Isabelle Farrington College of Education

JAMES “JIM” C. CARL, PH.D.
Dean

The Isabelle Farrington College of Education seeks to foster the development of women and men who demonstrate intellectual and professional integrity, who value compassionate service to others and who take leading roles in communities governed by spiritual and moral values. As a professional college within a Catholic university rooted in the liberal arts tradition, the Farrington College of Education is committed to providing an education built upon deep respect for the dignity of the human person and a recognition of the responsibility of each individual to contribute to the building of a more just society.

Specifically, the college strives to teach the skills necessary for developing ethical responses to new and ever changing circumstances of a future filled with discoveries, technological advancements and social change. The college provides opportunities for students to gain knowledge, experience, skills and values necessary to begin a first career; to advance in an existing career; and to prepare for new career challenges in response to the changing needs of society. The College is committed to professional and academic excellence, and measures this by the quality of its faculty, programs, resources and student achievements.

The college’s cooperation with professional partners in the community ensures that students benefit from an integration of academic, internship and clinical experiences. This collaboration also enriches the education endeavors of the community and instills an ethic of community service among students. A key partner is Horizons at SHU. Horizons is a summer and weekend program that provides academic and cultural support to children in the Bridgeport schools.

Horizons at SHU is located within the Isabelle Farrington College of Education.

Mission

Guided by the University and Farrington College of Education mission statements, the faculty of the Farrington College engage in “preparing men and women to live in and make their contributions to the human community.” Our primary purpose is to develop the capacities, talents and abilities of our teacher candidates through an integration of theory and practice in a performance-based program. Our teacher candidates possess the knowledge, skills and dispositions to facilitate the learning of all students.

Conceptual Framework

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

**Teacher Preparation and Initial Certification**

The Teacher Education program offers a professional curriculum approved by the state of Connecticut for certification as elementary and secondary school teachers. Prospective teachers must major in an academic discipline in addition to completing the teaching certification sequence. Thus, the teacher-graduate not only enters the job market with more than one skill but also possesses a solid academic background and a high level of professional competence.

Teacher Education programs focus on the personal growth of the teacher, the enhancement of a positive self-image and the social and emotional qualities conducive to teacher effectiveness. The components of the program, such as coursework, fieldwork, candidate teaching and supervision, are designed to assist candidates in broadening their knowledge of theory, pedagogy, various instructional approaches and the ability to engage in active inquiry. Fieldwork and candidate teaching are specially designed to help candidates experience the interrelationship between theory and practice.

There are two routes by which a candidate can achieve recommendation for initial teacher certification through planned programs at Sacred Heart University: the Five-year program and the Post-Baccalaureate program.

**Five-Year Program**

Sacred Heart undergraduates apply for admission to the education program in spring of freshman year or fall of sophomore year, complete seven education courses prior to satisfying the BA/BS requirements, and complete the initial certification requirements in the fifth year. In addition, candidates may complete the requirements for the Master of Arts in Teaching degree. During the fifth year, candidates also serve as interns in public schools for 180 days. This internship includes a benefit equal to the tuition cost of 33 graduate credits. The clinical requirement of student teaching is accomplished during 50 of those internship days. For students in the five-year program only, the 400-level methods or curriculum courses are also applied to the requirements of the MAT degree. Including the seven undergraduate education courses, candidates in the program complete total of 60 credits of professional education.

**Post-Baccalaureate Program**

Candidates seeking teacher certification may elect to participate in the planned program leading to recommendation for initial certification after they have completed the bachelor’s degree. Sacred Heart undergraduates choosing this route apply for admission to the graduate school during fall of their senior year and can begin education coursework in the late spring semester following undergraduate commencement. Candidates also may elect to work on requirements for the Master of Arts in Teaching degree. Internship opportunities are available for the full program. Teacher certification requires 36 credits. The MAT degree requires an additional 12 credits of graduate work that can by typically completed within two years. Specific details of the Post-Baccalaureate program are provided in the Graduate school catalog.
Horizons at SHU

JEFFREY RUMPF, M.S.
Director

Horizons at Sacred Heart University is an affiliate of Horizons National, an organization that provides academic and cultural support to underserved children in urban areas. Horizons at SHU serves children and youth from the City of Bridgeport with the purpose of narrowing the academic achievement gap between city and suburban students. The program’s mission is to create a dynamic learning environment during the summer and on Saturdays during the school year. The children spend their time honing their literacy and math skills as well as enjoying cultural activities such as swimming, violin and guitar instruction, dance and gymnastics, gardening, science experimentation, martial arts and more.

