

EDUCATION

Courses

Education

EDUC 2201 Explorations in Education 3 Credits

Attributes: UDIV U.S. Diversity

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. Previously ED 0200.

EDUC 2329 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. Previously ED 0329.

EDUC 2341 Culturally Responsive Teacher 3 Credits

Attributes: EDDV Educational Studies Diversity

In this course, students will gain a deeper understanding of the knowledge, skills, and dispositions necessary to teach students from varied racial, cultural, and ethnic backgrounds. Students will examine their own assumptions about social identity and its influence on the teaching and learning process. Additionally, they will apply culturally responsive and sustaining strategies that promote high standards and inclusive learning environments.

EDUC 3241 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. Graduate equivalent: EDUC 5442. Previously ED 0241.

EDUC 3350 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. Previously ED 0350.

Educational Technology

EDTC 4301 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. Previously MD 0300.

Special Education

SPED 1010 Fairfield/Westport Transition 0 Credits

SPED 4403 Foundations in Research and Evaluation of Psychoeducational Issues in Special Education 3 Credits

This course is designed to introduce candidates to a range of children and adolescents with exceptional learning needs (ELN), to the intent of special education law and the process of identification and evaluation of exceptional learners, and to the foundational research on the complex issues and problems that affect these students. Topics include methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibility of counselors, psychologists, educators and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; laws that impact on assessment, placement, parent and student rights, and support services. In this course, candidates are introduced to a range of quantitative and qualitative research designs and the methodological tools to analyze data. Through discussion of issues, candidates consider how research can be a valuable tool that helps teachers systematically reflect on learning and evidence-based practices. Using current scholarly research articles, each candidate investigates, writes, and presents on a psychoeducational issue that impacts a specific category of exceptional learners. This course requires a fieldwork component as part of the evaluation process. Crosslisted with SPED 5403.

SPED 4410 Autism Spectrum Disorders: Theories and Interventions 3 Credits

Prerequisites: EDUC 2201, EDUC 3350.

This course highlights current research on theories and etiology of Autism Spectrum Disorders (ASD). Candidates examine characteristics and behaviors associated with ASD. Specific diagnostic assessment and screening tools are reviewed to examine how these tools are utilized to identify infants and children with ASD. The course also focuses on providing the candidates with understanding the role of families. The course helps create a framework for implementing effective pedagogical interventions, profiling the strengths and challenges of various interventions. Graduate equivalent: SPED 5410. Previously SE 0310.

SPED 4411 Introduction to Individuals with Intellectual Disabilities 3 Credits

Prerequisites: EDUC 2201, EDUC 3350.

This course is designed to advance candidates' understanding and knowledge of intellectual and developmental disabilities by critically examining theories and research regarding the psychological, sociological, and educational aspects of individuals with intellectual and developmental disabilities. Candidates are expected to display levels of competency and proficiency in all three aspects. Graduate equivalent: SPED 5411. Previously SE 0311.

SPED 4413 Theories of and Introduction to Learning Disabilities 3 Credits

Prerequisites: EDUC 2201, EDUC 3350.

This course introduces students to the area of learning disabilities, exploring various theoretical constructs pertaining to numerous facets of the disorder (e.g., cognition, executive function, attention deficits, etc.), by tracing the history of its development and discussing current issues about the definition and the types of learning disabilities. Educational and social emotional sequelae and implications of processing impairments on learning are examined in the context of the assessment-teaching process (includes a 5-hour field-based project). Graduate equivalent: SPED 5413. Previously SE 0313.

SPED 4417 Introduction to Children and Youth with Emotional Disturbances 3 Credits

Prerequisites: EDUC 2201, EDUC 3350.

This core course introduces candidates to the area of emotional or behavioral disorders (EBD) by examining symptoms, etiology, diagnostic criteria, and assessment techniques of students K-12 who exhibit social, emotional, and behavioral deficits. Emphasis is placed on social and emotional development, the process of identifying students with EBD, analysis of behavior (ABA) and functional behavioral assessment (FBA), development of individual educational plans (IEPs) and instructional strategies designed to address the social and academic needs of students with EBD. This course includes a 2.5-hour field component. All students must have criminal clearance prior to registration. Graduate equivalent: SPED 5417. Previously SE 0317.