Teacher Education

Candidates interested in pursuing certification to teach Elementary Education (Grades 1-6) or Secondary Education (Grades 7-12) can do so through one of two 5-year Bachelor and Master of Arts Programs in Teacher Education. The Teacher Education Programs prepare scholar-practitioners who have the knowledge, skills, and dispositions to enact meaningful connections between theory and practice, promote a developmental model of human growth and learning, exercise ethical professional judgment and leadership, and advocate for quality education for all learners. As members of an inclusive community of learners, we (university faculty, experienced and aspiring classroom teachers, and community members and leaders) work together to create and sustain exemplary learning environments that empower 1-12 students to become engaged, productive citizens in their communities. Across all programs, our foci for inquiry and action include the socio-cultural and political contexts of education and schooling, the complexities of teaching and learning, teacher work and professional cultures, culturally relevant understandings of human growth and development, and socially responsible uses of technology in schooling and society.

Descriptions of all the required education undergraduate and graduate courses are found in the GSEAP catalog. Descriptions of undergraduate courses are found under appropriate departmental course listings.

Program Description

To be admitted to the Five-Year Integrated Bachelor’s-Master’s Degree and Teacher Certification Program for students with approved majors in the College of Arts and Sciences. Candidates are advised by the faculty advisors in their majors and by faculty in the Department of Educational Studies and Teacher Preparation.

Undergraduates wanting to declare a minor in Educational Studies should meet with the Program Director as early in their studies as possible. Anyone interested in applying to the 5-Year Program must first declare the minor. Decisions for formal admission to the Five-Year Integrated Bachelor and Master of Arts teacher education program are made by March 15 and October 15 for Level I and on February 1 for Level II. Information sessions for the minor in Educational Studies and the Five-Year teacher education program are offered each semester, and the faculty of the Educational Studies and Teacher Preparation Department are available for individual advising by appointment throughout the year.

Admission

To be admitted to the graduate phase of the Five-Year Program (Level II). Students must do the following by February 1 of their senior year:

1. Apply online via Fairfield University Graduate Admissions to the Five-Year Master’s Program, specifying which teacher education track they are pursuing.
2. Application components include:
   a. Application form and fee
   b. Admission interview with program faculty
   c. Proof of updated fingerprinting & background check
   d. Two letters of recommendation: one from faculty member in academic major and one from person in education-related field
   e. Resume
   f. Record of Immunizations
   g. Essay
   h. Official transcript (minimum cumulative GPA of 2.67 and 3.0 in major)
   i. Evidence of passing or waiving the Praxis Core exam. Waiver information can be found here (http://www.sde.ct.gov/sde/lib/sde/pdf/cert/praxis/praxisiwaivercriteria.pdf).

Students seeking certification must maintain at least a B (3.0) average in their major or the relevant content area courses in order to pursue the 5th year. In view of the teacher’s role in the school and community, candidates whose relevant academic productivity is marginal or inadequate, who do not embody a socially responsible professional disposition, or who demonstrate unsuitable personal qualities, will not be recommended for continuation in the teacher preparation program, student teaching placement, or state certification. In addition, all prospective and admitted candidates to an undergraduate teacher education program are expected to demonstrate the personal and professional dispositions that are embodied in the Mission Statement of the Graduate School of Education and Allied Professions and outlined in the ethical codes of their chosen profession.

Background Check and Fingerprinting

In compliance with Connecticut state law effective July 1, 2010, applicants whose programs of study will require participation in
school-based field experiences (i.e., observations, practica, student teaching, internships, etc.) must undergo state and national criminal history background checks before beginning their program of study and then again for admission to the fifth year. The regional educational service centers (RESCs) that are authorized to conduct fingerprinting services and provide the background check results to the Connecticut State Department of Education and local school districts are listed at www.fairfield.edu/documents/admission/ga_fingerprinting.pdf. University students who have a history of a federal or state conviction may be barred from participating in school-based fieldwork and may be exited from their degree program, depending on the nature of the conviction. Students must present the receipt documenting that they have undergone fingerprinting at a RESC to the GSEAP Dean’s office (Canisius 102) prior to course registration.

**Academic Advisement Notice**

Teacher education candidates should seek academic advisement from the advisor for education certification in their major and an educator advisor to insure that planned program requirements are fulfilled for their major and core requirements, educational studies minor, and their teacher education program.

