

Education

EDU 100

Intro to Paraprofessional Training. 3.00 credits

This course will focus on an overview of the roles and responsibilities of the educational paraprofessional/paraeducator. Learning outcomes are based on levels one and two of the National Paraeducator standards, and include information on behavior techniques, communication, legal issues, instructional strategies, and roles and responsibilities.

EDU 101

Behavior Strategies/Paraeducator. 3.00 credits

This course provides students with a framework that prevents and manages student behaviors within a safe and positive school climate. Learning outcomes are based on the National Paraprofessional standards, Levels 1-3. Students are provided with numerous modes of learning, including lecture, group discussion, activities and classroom observations to assist them in learning and demonstrating the content of the course. Prerequisite(s): ENG 101.

EDU 102

Exceptional Learners/Paraprofession. 3.00 credits

This course provides students with knowledge about the types of disabilities and the behavioral and instructional supports used for working with special needs students. Common terms and acronyms of the special education process are also identified. Learning outcomes are based on the National Paraeducator Standards Levels One, Two and Three and include information on the important role paraprofessionals/paraeducators have in supporting school success. Students will be provided with numerous modes of learning, including lecture, group discussion, application activities and classroom observations to assist them in learning and demonstrating the content of the Exceptional Learners course. Prerequisite(s): ENG 101.

EDU 103

Assistive Tech in the Classroom. 3.00 credits

This course provides students with current information on how to embed assistive technology into the learning plans of students with disabilities. The benefits of assistive technology promote student classroom performance in communication, reading, writing, math and social skills will be discussed. Learning outcomes are based on the National Paraeducator standards, Levels 1-3. Students are provided with numerous modes of learning, including lecture, group discussion, activities and classroom observations to assist them in learning and demonstrating the content of working with students with behavioral difficulties. (Formerly titled: Autistic Learner & Assistive Tech.) Prerequisite(s): ENG 101.

EDU 104

Paraprofessional Internship. 3.00 credits

This course will focus on the completion of an internship, which is a requirement to earn a paraprofessional certificate. An internship is performance-based and enables you to earn credit by demonstrating that you have knowledge and competencies required for a paraprofessional and that you can apply your knowledge in actual situations. Your internship site may be your place of work or the site of an extensive volunteer experience. A minimum of 120 hours will be required in one setting during the 15-week internship. You should not apply for the Charter Oak internship until you have completed a minimum of 12 credits in paraprofessional education. It is through your courses that you will gain much of the theoretical knowledge that you will be expected to apply during the internship assessment process. Prerequisite(s): EDU 100, EDU 101, EDU 102, EDU 103.

EDU 115

Foundations in Education. 3.00 credits

This course will focus on exploring today's students in a diverse society and the qualities of effective educators. Other topics include the historical, legal, philosophical, social, and practical aspects of American education. Students will evaluate current educational trends, issues, and practices. They will also explore teaching as a career and what it means to be a professional.

EDU 211

Health & Wellness School-Age Child. . 3.00 credits

Children must be safe and healthy in mind, body, and spirit to thrive. This course explores a holistic approach to health, nutrition, and safety topics including the physical and mental well-being of school-age children. All topics are explored through the lenses of prevention as well as Connecticut's "Code of Responsibility for Teachers" and NAEYC's (National Association for the Education of Young Children) "Code of Ethical Conduct and Statement of Commitment." Students promote inclusion and honor diversity while recognizing and demonstrating their sensitivity to the cultural, linguistic, and individual needs of children and their families. Prerequisite(s): ECE 101 or EDU 115

EDU 290

Adult Learning Thry/Pract Educators. . 3.00 credits

This course will examine adult learning theories as well as the characteristics of diverse adult learners and various instructional strategies aimed at maximizing adult learning experiences. In this course, students will examine the research that has informed adult learning theory as they learn about the theorists and how to apply theory into practice. Students will reflect on their own learning and have opportunities to examine, critique, and create adult learning experiences. Recommended Prerequisite: ECE 250

EDU 305**Autism Spectrum Disorder..... 3.00 credits**

This course will provide information for educators on the causes, identification, and characteristics of Autism Spectrum Disorders across the lifespan. Emphasis will be on the use of strategies and practices that will promote effective learning from early education programs to post education. Collaboration with families across the life span will be discussed as an essential component in the course. Prerequisite(s): ENG 101, ENG 102

