schneider, S. (2013). Core practices and pedagogies of teacher education: A call for a common language and collective activity. *Journal of Teacher Education*, 64(5), 378-386
- Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education*, 96 (5), 878-903.

## BIOLOGY EDUCATION PROGRAM GUIDELINES

### BACHELOR OF SCIENCE IN EDUCATION (BIOL2 BS)

These guidelines summarize the requirements for a Bachelor of Science and partial completion of Connecticut certification requirements in biology education (7-12) for students following the 2016-2017 requirements.

#### DEGREE REQUIREMENTS

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017. In addition to the General Education Requirements (Content Areas 1-4), students must take a course in U.S. History. Courses in Content Areas 1-3 must be in different departments.
2. Complete a SUBJECT AREA MAJOR in Biological Sciences consisting of a minimum of thirty-six (36) credits in natural sciences courses at the 2000's level or above. This includes a minimum of twenty-four (24) credits of 2000's level or above courses completed in the biological sciences and closely related subject areas. Up to twelve (12) credits may be completed in related areas. Six (6) credits taken at the 1000's level may be included with permission of the science education advisor.

An adequate background in chemistry, physics, and mathematics is required.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3213 – Introduction to Secondary Methods and Clinic - Science	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EPSY 3125 – Classroom and Behavior Management	2 credits
EDCI 4210W – Instruction and Curriculum in the Secondary School	3 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

### MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Language and Cultural Diversity in Education: (3 credits)

*Choose one*: EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, CLCS 5306/GERM 5305: Development of Intercultural Competence in Education

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Curriculum Electives and/or Graduate Liberal Arts: (9 credits)

# **BIOLOGY EDUCATION** **SAMPLE SEMESTER SEQUENCE**

## **SEMESTER 1**

BIOL 1108 (Also fulfills Content Area 3)	4
CHEM 1122 – Chemical Principles and Applications	4
MATH Q pre-calculus or calculus	3 or 4
HIST 1501 or 1502 (Also fulfills Content Area 1)	3

## **SEMESTER 2**

BIOL 1107 – Principles of Biology	4
GSCI 1050 – Earth and Life through Time with Laboratory	4
ENGL 1010 or 1011	4
PSYC 1100 (Also fulfills Content Area 3)	3

## **SUMMER SESSION**

*FOREIGN LANGUAGE	8
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## **SEMESTER 3**

CHEM 2241 – Organic Chemistry	3
CHEM 2242 – Organic Chemistry Laboratory	1
MCB 2210 – Cell Biology	3
MCB 2610 – Fundamentals of Microbiology	4
Content Area 1 Course	3
**EPSY 3010 – Educational Psychology	3

## **SEMESTER 4**

PHYS 1201Q – General Physics	4
MCB 2000 – Introduction to Biochemistry	4
EEB 2245 – Evolutionary Biology	3
Content Area 2/4 Course	3
Content Area 2 Course	3

## **SEMESTER 5**

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3100/W – Multicultural Education, Equity & SJ	3
EGEN 3100 – Seminar/Clinic	3
MCB 2410 or 2400 – Genetics	3
PNB 2264 – Human Physiology and Anatomy	4

## **SEMESTER 6**

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3213 – Intro. to Secondary Methods & Clinic - Science	3
EDCI 4010 – Teaching Reading/Writing in the Content Areas	2
Content Area 4 Course	3
PNB 2265 – Human Physiology and Anatomy	4
Elective (PHIL 2212 – Philosophy of Science, suggested)	3

## **SEMESTER 7**

EPSY 3125 – Classroom and Behavior Management	2
EDCI 4210W – Instruc. & Curric. in Secondary Schools	3
EGEN 4100 – Seminar/Clinic	3
Subject Area Major (2000-Level or above)	3
Subject Area Major (2000-Level or above)	3

## **SEMESTER 8**

EPSY 4010 – Assessment of Learning	2
EDCI 4250 – Directed Student Teaching	9
EGEN 4110 – Seminar/Clinic	3

\*Required of all students not meeting the University requirements of three years of a single foreign language in high school.

\*\*Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics).

## **SEMESTER 9** (Master's)

EDCI 5092 - Practicum	3
EDCI 5094 – Seminar	3
EPSY 5195 – Research course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Elective and/or Graduate Liberal Arts	3-9

## **SEMESTER 10** (Master's)

EDCI 5093 – Practicum	4
EDCI 5095 – Seminar	3
EPSY 5195 - Research Course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Electives and/or Graduate Liberal Arts	3-9



## CHEMISTRY EDUCATION PROGRAM GUIDELINES BACHELOR OF SCIENCE IN EDUCATION (CHEM2 BS)

These guidelines summarize the requirements for Bachelor of Science and partial completion of Connecticut certification requirements in chemistry education (7-12) for students following the 2016-2017 requirements.

### DEGREE REQUIREMENTS:

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017. In addition to the General Education Requirements (Content Areas 1-4), students must take a course in U.S. History. Courses in Content Areas 1-3 must be in different departments.
2. Complete a SUBJECT AREA MAJOR in Chemistry consisting of a minimum of thirty-six (36) credits in natural sciences courses at the 2000's level or above. This includes a minimum of twenty-four (24) credits of 2000's level or above courses completed in chemistry and closely related subject areas. Up to twelve (12) credits may be completed in related areas. Six (6) credits taken at the 1000's level may be included with permission of the science education advisor.

An adequate background in mathematics is also required.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3213 – Introduction to Secondary Methods and Clinic - Science	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EPSY 3125 – Classroom and Behavior Management	2 credits
EDCI 4210W – Instruction and Curriculum in the Secondary School	3 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

### MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Language and Cultural Diversity in Education: (3 credits)

*Choose one:* EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, CLCS 5306/GERM 5305: Development of Intercultural Competence in Education

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Curriculum Electives and/or Graduate Liberal Arts: (9 credits)

# CHEMISTRY EDUCATION

## SAMPLE SEMESTER SEQUENCE

### **SEMESTER 1**

BIOL 1107 (Also fulfills CA 3) – Prin. of Biology	4
CHEM 1127Q – General Chemistry	4
MATH 1131Q – Calculus I	4
ENGL 1010 or 1011	4

### **SUMMER SESSION**

*FOREIGN LANGUAGE	8
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### **SEMESTER 3**

PHYS 1201Q or 1401Q – General Physics	4
CHEM 2443 – Organic Chemistry	3
MATH 2110Q – Multivariable Calculus	4
PSYC 1100 (Also fulfills CA 3) - Psychology	3
Content Area 1	3

### **SEMESTER 5**

EPSY 3110 – Exceptionality (fall or spring jr. yr.)	2
EDCI 3100/W – Multicultural Ed., Equity & SJ	3
EGEN 3100 – Seminar/Clinic	3
CHEM 3210 – Descriptive Inorganic Chemistry	2
MCB 2000 – Introduction to Biochemistry	4
Content Area 4 & 2	3

### **SEMESTER 7**

EPSY 3125 – Classroom & Behavior Management	2
EDCI 4210W – Inst. & Curric. in Sec. Schools	3
EGEN 4100 – Seminar/Clinic	3
CHEM 3563 – Physical Chemistry	3
CHEM 3334 – Instrumental Analysis I	4

### **SEMESTER 2**

BIOL 1108 – Principles of Biology	4
CHEM 1128Q – General Chemistry	4
MATH 1132Q – Calculus II	4
HIST 1501 or 1502 (Also fulfills CA 1)	3
Content Area 2	3

### **SEMESTER 4**

PHYS 1202Q or 1402Q – General Physics	4
CHEM 2444 – Organic Chemistry	3
CHEM 2445 – Organic Chemistry Laboratory	3
Content Area 4	3
**EPSY 3010 – Educational Psychology	3

### **SEMESTER 6**

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3213 – Intro. to Secondary Methods & Clinic	3
EDCI 4010 – Teaching Reading/Writing in Content Areas	2
Elective (PHIL 2212 – Philosophy of Science, suggested)	3
CHEM 3214 – Intermediate Inorganic Chemistry	3
CHEM 3332 – Quantitative Analytical Chemistry	4

### **SEMESTER 8**

EPSY 4010 – Assessment of Learning	2
EDCI 4250 – Directed Student Teaching	9
EGEN 4110 – Seminar/Clinic	3

\*Required of all students not meeting the University requirements of three years of a single foreign language in high school.

\*\*Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level or above and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics). Students pursuing the additional CLAS degree in Chemistry should take CHEM 3170W to satisfy the W in the major requirement.

