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’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.

The college is committed to professional and academic excellence, and measures this by the quality of its faculty, programs, resources and student achievements.

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 children.

Conceptual Framework

The National Council for the Accreditation of Teacher Education states that “the conceptual framework establishes the shared vision for a unit’s efforts in preparing educators to work in P–12 schools.” The School of Education at Sacred Heart University actively uses its conceptual framework to develop, implement, monitor and assess its programs and to articulate and evaluate candidates’ competencies in content mastery, skill development, the integration of technology and appreciation of diversity; and the development of dispositions in which the intellect and heart are focused on 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
content 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 the School of Education. 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—along with the requirements for the Master of Arts in Teaching degree in their fifth year. 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. 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 may elect to concurrently work on requirements for the Master of Arts in teaching degree. Internship opportunities are also available the full program (including certification and MAT requirements), which requires 48 credits of graduate work and typically can be completed within two years. Specific details of the Post-Baccalaureate program are provided in the Graduate school catalog.
Faculty

MICHAEL BARBOUR, PH.D.
Assistant Professor

TONI BRUCIATI PH.D.
Assistant Professor, Coordinator of Ed Tech

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

ANNE CLARK, PH.D.
Clinical Associate Professor

PATRICIA DASILVA, PH.D.
Assistant Professor

SUSAN DINOCENTI, PH.D.
Assistant Professor

MAUREEN FITZPATRICK PH.D.
Assistant Professor

THOMAS FORGET, PH.D.
Associate Professor

MIKE GIARRATANO, A.B.D
Clinical Assistant Professor

RANDALL GLADING, PH.D.
Assistant Professor

VELMA HELLER, ED.D.
Assistant Professor

EDWARD HENDRICKS, PH.D.
Clinical Assistant Professor

JACQUELINE KELLEHER, PH.D.
Assistant 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.
Professor, Director of School of Education

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

SONDRA MELZER, PH.D.
Assistant Professor

EDWARD T. MURRAY, PH.D.
Associate Professor, Director of MAT

GERALD NEIPP, ED.D.
Assistant Professor

TERRY NEU, PH.D.
Assistant Professor

GAIL NORDMOE, ED.D.
Assistant Professor

TIMOTHY PATTERSON, PH.D.
Assistant Professor

STEPHEN RUBIN, PH.D.
Associate Professor, Director of Educational Leadership and Management

CIMA SEDIGH, ED.D.
Associate Professor

KAREN WATERS, ED.D.
Assistant Professor

Application Process

Undergraduate candidates should apply for admission to the five-year program early in the fall of their sophomore year and anticipate beginning professional education course work in their junior year. 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 kindergarten to grade six of an elementary school; and the Secondary School (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:

- Pass the Praxis I Exam or qualify for waiver by meeting the following alternative testing requirement: A waiver may be granted to candidates furnishing official proof of achieving high scores on the SAT, ACT or PAA tests. Complete information and test registration materials may be obtained from the School of Education.
- 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.

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.

ELEMENTARY 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 Senior Year
ED 271   Introduction to Computers in Education

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 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.

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 Introduction to Computers in Education
3 CR
Investigates the use of computers in the classroom and how to operate an instructional computer (programming not included). Commercial software is demonstrated and criteria for the evaluation of educational software discussed.

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 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.