Faculty

Department of Teacher Education

ANTOINETTE BRUCIATI PH.D.
Associate Professor, Coordinator of Ed Tech

KAREN CHRISTENSEN, PH.D.
Associate Professor, Director of Griswold Campus

MIKE GIARRATANO, A.B.D
Clinical Assistant Professor

VELMA HELLER, ED.D.
Assistant Professor

JACQUELINE KELLEHER, PH.D.
Associate Professor

LOIS A. LIBBY, PH.D.
Associate Professor

MARIA LIZANO-DIMARE ED.D.
Associate Professor

KARL M. LORENZ, ED.D.
Associate Professor, Director of Teacher Certification Programs

EDWARD W. MALIN, PH.D.
Associate Dean and Professor, Interim Department Chair

PAUL MASSEY, M.A., C.A.S.
Assistant Professor

SONDRA MELZER, PH.D.
Assistant Professor

EDWARD T. MURRAY, PH.D.
Associate Professor, Director of Masters Programs

GERALD NEIPP, ED.D.
Assistant Professor

TERRY NEU, PH.D.
Assistant Professor

GAIL NORDMOE, ED.D.
Assistant Professor

CIMA SEDIGH, ED.D.
Associate Professor

Department of Leadership and Literacy

MICHAEL BARBOUR, PH.D.
Assistant Professor

ANN CLARK, PH.D.
Clinical Associate Professor and Department Chair

PATRICIA DASILVA, PH.D.
Clinical Assistant Professor

MAUREEN FITZPATRICK PH.D.
Clinical Assistant Professor

THOMAS FORGET, PH.D.
Associate Professor
Application Process

Undergraduate candidates should apply for admission to the five-year program in spring of their freshman year or early in the fall of their sophomore year and anticipate beginning professional education course work in their sophomore or junior years. Applicants who are more advanced in their studies may be recommended to apply directly to the graduate school. All applications are managed through the Graduate Admissions office.

The Education Department offers two teacher certification programs: the Elementary School program prepares teachers of children in first grade to grade six of an elementary school; and the Secondary School (grades 7–12) program prepares teachers of an academic subject in a secondary school setting. The elementary and secondary school certification programs require the completion of 36 credits in the professional education sequence. Additional University-approved credits are also required in each of the programs. Sacred Heart University adheres to all state regulations regarding teacher preparation programs. Therefore, the candidate must meet the following entrance requirements:

- Provide evidence of having submitted a state and national criminal history background check.
- Present an essay demonstrating a command of the English language, explaining reasons for wanting to enroll in the program and emphasizing experience relevant to teaching.
- Present at least two letters of recommendation from people able to testify to the candidate’s suitability as a prospective teacher.
- Attend an interview by members of the faculty of the School of Education.
- Maintain a GPA of at least 2.75.

Scholarships

The Farrington College of Education awards three endowed scholarships. For further information contact the Dean’s Office at 203-365-4791.

Isabelle T. Farrington Award—Available to a student in the junior or senior class who demonstrates superior academic performance and potential and has a sincere interest in and practice of the principles of citizenship and religion for which Sacred Heart University has been established.

Sandra Lynn Nobili Award—Given to a Catholic student entering senior year and planning a career in elementary education. The recipient must have a cumulative average of 3.0 or better.

Robert M. Paul Award—Available to full-time undergraduate students. Preference given to Bridgeport Catholic high school graduate who has demonstrated financial need.
Certification Requirements
Candidates admitted to the elementary or secondary school certification program must complete the courses listed below. Each course in the program is identified by its undergraduate course number (UG No.) and its graduate course number (GR No.). The courses are grouped in sequentially ordered blocks. It is recommended that candidates progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block. Candidates must complete all 10 prerequisite courses before entering student teaching. Candidates must complete the courses with an average grade of “B” or better.

CERTIFICATION REQUIREMENTS
Five-Year candidates admitted to the elementary or secondary school certification program must complete ten courses plus student teaching. Candidates must complete all 10 prerequisite courses before entering student teaching and maintain a “B” average or better. The course sequence for students accepted to the Five-Year program is listed below.

Spring Sophomore Year
ED 152  Education in the United States
(for freshman admits)

Fall Junior Year
ED 101  Educational Psychology
ED 205  Education of Special Needs Students

Spring Junior Year
ED 152  Education in the United States
(for sophomore admits)
ED 229  Multicultural Education

Fall Senior Year
ED 387  Children’s Literature
ED 207  Classroom Management

Spring Senior Year
ED 271  Educational Technology

Summer 1 Fifth Year
ED 413  Elementary Curriculum and Methods: Reading, Writing and Language Arts*

Summer 2 Fifth Year
ED 430  Elementary Curriculum and Methods: Social Studies and Health*

Fall Fifth Year
ED 459  Elementary Curriculum and Methods: Mathematics and Science*

Spring Fifth Year
ED 491 Student Teaching
Seminar: Elementary School**

During the fifth year, candidates are expected to complete 24 additional credits of graduate education courses in order to achieve the MAT degree.