### **SEMESTER 9** (Master's)

EDCI 5092 - Practicum	3
EDCI 5094 – Seminar	3
EPSY 5195 – Research course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Elective and/or Graduate Liberal Arts	3-9

### **SEMESTER 10** (Master's)

EDCI 5093 – Practicum	4
EDCI 5095 – Seminar	3
EPSY 5195 - Research Course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Electives and/or Graduate Liberal Arts	3-9

**EARTH SCIENCE EDUCATION PROGRAM GUIDELINES****BACHELOR OF SCIENCE (GEOL2 BS)**

These guidelines summarize the requirements for a Bachelor of Science and partial completion of Connecticut certification requirements in earth science education (7-12) for students following the 2016-2017 requirements.

**DEGREE REQUIREMENTS**

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017. In addition to the General Education Requirements (Content Areas 1-4), students must take a course in U.S. History. Courses in Content Areas 1-3 must be in different departments.
2. Complete a SUBJECT AREA MAJOR in Earth Science consisting of a minimum of thirty-six (36) credits in natural sciences courses at the 2000's level or above. This includes a minimum of twenty-four (24) credits of 2000's level or above courses completed in the earth sciences and closely related subject areas. Up to twelve (12) credits may be completed in related areas. Six (6) credits taken at the 1000's level may be included with permission of the science education advisor.

Students wishing to specialize in the earth sciences are advised initially to major in geology or physical geography and in addition, to select appropriate courses in meteorology, astronomy, and oceanography.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3213 – Introduction to Secondary Methods and Clinic - Science	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EDCI 4210W – Instruction and Curriculum in the Secondary School	3 credits
EPSY 3125 – Classroom and Behavior Management	2 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

**MASTER OF ARTS IN CURRICULUM AND INSTRUCTION**

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Language and Cultural Diversity in Education: (3 credits)

*Choose one*: EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, CLCS 5306/GERM 5305: Development of Intercultural Competence in Education

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Curriculum Electives and/or Graduate Liberal Arts: (9 credits)

## EARTH SCIENCE EDUCATION

### SAMPLE SEMESTER SEQUENCE

#### **SEMESTER 1**

BIOL 1102 (Also fulfills CA 3) – Foundations of Biology	4
CHEM 1127Q – General Chemistry	4
HIST 1501 or 1502 (Also fulfills CA 1) – US History	3
ENGL 1010 or 1011	4

#### **SEMESTER 2**

GSCI 1050 – Earth and Life through Time with Laboratory	4
CHEM 1128Q – General Chemistry	4
MATH pre-calculus or calculus	3 or 4
Content Area 2/4	3

#### **SUMMER SESSION**

*LANGUAGE	8
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#### **SEMESTER 3**

PHYS 1201Q – General Physics	4
PHYS 1025Q – Introductory Astronomy with Lab	4
PSYC 1100 (Also fulfills CA 3) – Psychology	3
Content Area 1	3
Content Area 4	3

#### **SEMESTER 4**

PHYS 1202Q – General Physics	4
GSCI 3010 – Earth History and Global Change	3
Subject area major (2000-level or above)	3
Content Area 2	3
**EPSY 3010 – Educational Psychology	3

#### **SEMESTER 5**

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3100/W – Multicultural Education, Equity & SJ	3
EGEN 3100 – Seminar/Clinic	3
GSCI 3020 – Earth Surface Processes	3
GSCI 3030 – Earth Structure	3
NRE 3145 – Meteorology	3

#### **SEMESTER 6**

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3213 – Intro. to Secondary Methods and Clinic - Science	3
EDCI 4010 – Teaching Reading/Writing in the Content Areas	2
GSCI 3040 – Earth Materials	4
Subject Area Major (2000-level or above)	3

#### **SEMESTER 7**

EDCI 4210W – Instruc. & Curric. in Secondary Schools	3
EGEN 4100 – Seminar/Clinic	3
EPSY 3125 – Classroom and Behavior Management	2
GEOG 3510 – Cartographic Techniques	4
MARN 4060 – Descriptive Physical Oceanography	3
Subject Area Major (PHIL 2212, suggested)	3

#### **SEMESTER 8**

EPSY 4010 – Assessment of Learning	2
EDCI 4250 – Directed Student Teaching	9
EGEN 4110 – Seminar/Clinic	3

\*Required of all students not meeting the University requirements of three years of a single foreign language in high school.

\*\*Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level or above and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics).

#### **SEMESTER 9 (Master's)**

EDCI 5092 - Practicum	3
EDCI 5094 – Seminar	3
EPSY 5195 – Research course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Elective and/or Graduate Liberal Arts	3-9

#### **SEMESTER 10 (Master's)**

EDCI 5093 – Practicum	4
EDCI 5095 – Seminar	3
EPSY 5195 - Research Course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Electives and/or Graduate Liberal Arts	3-9

**AGRICULTURAL EDUCATION PROGRAM GUIDELINES  
BACHELOR OF SCIENCE IN EDUCATION (EDUAGR BS)**

These guidelines summarize the requirements for Bachelor of Science and partial completion of Connecticut certification requirements in Agricultural Education (PK-12) for students following the 2016-2017 requirements.

**DEGREE REQUIREMENTS:**

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017. In addition to the General Education Requirements (Content Areas 1-4), students must take a course in U.S. History. Courses in Content Areas 1-3 must be in different departments.
2. Complete a subject area major in Agricultural Sciences consisting of a minimum of 39 credits. At least 24 credits of advanced courses (2000-level or above) must be from two or more departments/disciplines in agriculture and natural resources (i.e. agricultural and resource economics, agriculture and natural resources, animal science, environmental science, natural resources, nutritional sciences, pathobiology and veterinary science, or plant science). Up to twelve (12) of these 39 credits may be taken in related areas. With permission of the education advisor, up to six (6) credits of 1000-level courses may be included in the 39-credit subject area major.
3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:
 

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3210 – Introduction to Secondary Methods and Clinic – Agriculture	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EDCI 4210W – Instruction and Curriculum in the Secondary School	3 credits
EPSY 3125 – Classroom and Behavior Management	2 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

**MASTER OF ARTS IN CURRICULUM AND INSTRUCTION**

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Language and Cultural Diversity in Education: (3 credits)

*Choose one:* EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, CLCS 5306/GERM 5305: Development of Intercultural Competence in Education

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Curriculum Electives and/or Graduate Liberal Arts: (9 credits)

## AGRICULTURAL EDUCATION

### SAMPLE SEMESTER SEQUENCE

#### **SEMESTER 1**

ENGL 1010 or 1011	4
ANSC 1001 – Introduction to Animal Science	3
BIOL 1108 – Principles of Biology	4
Q Course (MATH 1040Q suggested)	3
INTD 1800 (suggested)	1

#### **SUMMER SESSION**

*LANGUAGE	8
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#### **SEMESTER 3**

CHEM 1122 – Chemistry (Also fulfills Content Area 3)	4
PSYC 1100 – Psychology	3
Content Area 2 (ARE 1110 or 1150 suggested)	3
NRE 1315 – Wildlife Ecology & Conservation	3
CANR (2000-level or above)	3

#### **SEMESTER 5**

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3100/W – Multicultural Education, Equity & SJ	3
EGEN 3100 – Seminar/Clinic	3
CANR (2000-level or above)	3
CANR (2000-level or above)	3
CANR (2000-level or above)	3

#### **SEMESTER 7**

EPSY 3125 – Classroom and Behavior Management	2
EDCI 4210W – Instruc. & Curric. in Secondary Schools	3
EGEN 4100 – Seminar/Clinic	3
CANR (2000-level or above)	3
CANR (2000-level or above)	3
Content Area 4	3

#### **SEMESTER 2**

HIST 1501 OR 1502 – US History (Also fulfills CA 1)	3
BIOL 1107 – Principles of Biology (Also fulfills CA 3)	4
Q Course (STAT 1000Q or STAT 1100Q, suggested)	4
PLSC 1150 – Agricultural Technology & Society	3
ANSC 1602 or 1676 – Behavior & Training of Domestic Animals or Introduction to Companion Animals	3

#### **SEMESTER 4**

Content Area 1	3
Content Area 2/4 (GEOG 1700 suggested)	3
HORT 2520 – Floral Art	2
SOIL 2120 – Soils (2125 – Soils Lab also suggested)	3 or 4
**EPSY 3010 – Educational Psychology	3

#### **SEMESTER 6**

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3210 – Intro. to Secondary Methods & Clinic	3
EDCI 4010 – Teaching Reading/Writing in Content Areas	2
CANR (2000-level or above)	3
CANR (2000-level or above)	3
CANR (2000-level or above)	3

#### **SEMESTER 8**

EPSY 4010 – Assessment of Learning	2
EDCI 4250 – Directed Student Teaching	9
EGEN 4110 – Seminar/Clinic	3

\*Required of all students not meeting the University requirements of three years of a single foreign language in high school.

\*\*Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics).