EDU 360**Family, Teacher, Community Partners. 3.00 credits**

In this course, students will examine how working with parents and guardians of children can help teachers to develop and better educate and care for children. Students will explore family life today and develop a philosophy of family involvement that they can use in their work. Students will understand the various types of families raising children today and will develop strategies for working with more vulnerable populations of families, to include gay and lesbian families, families living in poverty, and families raising children with disabilities and immigrant families. Students will also develop a culturally responsive approach to family involvement and learn how to support families through an effective communication and family involvement program. (Key Assessment Required) Prerequisite(s): ENG 101, ENG 102, SOC 101

EDU 495**Child Studies Major Capstone..... 3.00 credits**

In this 3-credit capstone course, students demonstrate fulfillment of the various outcomes of the Major in Child Studies. Each student will complete the capstone project to demonstrate his/her/their understanding of the concentration, mastery of the content of the selected field(s) of study and application of what has been learned. Students must also demonstrate that they can synthesize written material and apply it to their work. The Capstone project includes five key components: the project proposal, research plan, literature review, presentation and evaluation. The Capstone Project presentation may be completed in the form of a scholarly essay, portfolio, presentation of creative work, business plan, case study, or any other mode appropriate to the student's interest and experience. A minimum grade of "C" must be earned to meet the requirement. Prerequisite(s): ECE 101, ECE 176, ECE 205, ECE 217, ECE 247, EDU 305, ENG 101, ENG 102, PSY 410, SOC 320, SOC 350.

EDU 501**Integrated Foundations of Amer Educ. 3.00 credits**

This course provides a comprehensive exploration of the historical, philosophical, and social foundations of American education. Through readings and engagement in course discussions, students will critically examine the evolution of educational practices and policies from colonial times to the present to understand the impact of key historical movements and figures on education today.. Through weekly discussions and assignments, students will explore various educational philosophies, including perenialism, essentialism, progressivism, and social reconstructivism, and how history shapes societal views. Additionally, students will analyze the role of social factors such as culture, politics, and economics in shaping American education today.

EDU 503**Curriculum Design Models..... 3.00 credits**

This course explores various curriculum design models applicable to practitioners working in education. Students will analyze and evaluate different approaches to curriculum development, including standards-based, thematic, and integrated models. Emphasis will be placed on creating inclusive and developmentally appropriate curricula that address the diverse needs of learners at various levels. The course will cover effective instructional planning, strategies for facilitation, and assessment. Through practical exercises and collaborative projects, students will gain the skills necessary to design, implement, and assess curricula that foster student engagement and achievement across all grade levels. Pre-requisite: EDU 501 (may be taken concurrently)

EDU 505**Culturally Responsive Pedagogy..... 3.00 credits**

This course will focus on developing the mindsets, knowledge, and instructional practices essential for culturally responsive and sustaining pedagogy in educational settings. Students will examine how identity, culture, language, and power influence teaching and learning. Grounded in the neuroscience of learning and evidence-based instructional strategies, the course provides a framework for supporting academic success and affirming students' cultural assets. Emphasis will be placed on fostering inclusive environments, addressing bias and inequity, and engaging in critical self-reflection to advance equity and excellence in education. Designed for current educators, this asynchronous online course supports culturally responsive planning, instruction, and leadership. Pre-requisite(s): EDU 501, EDU 503

EDU 530**Infant & Toddler Curriculum Dev. 3.00 credits**

This course will focus on advanced principles and practices for designing, implementing, and evaluating responsive, developmentally appropriate curricula for infants and toddlers in diverse early childhood settings. Students will examine theoretical foundations, current research, and evidence-based strategies that support holistic development, including cognitive, language, social-emotional, and physical domains. Other topics include family and community partnerships, inclusive practices, assessment-informed planning, and the integration of culturally and linguistically responsive pedagogies. Students will critically analyze and create curriculum plans that reflect professional standards and ethical decision-making in early care and education, and develop their role as curriculum specialists and peer leaders. Pre-requisites: EDU 501, EDU 503

EDU 575**ECE/SPED Assessment and Diagnosis 3.00 credits**

This course will focus on the advanced knowledge and skills required to lead comprehensive evaluation and assessment processes for infants and young children (birth to kindergarten) eligible for early childhood special education services. Students will critically examine referral systems, due process procedures, and eligibility determination practices through legal, ethical, and culturally responsive lenses. Other topics include: the selection and interpretation of formal and informal assessment tools, collaborative engagement with families and professionals, synthesis of data for evaluation reporting, and the development of individualized family service plans (IFSPs) and individualized education programs (IEPs). Pre-requisite: EDU 501, EDU 503