*Credits applicable to MAT degree for Five-year program candidates only.
**Credits not applicable to MAT degree.

SECONDARY CERTIFICATION COURSE REQUIREMENTS

Spring Sophomore Year
ED 152  Education in the United States
(for freshman admits)

Fall Junior Year
ED 101  Educational Psychology
ED 205  Education of Special Needs Students

Spring Junior Year
ED 152  Education in the United States
(for sophomore admits)
ED 229  Multicultural Education

Fall Senior Year
ED 387  Children’s Literature
ED 207  Classroom Management

Spring Junior Year
ED 152  Education in the United States
(for sophomore admits)
ED 229  Multicultural Education
### Fall Senior Year
- **ED 207** Classroom Management

### Spring Senior Year
- **ED 271** Introduction to Computers in Education
- **ED 272** Societal Issues in Adolescence

### Summer 1 Fifth Year
- **ED 428** Secondary Curriculum *

### Summer 2 Fifth Year
- **ED 429** Secondary Methods *

### Fall Fifth Year
- **EDR 510** Content Area Reading Instruction

### Spring Fifth Year
- **ED 495** Student Teaching Seminar: Secondary School**

During the fifth year, candidates are expected to complete 24 additional credits of graduate education courses in order to achieve the MAT degree.

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

**Credits not applicable to MAT degree.

For further specifics about the Teacher Education program or about advanced teaching degrees and certification programs for those who have already earned a bachelor’s degree, contact the faculty of the School of Education at 203-371-7800.

### Undergraduate Course Descriptions

**ED 101 Educational Psychology**
- **3 CR**
- Course considers the application of psychological principles to educational theory and practice. Candidates explore the many ways of thinking about knowledge, teaching and learning. Major theories of learning and development are introduced and consistent themes and concepts identified.

**ED 152 Education in the United States**
- **3 CR**
- Discusses current issues in education, explores their historical and philosophical roots and critically examines possibilities for the future of education.

**ED 205 Education of Special-Needs Students**
- **3 CR**
- Focuses on identification of exceptional students as well as methods of meeting their educational needs in regular and special classroom settings. Exceptionalities studied include all areas identified by national and state mandates.

**ED 207 Classroom Management**
- **3 CR**
- Presents teaching strategies for discipline and management in the classroom. Candidates learn practical approaches for the establishment of routines and codes of conduct. Group dynamics; assertive discipline; conflict resolution; and the legal rights of teachers, parents and students in Connecticut are examined.

**ED 229 Multicultural Education**
- **3 CR**
- This course is designed to foster understanding of ethnicities through literature and storytelling. Candidates attain problem-solving and listening skills
necessary for attitudinal changes for appreciation of diversity. Group process activities are presented to help candidates understand biases and stereotypical assumptions, and how these affect decisions in the classroom. Portions of this course are experiential. There is a 10-hour service-learning requirement.

**ED 271 Educational Technology**  
3 CR  
This undergraduate course familiarizes participants with methods of integrating technology for teaching and learning in the classroom. Participants use a variety of technology tools to create instructional materials and enhance professional productivity. A 3 hour field experience in a diverse P-12 educational setting is required. (Blended Learning)

**ED 272 Societal Issues in Adolescence**  
3 CR  
Focuses on the current school and community responses to problems such as substance abuse, AIDS, gender issues, etc. Through classroom presentations, speakers and audiovisual materials, students gain practical insight and understanding of contemporary issues in adolescent life.

**ED 343 “Introduction to Language and Literacy”**  
3 CR  
This course focuses on the role of oral language acquisition and language development in children from pre-kindergarten to grade 3 as necessary for building foundational skills in literacy. Participants examine early reading and writing instruction from historical, theoretical, critical, and pedagogical perspectives that consider the research that has shaped literacy instruction during the past century. The effects of environmental and home influences on children's cognitive development, and its impact on phonological awareness, the alphabetic principle, concepts of print, and phonics as predictors of general reading ability are explored.

**ED 387 Children's Literature**  
3 CR  
Examines a variety of genres of children’s literature to cultivate student interest in books and to develop methods for incorporating literature into classroom experiences. Criteria for selecting children's books are included. Multicultural literature and the dramatic arts are emphasized.