#### **SEMESTER 9** (Master's)

EDCI 5092 - Practicum	3
EDCI 5094 – Seminar	3
EPSY 5195 – Research course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Elective and/or Graduate Liberal Arts	3-9

#### **SEMESTER 10** (Master's)

EDCI 5093 – Practicum	4
EDCI 5095 – Seminar	3
EPSY 5195 - Research Course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Electives and/or Graduate Liberal Arts	3-9

**ELEMENTARY EDUCATION PROGRAM GUIDELINES**  
**BACHELOR OF SCIENCE IN EDUCATION (ELMNTRY BS)**

These guidelines summarize the requirements for a Bachelor of Science and partial completion of Connecticut certification requirements in elementary education (Grades 1-6) for students following the 2016-2017 requirements.

1. Complete the **GENERAL EDUCATION REQUIREMENTS** listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017. In addition to the General Education Requirements (Content Areas 1-4), students must take a course in U.S. History. Courses in Content Areas 1-3 must be in different departments. Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level or above and associated with the student's major) and two Q courses.
2. Complete a **SUBJECT AREA MAJOR** that includes a **SINGLE SUBJECT** plus a **SECOND CONCENTRATION** as listed below. Minimum of 39 credits of advanced level courses (2000's or above) in teaching areas encountered in elementary schools. Up to nine credits may be at the 1000's level. 1000's level courses in Mathematics or Science may be included as the equivalent of 2000's level courses. Required courses: One course in Mathematics (MATH 2010Q) and one course in Science in addition to the **GENERAL EDUCATION REQUIREMENTS**.

**SINGLE SUBJECT:** At least 24 credits in one of the following four subject areas. (1) **English**; or (2) **Geography and/or History**; or (3) **Mathematics**; or (4) **Science** (Biology, Chemistry, Physics, Earth Science, and/or General Science). Up to six credits may be at the 1000's level.

**SECOND CONCENTRATION:** At least 15 credits distributed among the three **RELATED SUBJECTS** listed below which do not include the subject area selected above. Two of these related subject areas must include at least two courses.

1. **HUMANITIES:** English; Fine Arts (Art, Drama, and/or Music); Modern and Classical Languages; Linguistics; Philosophy; and/or Communication Sciences
2. **SOCIAL SCIENCES:** Anthropology; Economics; Geography; History; Political Science; Psychology; and/or Sociology
3. **MATHEMATICS:** Computer Science; Mathematics; and/or Statistics
4. **SCIENCE:** Biology; Chemistry; Earth Science; General Science; and/or Physics

**EXAMPLE:** A student selecting English as a **SINGLE SUBJECT** would be required to take a **SECOND CONCENTRATION** of at least 15 credits in **RELATED SUBJECTS** 2, 3, 4. Two of those areas must include at least two courses.

3. Complete the following **PROFESSIONAL EDUCATION REQUIREMENTS**:

HDFS 1070 – Individual and Family Development

OR

PSYC 2400 – Developmental Psychology

3 credits

EDCI 3010 – Elementary Curriculum Standards and Integration

1 credit

EDCI 3100/W – Multicultural Education, Equity and Social Justice

3 credits

EPSY 3010 – Educational Psychology

3 credits

EGEN 3100 – Seminar/Clinic: The Student as Learner

3 credits

EPSY 3110 – Exceptionality

2 credits

EGEN 3110 – Teaching and Learning in School Contexts

1 credits

EDCI 4110W – Teaching Reading and Writing in the Elementary School

3 credits

EPSY 3125 – Classroom and Behavior Management

2 credits

EDCI 4115 – Teaching Mathematics in the Elementary School

3 credits

EDCI 4120 – Teaching Science in the Elementary School

2 credits

EDCI 4125 – Teaching Social Studies in the Elementary School

2 credits

EDCI 4130 – Teaching the Language Arts in the Elementary School

3 credits

EGEN 4100 – Seminar/Clinic: Methods of Teaching

3 credits

EPSY 4010 – Assessment of Learning

2 credits

EDCI 4150 – Directed Student Teaching

9 credits

EGEN 4110 – Seminar/Clinic: Analysis of Teaching

3 credits

Students must earn at least 120 credits.

## MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Language and Cultural Diversity in Education: (3 credits)

*Choose one:* EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5765 – Assessment of Bilingualism, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, CLCS 5306/GERM 5305: Development of Intercultural Competence in Education

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Curriculum Electives and/or Graduate Liberal Arts: (9 credits)

### ELEMENTARY EDUCATION

#### SAMPLE SEMESTER SEQUENCE

#### **SEMESTER 1**

ENGL 1010 or 1011	4
*FOREIGN LANGUAGE	4
HIST 1501 or 1502 – US History (Also fulfills CA 1)	3
PSYC 1100 – Psychology (Also fulfills CA 3)	3
Content Area 2	3

#### **SEMESTER 3**

Q Course	4
HDFS 1070 (Also fulfills CA 2) or PSYC 2400	3
Content Area 3 Lab Course (BIOL/CHEM/GSCI/PHYS)	4
Subject Area Major	3
Subject Area Major	3

#### **SEMESTER 5**

EDCI 3100/W – Multicultural Education, Equity & SJ	3
EDCI 3010 – Elem. Curriculum, Standards & Methods	1
EGEN 3100 – Seminar/Clinic	3
EPSY 3110 – Exceptionality (fall or spring junior year)	2
MATH 2010Q (prerequisite: PSYC 1100 & 3 credits Math)	3
Subject Area Major (ENGL 3420, suggested)	3
Subject Area Major	3

#### **SEMESTER 7**

EGEN 4100 – Seminar/Clinic	3
EDCI 4115 – Teaching Mathematics in the Elemen. School	3
EDCI 4120 – Teaching Science in the Elementary School	2
EDCI 4125 – Teaching Social Studies in Elemen. School	2
EDCI 4130 – Teaching the Lang. Arts in the Elem. School	3
EPSY 3125 – Classroom and Behavior Management	2

#### **SEMESTER 2**

Content Area 4 (ANTH 1000 or GEOG 1700 suggested)	3
*FOREIGN LANGUAGE	4
MATH Q Course** (MATH 1011Q recommended)	3
Content Area 1	3
Subject Area Major	3

#### **SEMESTER 4**

Content Area 4	3
Subject Area Major	3
Subject Area Major	3
Subject Area Major (Science in addition to general education)	3 or 4
***EPSY 3010 – Educational Psychology	3

#### **SEMESTER 6**

EDCI 4110W – Teaching Reading & Writing in Elem. School	3
EGEN 3110 – Teaching and Learning in School Contexts	1
EPSY 3110 – Exceptionality (fall or spring junior year)	2
MATH 2011Q (highly recommended)	3
Subject Area Major	3
Subject Area Major	3

#### **SEMESTER 8**

EGEN 4110 – Seminar/Clinic	3
EPSY 4010 – Assessment of Learning	2
EDCI 4150 – Directed Student Teaching	9

\*If the student completed less than three years of a single foreign language in high school.

\*\*Students must take a MATH Q (typically, MATH 1011Q, 1020Q, 1030Q, or 1040Q) course in order to take MATH 2010Q.

\*\*\*Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

#### **SEMESTER 9** (Master's)

EDCI 5092 - Practicum	3
EDCI 5094 – Seminar	3
EPSY 5195 – Research course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Elective and/or Graduate Liberal Arts	3-9

#### **SEMESTER 10** (Master's)

EDCI 5093 – Practicum	4
EDCI 5095 – Seminar	3
EPSY 5195 - Research Course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Electives and/or Graduate Liberal Arts	3-9



**MUSIC EDUCATION PROGRAM GUIDELINES  
BACHELOR OF SCIENCE IN EDUCATION (EDMUSIC BS)**

These guidelines summarize the requirements for a Bachelor of Science and completion of Connecticut certification requirements in Music Education, PK -12 for students following the 2016-2017 requirements.

**DEGREE REQUIREMENTS:**

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017. In addition to the General Education Requirements (Content Areas 1-4), students must take a course in U.S. History. Courses in Content Areas 1-3 must be in different departments. Students must also complete Music 1101; 1103; 1222; 1311; 1312; 1313; 1314, and 1501. Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level or above and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics).

Note: Music education students are required to complete Music 1231, Class Piano, Level Four or to demonstrate equivalent piano proficiency. Convocation, Applied Music and Ensemble participation is required each semester (with the exception of the Student Teaching Semester). Four Performances representing the student's declared applied emphasis (instrumental or voice) are required. The performances may take place in recital or convocation, where a student may appear as either soloist, chamber musician or accompanist. Such performances are to be of solo literature, although with permission of the applied teacher, small ensemble literature may be acceptable.