**Teacher Internship Program**

The Graduate School of Education and Allied Professions offers teaching internships for both certified and non-certified teachers studying for a Master’s Degree or Certificate of Advanced Study at Fairfield.

The internship gives you a full-time, hands-on experience in a public school setting and up to $15,000 towards your studies, while offering local schools additional competent staff members and potential future employees.

For more information or an application, contact internship@fairfield.edu. Specify whether you are interested in the internship for certified or non-certified teachers.

All applications for the internship program are reviewed on a rolling basis. You must be formally admitted to the Master’s Degree Program to be eligible.

**Minority Teacher Incentive Grants**

The Minority Teacher Incentive Grant Program provides up to $5,000 a year for two years of full time study in a teacher preparation program - usually junior or senior year, as long as you are an admitted education minor and complete all the requirements.

As an added bonus, you may receive up to $2,500 a year, for up to four years, to help pay off college loans if you teach in a Connecticut public elementary or secondary school.

To qualify, you must be a full-time college junior or senior of African-American, Hispanic/Latino, Asian-American, or Native American heritage, and be nominated by the chair of the Educational Studies and Teacher Preparation Department. To apply, obtain a nomination form from the Connecticut Office of Higher Education’s website (http://www.ctdhe.org).

**Courses**

**ED 0200 Explorations in Education: Introduction to Teaching, Learning, and Schooling**

- Attributes: UDIV U.S. Diversity
- 3 Credits
- In this course, students/candidates discover how education is accomplished in schools through the social construction of teaching and learning. Through participant observation, service learning, reflections, assigned readings, class discussions and collaboration, candidates contribute positively to student learning in local schools and communities with diverse (socioeconomic, linguistic, race/ethnicity) populations, understand the complexities of schooling from multiple insider perspectives, and engage in the process of discerning whether to pursue a career in education. Successful completion of this course is one of the prerequisites for admission to the teacher education program. Approximately 25 hours of service in a local school is required.

**ED 0241 Educational Psychology**

- 3 Credits
- This course considers a particular application of the more important psychological principles to educational theory and practice, embracing a systematic study of the educable being, habit formation, phases of learning, intellectual and emotional growth, and character formation. The course, which includes a 15-hour field experience in an approved, ethnically diverse public school setting, also examines individual differences, transfer of training, interest, attention, and motivation insofar as they influence the teaching process.

**ED 0329 Philosophy of Education: An Introduction**

- 3 Credits
- This course applies the basic concepts of philosophy to education in general and to contemporary education theory in particular to acquaint educators with philosophical terminology, to improve the clarity of their thinking, and to encourage personal commitment to their own life philosophies. It also provides the opportunity to ask fundamental questions about the aims and purposes of education and schooling in a multicultural democratic society; the ethical dimensions of the teaching/learning relationship; the effects of poverty and injustice on the lives of young people, their families and communities; and the role of the imagination in transforming the world. A range of philosophical perspectives will be explored including Jesuit Education/Ignatian Pedagogy, Deweyan Progressive education, and Freirian Critical Pedagogy. This course includes an optional service learning experience in an approved, ethnically diverse school setting.
ED 0350 Special Learners in the Mainstream 3 Credits
This course familiarizes the mainstream professional with the special learning needs of children and youth with intellectual and developmental disabilities, learning disabilities, emotional disturbances, severe disabilities, multiple disabilities, and those who are gifted and talented. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibilities of counselors, psychologists, educators, and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services. This course may require a fieldwork component as part of the evaluation process. Note: This course is not for those pursuing an initial certificate or cross-endorsement in special education; it is for general educators and students in affiliated fields of study.

ED 0369 Developmental Reading in the Secondary School 3 Credits
Topics include methods and materials for improving reading and study skills at the secondary level and the application of developmental reading skills in all curriculum areas.

MD 0300 Introduction to Educational Technology 3 Credits
This course covers the principles and applications of technology literacy in education. Topics include designing effective teaching strategies and environments conducive to learning; application of media and computer technologies in teaching; the use of the Web in teaching K-12; Microsoft Office applications; developing home pages; evaluating software; and examining new technologies for education. A field experience is included in this course.

Faculty

Associate Professors
Campbell
Orelus
Smith
Storms
Welles-Nyström

Assistant Professors
Colwell, Director and Advisor to the Minor in Educational Studies
Crandall
Elliott
Martin