2. Complete a SUBJECT AREA MAJOR consisting of a minimum of thirty-six (36) credits in courses at the 2000's level (or above) in music. Up to eight (8) credits of 1000's level courses may be included with prior consent of the faculty advisor. Students must complete Music 1701, 3222, 3311, 3312, 3313, 3314, 3342, 3401, 3402, 3403, 3421W, 3851, 4731, and 4732 or 4733.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EPSY 3010 – Educational Psychology	3 credits
EDCI 3020 – Choral Methods	2 credits
EDCI 3100/W – Multicultural Education, Equity & Social Justice	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EDCI 3305 – Methods and Clinic in Elementary School Music	4 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 4210W – Instruction and Curriculum in the Secondary School	3 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 3125 – Classroom and Behavior Management	2 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

**MASTER OF ARTS IN CURRICULUM AND INSTRUCTION**

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Language and Cultural Diversity in Education: (3 credits)

Choose one: EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, CLCS 5306/GERM 5305: Development of Intercultural Competence in Education

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Advanced Methods: EDCI 5041 – Theoretical Foundations of Music Education (3 credits)

Electives: EDCI 5040 – Popular Music and Informal Education (3 credits); EDCI 5047 – Music Across the Curriculum (3 credits); or other faculty advisor approved courses in musical theatre, world music, folk music, early childhood music, jazz, improvisation/arranging, or conducting

# MUSIC EDUCATION

## SAMPLE SEMESTER SEQUENCE

### SEMESTER 1

ENGL 1010 or 1011	4
PSYC 1100 (Also fulfills CA 3)	3
MUSI 1103 Intro to University-Level Musical Study	0
MUSI 1110 or 1111 or 1112 Ensemble	1
MUSI 1222 Applied Music	2
MUSI 1231 Class Piano	1
MUSI 1311 Ear Training & Musicianship I	1
MUSI 1313 Harmony I	3
MUSI 1501 Vocal Techniques	1
MUSI 1701 Intro to Music Education	1

### Summer Session

Foreign Language	8*
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### SEMESTER 3

Content Area 3 Laboratory	4
MUSI 1101 Convocation	0
MUSI 1110 or 1111 or 1112 Ensemble	1
MUSI 1222 Applied Music	2
MUSI 1231 Class Piano III	1
MUSI 1501 Brass Techniques	1
MUSI 1501 String Techniques	1
MUSI 3311 Ear Training & Musicianship III	1
MUSI 3313 Harmony III	3
MUSI 3401 Music History & Literature Before 1700	3

### SEMESTER 5

Content Area 2 and 4	3
EDCI 3100/W Multicultural Education, Equity & SJ	3
EDCI 3020 Choral Methods	2
EGEN 3100 Seminar/Clinic	3
MUSI 1101 Convocation	0
MUSI 1110 or 1111 or 1112 Ensemble	1
MUSI 3222 Applied Music	2
MUSI 3403 Music History and Literature after 1830	3
MUSI 4731 Conducting	2

### SEMESTER 7

Content Area 1	3
EDCI 4210W Secondary Methods Instrumental	3
EGEN 4100 Seminar/Clinic	3
EPSY 3125 Classroom & Behavior Management	2
MUSI 1101 Convocation	0
MUSI 1108 or 1113 or 1115 or 1116 Selected Ensemble	1
MUSI 1110 or 1111 or 1112 or 1118 or 1119 Ensemble	1
MUSI 1113 Chamber Ensemble	1
MUSI 3222 Applied Music	2
MUSI 3421W Music in World Cultures (CA 4-Intl)	3

### SEMESTER 2

Q Course (MATH or STAT)	3
Content Area 2	3
HIST 1501 or 1502 (Also fulfills CA 1)	3
MUSI 1101 Convocation	0
MUSI 1110 or 1111 or 1112 Ensemble	1
MUSI 1222 Applied Music	2
MUSI 1231 Class Piano II	1
MUSI 1312 Ear Training & Musicianship II	1
MUSI 1314 Harmony II	3

### SEMESTER 4

**EPSY 3010 Educational Psychology	3
MUSI 1101 Convocation	0
MUSI 1110 or 1111 or 1112 Ensemble	1
MUSI 1222 Applied Music	2
MUSI 1231 Class Piano IV	1
MUSI 1501 Percussion Techniques	1
MUSI 1501 Woodwind Techniques	1
MUSI 3312 Ear Training & Musicianship IV	1
MUSI 3314 Harmony IV	3
MUSI 3402 Music History & Literature 1700-1830	3

### SEMESTER 6

EDCI 3305 Methods & Clinic in Elem. School Music	4
EDCI 4010 Teaching Reading/Writing in Content Areas	2
EPSY 3110 Exceptionality (fall or spring junior year)	2
MUSI 1101 Convocation	0
MUSI 1110 or 1111 or 1112 Ensemble	1
MUSI 3222 Applied Music	2
MUSI 3342 Arranging for Music Educators	2
MUSI 3851 Music Technology for Music Educators	2
MUSI 4732 or 4733 Conducting II	2

### SEMESTER 8

EPSY 4010 Assessment of Learning	2
EDCI 4250 Student Teaching	9
EGEN 4110 Seminar/Clinic	3

\*If the student completed less than three years of a foreign language in high school.

\*\*Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

### SEMESTER 9 (Master's)

EDCI 5092 – Practicum	3
EDCI 5094 – Seminar	3
EPSY 5195 – Research course	1
EDLR 5015 – Leadership course	3
EDCI 5041 – Theoretical Foundations of Music Educ.	3
EDCI 5047 – Music Across the Curriculum	3

### SEMESTER 10 (Master's)

EDCI 5093 – Practicum	4
EDCI 5095 – Seminar	3
EPSY 5195 – Research Course	1
Language and Cultural Diversity course	3
EDCI 5040 – Popular Music and Informal Education	3

## ENGLISH EDUCATION PROGRAM GUIDELINES

## BACHELOR OF SCIENCE IN EDUCATION (ENGLSH2 BS)

These guidelines summarize the requirements for a Bachelor of Science and partial completion of Connecticut certification requirements in English education (7-12) for students following the 2016-2017 requirements.

## DEGREE REQUIREMENTS:

Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017. In addition to the General Education Requirements (Content Areas 1-4), students must take a course in U.S. History. Courses in Content Areas 1-3 must be in different departments. Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level or above and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics).

1. Complete a SUBJECT AREA MAJOR in English consisting of a minimum of thirty-six (36) credits in courses numbered 2000 (or above) in English or related areas. Up to twelve (12) credits may be completed in related areas including no more than six (6) credits of 1000's level courses.

Requirements include at least one course in each of the following:

Composition: ENGL 3010W – Advanced Composition for High School Teachers, or equivalent.

Young Adult Literature: ENGL 3422 – Young Adult Literature, or equivalent.

The English Language and Grammar (one course): ENGL 3601 – The English Language, or ENGL 3603 – The History of the English Language, or equivalent.

American Literature (two courses):

ENGL 2201 – American Literature to 1880 and ENGL 2203 – American Literature since 1880, or equivalents.

British Literature (three courses):

ENGL 2100 – British Literature I, ENGL 2101 – British Literature II, and ENGL 3503 – Shakespeare I, or equivalents.

Multicultural Literature (one course): ENGL 1601W – Race, Gender & the Culture Industry, ENGL 2274 – Disability in American Literature & Culture, ENGL 3210 – Native American Literature, ENGL 3212 – Asian American Literature, ENGL 3214 – Black American Writers I, ENGL 3216W – Black American Writers II, ENGL 3218 – Ethnic Literature of the United States, ENGL 3220 – Jewish American Literature & Culture, ENGL 3605 – Latina/o Literature, ENGL 3607 – Studies in Latina/o Literature, ENGL 3609 – Women in Literature Before 1900, ENGL 3611 – Women in Twentieth-Century Literature, ENGL 3613 – Introduction to Lesbian, Gay, Bisexual, & Transgendered Literature, ENGL 4203W – Advanced Study: Ethnic Literature, ENGL 4613W – Advanced Study: Lesbian, Gay, Bisexual & Transgendered Literature, or equivalent.

International Literature (one course): ENGL 1301 – Major Works of Eastern Literature, ENGL 2301 – World Literature in English, ENGL 3120 – Early & Modern Irish Literature, ENGL 3122 – Contemporary Irish Literature, ENGL 3301 – Celtic & Norse Myth & Legend, ENGL 3318 – Literature & Culture of the Third World, ENGL 3320 – Literature & Culture of India, ENGL 3619 – Literature & Human Rights, ENGL 3629 – Intro to Holocaust Literature, ENGL 4301W – Advanced Study: Anglophone Literature, ENGL 4302W – Advanced Study: Literature of Australia, Canada, Ireland & New Zealand, or equivalent.

Genre Courses (two courses):

ENGL 2401 – Poetry, ENGL 2405 – Drama, ENGL 2407 – The Short Story, ENGL 2408 – Modern Drama, ENGL 2409 – The Modern Novel, ENGL 3403 – Modern Poetry in English, or equivalent.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3211 – Intro. to Secondary Methods and Clinic – English	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EPSY 3125 – Classroom and Behavior Management	2 credits
EDCI 4210W – Instruction and Curriculum in the Secondary School	3 credits
EDCI 4215 – Teaching of Reading in Middle and High Schools	3 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

## MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Language and Cultural Diversity in Education: (3 credits)

*Choose one:* EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, CLCS 5306/GERM 5305: Development of Intercultural Competence in Education

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Curriculum Electives and/or Graduate Liberal Arts: (9 credits)

### ENGLISH EDUCATION

#### SAMPLE SEMESTER SEQUENCE

#### **SEMESTER 1**

*FOREIGN LANGUAGE	4
ENGL 1010 or 1011	4
HIST 1501 or 1502 – U.S. History (Also fulfills CA 1)	3
PSYC 1100 – Psychology (Also fulfills CA 3)	3

#### **SEMESTER 3**

CA 3 Lab Course (BIOL/CHEM/GSCI/PHYS)	3 or 4
Content Area 4	3
British Literature	3
Genre Course	3
**EPSY 3010 – Educational Psychology	3

#### **SEMESTER 5**

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3100/W – Multicultural Education, Equity & SJ	3
EGEN 3100 – Seminar/Clinic	3
American Literature	3
ENGL 3503 – Shakespeare	3
ENGL 3601 – The English Language (or ENGL 3603)	3

#### **SEMESTER 7**

EPSY 3125 – Classroom and Behavior Management	2
EGEN 4100 – Seminar/Clinic	3
EDCI 4210W – Instruction & Curr. in Secondary School	3
EDCI 4215 – Teaching of Reading in Middle & High Sch.	3
ENGL 3422 – Young Adult Literature	3
Multicultural Literature (Advanced Study for dual degree)	3

#### **SEMESTER 2**

*FOREIGN LANGUAGE	4
Q Course (STAT 1000Q or 1100Q – Statistics, suggested)	4
Content Area 1	3
Content Area 2	3
Subject area major (ENGL 2600 for dual degree)	

#### **SEMESTER 4**

International Literature	3
Genre course	3
British Literature	3
Content Area 4	3
Content Area 2	3
Q Course	3

#### **SEMESTER 6**

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3211 – Intro. to Secondary Methods & Clinic	3
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2
American Literature	3
ENGL 3010W – Advanced Composition for Prospective Teachers	3
ENGL 3603 – The History of the English Language (or ENGL 3601)	3

#### **SEMESTER 8**

EPSY 4010 – Assessment of Learning	2
EDCI 4250 – Directed Student Teaching	9
EGEN 4110 – Seminar/Clinic	3

Students must earn at least 120 credits.

\*If the student completed fewer than three years of a single foreign language in high school.

\*\*Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

#### **SEMESTER 9 (Master's)**

EDCI 5092 - Practicum	3
EDCI 5094 – Seminar	3
EPSY 5195 – Research course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Elective and/or Graduate Liberal Arts	3-9

#### **SEMESTER 10 (Master's)**

EDCI 5093 – Practicum	4
EDCI 5095 – Seminar	3
EPSY 5195 - Research Course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Electives and/or Graduate Liberal Arts	3-9

## GENERAL SCIENCE EDUCATION PROGRAM GUIDELINES BACHELOR OF SCIENCE IN EDUCATION (GENRL SC BS)

These guidelines summarize the requirements for Bachelor of Science and partial completion of Connecticut certification requirements in general science education (7-12) for students following the 2016-2017 requirements.

### DEGREE REQUIREMENTS:

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017. In addition to the General Education Requirements (Content Areas 1-4), students must take a course in U.S. History. Courses in Content Areas 1-3 must be in different departments.
2. Complete a SUBJECT AREA MAJOR in General Science consisting of a minimum of thirty-nine (39) credits (2000's level or above) which must include study in: biology, chemistry, physics, and earth sciences (astronomy, geology, meteorology, and oceanography). Six (6) credits taken at the 1000's level may be included with permission of the science education advisor.
3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3213 – Introduction to Secondary Methods and Clinic – Science	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EDCI 4210W – Instruction and Curriculum in the Secondary School	3 credits
EPSY 3125 – Classroom and Behavior Management	2 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

### MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Language and Cultural Diversity in Education: (3 credits)

*Choose one:* EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, CLCS 5306/GERM 5305: Development of Intercultural Competence in Education

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Curriculum Electives and/or Graduate Liberal Arts: (9 credits)

# GENERAL SCIENCE EDUCATION

## SAMPLE SEMESTER SEQUENCE

### SEMESTER 1

BIOL 1107 – Prin. of Biology (Also fulfills CA 3)	4
ENGL 1010 or 1011	4
CHEM 1127Q – General Chemistry	4
PSYC 1100 – Psychology (Also fulfills CA 3)	3

### SUMMER SESSION

*LANGUAGE	8
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### SEMESTER 3

PHYS 1010Q – Elements of Physics	4
CHEM 2241 – Organic Chemistry	3
CHEM 2242 – Organic Chemistry Lab	1
MARN 1002 – Introduction to Oceanography	3
Content Area 2	3
**EPSY 3010 – Educational Psychology	3

### SEMESTER 5

EPSY 3110 – Exceptionality (fall or spring jr. yr.)	2
EDCI 3100/W – Multicultural Ed., Equity & SJ	3
EGEN 3100 – Seminar/Clinic	3
GSCI 3030 – Earth Structure	3
PNB 2264 – Human Physiology and Anatomy	4
NRE 3145 – Meteorology	3

### SEMESTER 7

EPSY 3125 – Classroom & Behavior Management	2
EDCI 4210W – Instruc. & Curric. in Second Sch.	3
EGEN 4100 – Seminar/Clinic	3
GSCI 3020 – Earth Surface Processes	3
MCB 2000 – Introduction to Biochemistry	4
Content Area 4	3

### SEMESTER 2

BIOL 1108 – Principles of Biology	4
CHEM 1128Q – General Chemistry	4
GSCI 1050 – Earth and Life through Time with lab	4
HIST 1501 or 1502 – US History (Also fulfills CA 1)	3
Content Area 1	3

### SEMESTER 4

PHYS 1025Q – Introductory Astronomy with Lab	4
CHEM 3332 – Quantitative Analytical Chemistry	4
MCB, PNB, EEB 2000-level or higher	3
Content Area 2 & 4	3
STAT 1000Q or STAT 1100Q – Statistics	4

### SEMESTER 6

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3213 – Intro. to Secondary Methods & Clinic	3
EDCI 4010 – Teaching Reading/Writing in Content Areas	2
PNB 2265 – Human Physiology and Anatomy	4
EEB 2245 – Evolutionary Biology	3
Elective (PHIL 2212 – Science of Philosophy, suggested)	3

### SEMESTER 8

EPSY 4010 – Assessment of Learning	2
EDCI 4250 – Directed Student Teaching	9
EGEN 4110 – Seminar/Clinic	3

\*Required of all students not meeting the University requirements of three years of a single foreign language in high school.

\*\*Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level or above and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics).

### SEMESTER 9 (Master's)

EDCI 5092 – Practicum	3
EDCI 5094 – Seminar	3
EPSY 5195 – Research course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Elective and/or Graduate Liberal Arts	3-9

### SEMESTER 10 (Master's)

EDCI 5093 – Practicum	4
EDCI 5095 – Seminar	3
EPSY 5195 - Research Course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Electives and/or Graduate Liberal Arts	3-9

**HISTORY AND SOCIAL STUDIES  
BACHELOR OF SCIENCE IN EDUCATION (HISTORY2 BS)**

These guidelines summarize the requirements for Bachelor of Science and partial completion of Connecticut certification requirements in history and social studies education (7-12) for students following the 2016-2017 requirements.

**DEGREE REQUIREMENTS:**

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017. Courses in Content Areas 1-3 must be in different departments.
2. Complete a SUBJECT AREA MAJOR in history and social science consisting of:
  - a) a minimum of forty-two (42) credits of courses numbered 2000's and above including at least 24 credits in history, and at least 18 credits in social studies (anthropology, economics, geography, political science, psychology, or sociology). Up to twelve credits may be taken at the 1000's level (only six credits of 1000's-level history courses allowed).

The SUBJECT AREA MAJOR must consist of at least one course in United States history. History 2000's (and above) courses must include two Non-Western, one Ancient/Early Modern, one Modern Europe, one American, HIST 2100 and HIST 4994W. Social science courses must include two courses in political science, one economics course and one geography course. See description of History Major under "College of Liberal Arts" section of the General Catalog.

1. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3214 – Intro. to Secondary Methods and Clinic – Social Studies	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EDCI 4210W – Instruction and Curriculum in the Secondary School	3 credits
EPSY 3125 – Classroom and Behavior Management	2 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

**MASTER OF ARTS IN CURRICULUM AND INSTRUCTION**

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Language and Cultural Diversity in Education: (3 credits)

Choose one: EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, CLCS 5306/GERM 5305: Development of Intercultural Competence in Education

Curriculum Electives and/or Graduate Liberal Arts: (9 credits)

# HISTORY AND SOCIAL STUDIES EDUCATION

## SAMPLE SEMESTER SEQUENCE

### **SEMESTER 1**

ENGL 1010 or 1011	4
*FOREIGN LANGUAGE	3 or 4
ECON 1000, 1201 or 1202 (Also fulfills Content Area 2)	3
HIST 1501 – US History to 1877 (Also fulfills Content Area 1)	3
PSYC 1100 – Psychology (Also fulfills Content Area 3)	3

### **SEMESTER 3**

CA 3 (BIOL 1102 or GSCI 1050 suggested)	4
CA 4 (SOCL 1501 – Race, Class and Gender, suggested)	3
POLS Course	3
HIST 2000 Level or above	3
**EPSY 3010 – Educational Psychology	3

### **SEMESTER 5**

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3100/W – Multicultural Education, Equity & SJ	3
EGEN 3100 – Seminar/Clinic	3
HIST 2000 Level or above	3
HIST 2000 Level or above	3
SOC SCI. 2000 Level or above (ANTH 3026 or GEOG 3700 suggested)	3

### **SEMESTER 7**

EDCI 4210W – Instruction & Curriculum in the Secondary School	3
EGEN 4100 – Seminar/Clinic	3
EPSY 3125 – Classroom and Behavior Management	2
HIST 4994W (recommended for semester 6 or 7) – Sr. Seminar	3
HIST 2000 Level or above	3

### **SEMESTER 2**

HIST 1502 - US History since 1877	3
*FOREIGN LANGUAGE	3 or 4
POLS 1602 (Also fulfills Content Area 2)	3
Q Course (STAT 1000Q or 1100Q – Statistics, suggested)	4
CA 4 (GEOG 1700 – World Regional Geography, suggested)	3

### **SEMESTER 4**

CA 1 (ENGL 1616 or PHIL 1101 suggested)	3
Q Course	3
SOC. SCI. 2000 Level or above (ANTH 2000 suggested)	3
HIST 2100*** – The Historian's Craft	3
HIST 2000 Level or above	3
HIST 2000 Level or above	3

### **SEMESTER 6**

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3214 – Intro. to Secondary Methods & Clinic	3
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2
HIST 2000 Level or above	3
HIST 2000 Level or above	3
SOC. SCI. 2000 Level or above (ANTH 3026 or GEOG 3700 suggested)	3

### **SEMESTER 8**

EPSY 4010 – Assessment of Learning	2
EDCI 4250 – Directed Student Teaching	9
EGEN 4110 – Seminar/Clinic	3

### **NOTES**

\*Foreign Language required only if student has completed less than three years of a single foreign language in high school.

\*\*Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

\*\*\*You must be a History major to enroll in this course.

Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level or above and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics).

## MASTER'S YEAR – Sample Semester Sequence

### **SEMESTER 9** (Master's)

EDCI 5092 - Practicum	3
EDCI 5094 – Seminar	3
EPSY 5195 – Research course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Elective and/or Graduate Liberal Arts	3-9

### **SEMESTER 10** (Master's)

EDCI 5093 – Practicum	4
EDCI 5095 – Seminar	3
EPSY 5195 - Research Course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Electives and/or Graduate Liberal Arts	3-9



## MATHEMATICS EDUCATION PROGRAM GUIDELINES BACHELOR OF SCIENCE IN EDUCATION (MATH2 BS)

These guidelines summarize the requirements for a Bachelor of Science and partial completion of Connecticut certification requirements in mathematics education (Grades 7-12) for students following the 2016-2017 requirements.

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017. In addition to the General Education Requirements (Content Areas 1-4), students must take a course in U.S. History. Courses in Content Areas 1-3 must be in different departments.
2. Complete a SUBJECT AREA MAJOR in Mathematics consisting of a minimum of 36 credits in mathematics and related areas. Students are required to complete 30 credits in 2000's-4000's level mathematics courses. Students should fulfill this requirement with the completion of:

MATH 2110Q, 2210Q, 2360Q, 2410Q, 2710, 2720W, 3160, 3230, 3240, AND 3710

In addition, students are required to take one (1) statistics course from the following: STAT 1000Q or 1100Q. The remaining three (3) credits should be selected from mathematics or areas related to mathematics. Suitable related areas include:

Mathematics, Statistics, Computer Science, Physical or Natural Science, Philosophy (Logic).

Up to six (6) credits of 1000's level courses may be included as part of the 36 credits with prior consent of the faculty advisor.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3212 – Introduction to Secondary Methods and Clinic - Mathematics	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EDCI 4210W – Instruction and Curriculum in the Secondary School	3 credits
EPSY 3125 – Classroom and Behavior Management	2 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

### MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Language and Cultural Diversity in Education: (3 credits)

*Choose one:* EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, CLCS 5306/GERM 5305: Development of Intercultural Competence in Education

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Curriculum Electives and/or Graduate Liberal Arts: (9 credits, e.g. EDCI 5450)

# MATHEMATICS EDUCATION

## SAMPLE SEMESTER SEQUENCE

*This is a SAMPLE sequence. Any course can be taken in an alternate semester (if offered). Pay attention to mathematics courses only offered in the fall and courses that are prerequisites for others. Requests for substitutions of required mathematics courses may be considered with compelling reasons.*

### SEMESTER 1

ENGL 1010 or 1011	4
MATH 1131Q – Calculus I	4
Content Area 1	3
PSYC 1100 – Psychology (Also fulfills CA 3)	3

### SUMMER

*FOREIGN LANGUAGE	8
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### SEMESTER 3

Content Area 4	3
MATH 2110Q – Multivariable Calculus	4
MATH 2210Q – Applied Linear Algebra	3
STAT 1000Q or 1100Q – Statistics	4
EPSY 3010** – Educational Psychology	3

### SEMESTER 5

Content Area 2	3
EDCI 3100/W – Multicultural Education, Equity & SJ	3
EPSY 3110 – Exceptionality (fall or spring junior year)	2
EGEN 3100 – Seminar/Clinic	3
MATH 3240 – Introduction to Number Theory	3
MATH 3710 – Introduction to Mathematical Modeling	3

### SEMESTER 7

EPSY 3125 – Classroom and Behavior Management	2
EDCI 4210W – Instruction & Curric. in Secondary School	3
EGEN 4100 – Seminar/Clinic	3
MATH 3230 – Abstract Algebra I	3
MATH or Related course (if enrolled in dual degree)	3

### SEMESTER 2

MATH 1132Q – Calculus II	4
MATH 2360Q – Geometry	3
Content Area 3 Lab (PHYS suggested)	4
Content Area 4	3

### SEMESTER 4

HIST 1501 or 1502 – US History (Also fulfills CA 1)	3
Content Area 2	3
MATH 2410Q – Elementary Differential Equations	3
MATH 2710 – Transition to Advanced Mathematics	3
MATH or Related course (if enrolled in dual degree)	3

### SEMESTER 6

EDCI 3212 – Intro. to Secondary Methods & Clinic	3
EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 4010 – Teaching Reading & Writing in the Content Areas	2
MATH 2720W – History of Mathematics	3
MATH 3160 – Probability	3

### SEMESTER 8

EPSY 4010 – Assessment of Learning	2
EDCI 4250 – Directed Student Teaching	9
EGEN 4110 – Seminar/Clinic	3

\*If the student completed less than three (3) years of a single foreign language in high school.

\*\*Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level or above and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics).

### SEMESTER 9 (Master's)

EDCI 5092 - Practicum	3
EDCI 5094 – Seminar	3
EPSY 5195 – Research course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Elective and/or Graduate Liberal Arts	3-9

### SEMESTER 10 (Master's)

EDCI 5093 – Practicum	4
EDCI 5095 – Seminar	3
EPSY 5195 - Research Course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Electives and/or Graduate Liberal Arts	3-9

**PHYSICS EDUCATION PROGRAM GUIDELINES**  
**BACHELOR OF SCIENCE IN EDUCATION (PHYSIC2 BS)**

These guidelines summarize the requirements for a Bachelor of Science and partial completion of Connecticut certification requirements in physics education (7-12) for students following the 2016-2017 requirements.

**DEGREE REQUIREMENTS**

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017. In addition to the General Education Requirements (Content Areas 1-4), students must take a course in U.S. History. Courses in Content Areas 1-3 must be in different departments.
2. Complete a SUBJECT AREA MAJOR in Physics consisting of a minimum of thirty-six (36) credits in natural sciences courses at the 2000's level or above. This includes a minimum of twenty-four (24) credits of 2000's level or above courses completed in physics and closely related subject areas. Up to twelve (12) credits may be completed in related areas. Six (6) credits taken at the 1000's level may be included with permission of the science education advisor.

An adequate background in mathematics is also required.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3213 – Introduction to Secondary Methods and Clinic – Science	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EDCI 4210W – Instruction and Curriculum in the Secondary School	3 credits
EPSY 3125 – Classroom and Behavior Management	2 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

**MASTER OF ARTS IN CURRICULUM AND INSTRUCTION**

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Language and Cultural Diversity in Education: (3 credits)

*Choose one*: EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, CLCS 5306/GERM 5305: Development of Intercultural Competence in Education

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Curriculum Electives and/or Graduate Liberal Arts: (9 credits)

# PHYSICS EDUCATION

## SAMPLE SEMESTER SEQUENCE

### SEMESTER 1

PHYS 1600Q – Modern Physics (Also fulfills CA 3)	4
PSYC 1100 – Psychology (Also fulfills CA 3)	3
MATH 1131Q – Calculus I	4
ENGL 1010 or 1011	4

### SUMMER SESSION

*LANGUAGE	8
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### SEMESTER 3

PHYS 1602Q – Fundamentals of Physics II	4
MATH 2110Q – Multivariable Calculus	4
PHYS 2501W – Electricity, Magnetism, & Mechanics Lab	3
Elective (PHIL 2212 – Philosophy of Science, suggested)	3
**EPSY 3010 – Educational Psychology	3

### SEMESTER 5

EPSY 3110 – Exceptionality (fall or spring junior year)	2
Content Area 1 & 4	3
EDCI 3100/W – Multicultural Education, Equity & SJ	3
EGEN 3100 – Seminar/Clinic	3
PHYS 3101 – Mechanics I	3
PHYS 3201 – Electricity & Magnetism I	3

### SEMESTER 7

EPSY 3125 – Classroom and Behavior Management	2
EGEN 4100 – Seminar/Clinic	3
EDCI 4210W – Instruction & Curric. in Secondary School	3
MATH 3410 – Differential Equations for Applications	3
PHYS 4150 – Optics	3
PHYS 4210 – Introduction to Solid State Physics	3

### SEMESTER 2

PHYS 1601Q – Fundamentals of Physics I	4
Content Area 2	3
MATH 1132Q – Calculus II	4
HIST 1501 or 1502 – US History (Also fulfills CA 1)	3

### SEMESTER 4

PHYS 2300 – Development of Quantum Mechanics	3
MATH 2410Q – Elementary Differential Equations	3
Content Area 2	3
Content Area 4	3
PHYS 3150 – Electronics	3

### SEMESTER 6

EPSY 3110 – Exceptionality (fall or spring junior year)	2
EDCI 3213 – Intro. to Secondary Methods & Clinic	3
EDCI 4010 – Teaching Reading & Writing in the Content Areas	2
PHYS 4130 – Fundamentals of Planetary Science	3
Subject Area Major (2000-level or above Math or Physics)	3
Subject Area Major (2000-level or above Math or Physics)	3

### SEMESTER 8

EPSY 4010 – Assessment of Learning	2
EDCI 4250 – Directed Student Teaching	9
EGEN 4110 – Seminar/Clinic	3

\*Required of all students not meeting the University requirements of three years of a single foreign language in high school.

\*\*Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level or above and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics).

### SEMESTER 9 (Master's)

EDCI 5092 – Practicum	3
EDCI 5094 – Seminar	3
EPSY 5195 – Research course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Elective and/or Graduate Liberal Arts	3-9

### SEMESTER 10 (Master's)

EDCI 5093 – Practicum	4
EDCI 5095 – Seminar	3
EPSY 5195 – Research Course	1
Diversity course (either semester)	3
Leadership course (either semester)	3
Curriculum Electives and/or Graduate Liberal Arts	3-9

## COMPREHENSIVE SPECIAL EDUCATION (K-12) PROGRAM GUIDELINES

## BACHELOR OF SCIENCE IN EDUCATION (SP ED BS)

These guidelines summarize the requirements for a Bachelor of Science and partial completion of Connecticut requirements in Comprehensive Special Education (Grades K-12) for students following the 2016-2017 requirements.

The undergraduate Comprehensive Special Education Program in the School of Education has as its objective the partial preparation of prospective teachers of students with disabilities. The emphasis is on the student and his or her individual learning problems rather than on any "category" of children. Upon successful completion of the undergraduate and graduate Comprehensive Special Education Program, students typically find employment in public elementary, middle, or high schools. For specific counsel, please contact a special education faculty advisor.

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017. In addition to the General Education Requirements (Content Areas 1-4) student must take a course in U.S. History. Courses in Content Areas 1-3 must be in different departments. Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics).
2. Complete a SUBJECT AREA MAJOR that includes a SINGLE SUBJECT plus a SECOND CONCENTRATION as listed below. Minimum of 39 credits of advanced level courses (2000's or above) in teaching areas encountered in schools. Up to 9 credits may be taken at the 1000's level. 1000's level courses in Mathematics or Science may be included as the equivalent of 2000's level courses. Required courses: One course in Mathematics and one course in Science in addition to the GENERAL EDUCATION REQUIREMENTS.

**SINGLE SUBJECT:** At least 24 credits in one of the following three subject areas. (1) **English;** or (2) **Mathematics;** or (3) **Science** (Biology, Chemistry, Physics, Earth Science, and/or General Science). Up to 6 credits may be at the 1000's level.

**SECOND CONCENTRATION:** At least 15 credits distributed among the three RELATED SUBJECTS listed below which do not include the subject area selected above.

1. **HUMANITIES:** English, Fine Arts (Art, Drama, and/or Music); Modern and Classical Languages; Linguistics, Philosophy; and/or Communication Sciences
2. **SOCIAL SCIENCES:** Anthropology; Economics; Geography; History; Political Science; Psychology; and/or Sociology
3. **MATHEMATICS:** Computer Science; Mathematics; and/or Statistics
4. **SCIENCE:** Biology; Chemistry; Earth Science; General Science; and/or Physics

Two of these related subject areas must include at least two courses.

**EXAMPLE:** A student selecting English as a SINGLE SUBJECT would be required to take a SECOND CONCENTRATION of at least 15 credits in RELATED SUBJECTS 2, 3, 4. Two of those areas must include at least two courses.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

HDFS 1070	Individual and Family Development	
OR		
PSYC 2400	Developmental Psychology	3 credits
EDCI 3100/W	Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010	Educational Psychology	3 credits
EPSY 3115	Collaborative Program Planning in Special Education	3 credits
EPSY 4110	Advanced Foundations of Disability	3 credits
EGEN 3100	Seminar/Clinic: The Student as Learner	3 credits
EPSY 3130	Methods for Teaching Students with Disabilities	4 credits
EPSY 3125	Classroom and Behavior Management	2 credits
EDCI 4110W	Teaching Reading and Writing in the Elementary School	3 credits
EDCI 4115	Teaching Mathematics in the Elementary School	3 credits
EPSY 4120W	Fundamentals of Assessment in Special Education	3 credits
EGEN 4100	Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4115	Directed Student Teaching	9 credits
EGEN 4110	Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

## MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY

To earn the University of Connecticut's institutional recommendation for teacher certification, students must complete the requirements for the Master of Arts in Educational Psychology including a minimum of 30 credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Language and Cultural Diversity in Education (*Choose one, 3 credits*): EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, CLCS 5306/GERM 5305: Development of Intercultural Competence in Education

Literacy (*Choose one, 3 credits*): EPSY 5113 (Early Literacy, fall); EPSY 5114 (Adolescent Literacy, fall); EPSY 5115 (Writing, spring)

Assessment: EPSY 5116 – Assessment in Special Education (3 credits)

Curriculum Elective (*Choose one, 3 credits*): Fall – EPSY 5121, 5145, 5114 (Adolescent literacy), 5113, 5405; Spring – EPSY 5119, 5140, 5142, 5115 (Writing)

## COMPREHENSIVE SPECIAL EDUCATION (K-12)

### SAMPLE SEMESTER SEQUENCE

#### **SEMESTER 1**

*FOREIGN LANGUAGE	4
ENGL 1010 or 1011	4
HIST 1501 or 1502 – US History (also fulfills CA 1)	3
PSYC 1100 – Psychology (also fulfills Content Area 3)	3
Content Area 4	3

#### **SEMESTER 3**

Q COURSE	3
Content Area 3 Lab Course (BIOL/CHEM/GSCI/PHYS)	3 or 4
HDFS 1070 (also fulfills CA 2) OR PSYC 2400	3
Subject Area Major	3
Subject Area Major	3

#### **SEMESTER 5**

EDCI 3100/W – Multicultural Education, Equity & SJ	3
EPSY 3115 – Collaborative Program Planning Special Ed.	3
EGEN 3100 – Seminar/Clinic	3
Subject Area Major	3
Subject Area Major	3

#### **SEMESTER 7**

EPSY 3125 – Classroom and Behavior Management	2
EPSY 4120W – Fundamentals of Assessment in Spec. Ed.	3
EDCI 4110W – Teaching Reading & Writing Elem. School	3
EDCI 4115 – Teaching Mathematics in Elementary School	3
EGEN 4100 – Seminar/Clinic	3

#### **SEMESTER 2**

*FOREIGN LANGUAGE	4
Q Course (STAT 1000Q or 1100Q – Statistics, suggested)	4
Content Area 1	3
Content Area 2	3
Content Area 4 (ANTH 1000 or GEOG 1700 suggested)	3

#### **SEMESTER 4**

Subject Area Major	3
Subject Area Major	3
Subject Area Major (Math in addition to gen. ed.)	3 or 4
Subject Area Major (Science in addition to gen. ed.)	3 or 4
**EPSY 3010 – Educational Psychology	3

#### **SEMESTER 6**

EPSY 3130 – Methods for Teaching Students w Disabilities	4
EPSY 4110 – Advanced Foundations of Disability	3
Subject Area Major	3
Subject Area Major	3
Subject Area Major	3

#### **SEMESTER 8**

EPSY 4115 – Directed Student Teaching	9
EGEN 4110 – Seminar/Clinic	3

\*If the student completed less than three years of a single foreign language in high school.

\*\*Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

#### **SEMESTER 9** (Master's)

EDCI 5092 - Practicum	3
EDCI 5094 – Seminar	3
EPSY 5195 – Research course	1
Diversity or Literacy Course	3
EPSY 5116	3
Elective	0-3

#### **SEMESTER 10** (Master's)

EDCI 5093 – Practicum	4
EDCI 5095 – Seminar	3
EPSY 5195 - Research Course	1
Diversity or Literacy Course	3
Elective	3
Elective	0-3

## FRENCH LANGUAGE EDUCATION PROGRAM GUIDELINES

### BACHELOR OF SCIENCE IN EDUCATION (FRENCH2 BS)

These guidelines summarize the requirements for a Bachelor of Science and partial completion of Connecticut certification requirements in French Language Education (7-12) for students following the 2016-2017 requirements.

#### DEGREE REQUIREMENTS

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2016-2017. In addition to the General Education Requirements (Content Areas 1-4), students must take a course in U.S. History. Courses in Content Areas 1-3 must be in different departments.
2. Complete a SUBJECT AREA MAJOR in FRENCH consisting of a minimum of thirty-six (36) credits in courses at the 2000's level or above in the field of concentration. A minimum of twenty-four (24) credits must be taken in one or two closely related departments. A minimum of twelve (12) credits must be taken in related areas. Up to six (6) credits in 1000's level courses may be included with prior consent of the faculty advisor.

Requirements include the following proficiency development courses or equivalents: FREN 1163, 1164, 3257, 3268, and 3269. And, at least twelve credits of the following literature courses or equivalents: FREN 3221, 3222, 3223, 3230, 3231, 3234, 3235, 3261W, 3262W, and/or 3272. And, at least nine credits of the following culture and civilization courses or equivalents: FREN 3210, 3211, 3218, 3220, 3224, 3232, 3267, and/or 3273.

It is strongly recommended that students complete a maximum number of courses in their major language, seize all opportunities to develop control of the spoken language, pursue meaningful study abroad at the earliest feasible time.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3215 – Introduction to Secondary Methods and Clinic – World Languages	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EDCI 4210W – Instruction and Curriculum in the Secondary School	3 credits
EPSY 3125 – Classroom and Behavior Management	2 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

### MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Language and Cultural Diversity in Education: (3 credits)

*Choose one*: EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, CLCS 5306/GERM 5305: Development of Intercultural Competence in Education

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Graduate Level Language, Culture and Literature Courses: (9 credits) LING 6160 – Second Language Acquisition; LING 6060 – Historical Linguistics; FREN 5310 – Introduction to French Philology; 5307 – Problems in French Literature or Philology; 5352 – Old French Language; 5381 – Study of French Style

## FRENCH EDUCATION (FRENCH)

### SAMPLE SEMESTER SEQUENCE

#### SUMMER SESSION

\* FREN 1163 and 1164 – Intermediate French I and II 8

#### SEMESTER 1

FREN 3257 – French Phonetics 3  
ENGL 1010 or 1011 4  
HIST 1501 or 1502 – US History (Also fulfills CA 1) 3  
PSYC 1100 – Psychology (Also fulfills CA 3) 3  
Content Area 2 3

#### SEMESTER 3

Q Course 3  
Content Area 3 Lab (BIOL/CHEM/GSCI/PHYS) 3 or 4  
FREN 2000 Level or above 3  
FREN 3269 – Advanced French Grammar 3  
\*\*EPSY 3010 – Educational Psychology 3

#### SEMESTER 5

EPSY 3110 – Exceptionality (fall or spring junior year) 2  
EDCI 3100/W – Multicultural Education, Equity & SJ 3  
EGEN 3100 – Seminar/Clinic 3  
Content Area 4 3  
FREN 3262W – Romanticism to Moderns (Also Fulfills CA 1) 3  
FREN 2000 Level or above, Lit. 3

#### SEMESTER 7

EPSY 3125 – Classroom and Behavior Management 2  
EDCI 4205W – Methods of Foreign Language Instruction 3  
EGEN 4100 – Seminar/Clinic 3  
FREN 2000 Level or above, Literature 3  
FREN 2000 Level or above 3  
FREN 2000 Level or above, Culture 3

#### SEMESTER 2

FREN 3268 – Grammar and Composition 3  
Content Area 4 3  
Q Course (STAT 1000Q or 1100Q – Statistics, suggested) 4  
Content Area 2 3  
FREN 2000 Level or above 3

#### SEMESTER 4 (STUDY ABROAD)

FREN 2000 Level or above 3  
FREN 2000 Level or above 3  
FREN 2000 Level or above 3  
FREN 2000 Level or above, Culture & Civilization 3  
FREN 2000 Level or above, Literature 3

#### SEMESTER 6

EPSY 3110 – Exceptionality (fall or spring junior year) 2  
EDCI 3215 – Intro. to Secondary Methods & Clinic 3  
EDCI 4010 – Teaching Reading and Writing in the Content Areas 2  
FREN 2000 Level or above 3  
FREN 2000 Level or above, Literature 3  
FREN 2000 Level or above, Culture & Civilization 3

#### SEMESTER 8

EPSY 4010 – Assessment of Learning 2  
EDCI 4250 – Directed Student Teaching 9  
EGEN 4110 – Seminar/Clinic 3

\*If the student completed less than three years of a single foreign language in high school.

\*\*Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level or above and associated with the student's major) and two Q courses (one Q course must be from Mathematics or Statistics).

#### SEMESTER 9 (Master's)

EDCI 5092 - Practicum 3  
EDCI 5094 – Seminar 3  
EPSY 5195 – Research course 1  
Diversity course (either semester) 3  
Leadership course (either semester) 3  
Graduate Level Language, Culture & Literature Courses 3-9

#### SEMESTER 10 (Master's)

EDCI 5093 – Practicum 4  
EDCI 5095 – Seminar 3  
EPSY 5195 - Research Course 1  
Diversity course (either semester) 3  
Leadership course (either semester) 3  
Graduate Level Language, Culture & Literature Courses 3-9

In some instances, students will be expected to complete an extended or additional study abroad sequence to improve language proficiency in preparation for certification exams.

Teacher candidates in World Languages are required to pass the American Council on the Teaching of Foreign Languages Writing Proficiency Test and Oral Proficiency Interview before they can be recommended for state certification. The State of Connecticut has set the ACTFL WPT and OPI passing score at the Advanced Low level or higher. The Neag School will make every effort to ensure that candidates reach the Advanced Low level. If a candidate does not score at this level, candidates will be required to participate in remediation activities that may include communicating with native and nonnative target language speakers, additional study abroad, proficiency-based courses, and collaborating with instructors specifically on proficiency goals, and participation in target language club activities in the department of Literatures, Cultures and Languages. Candidates will be required to retake the WPT/OPI following the completion of their remediation plans.