Education Certificate

Overview

Education is more than imparting knowledge and defining the parameters of discipline. The best educators understand issues of power, history, self-identity and the possibility of collective agency. Our curriculum and field experiences are designed to meet not only the needs of students and teachers, but their communities. We help you develop as a public intellectual and ethical citizen as you earn your Connecticut teaching certification. You learn to see education as an opportunity to create a multiracial, multi-vocal democracy that can address today’s serious social, economic and environmental problems. The program consists of seven or eight courses in addition to an outside major, culminating in a semester of full-time student teaching. We have a reputation for producing excellent educators, with alumni teaching in elementary, secondary and music schools globally. Connecticut teaching certifications are reciprocal in 45 states and the District of Columbia.

Internships and Service Learning

We emphasize fieldwork. All of our education courses have a placement component – field observations, assistant teaching or full-time student teaching in local elementary or secondary schools. You explore issues and perspectives about education in the context of everyday classrooms, which will make you a better teacher.

International Opportunities and Study Abroad

The certification program provides the flexibility for you to study abroad and still earn certification in four years. Our students have studied around the world, in Latin America, Asia, Africa and Europe. Many apply to the College’s interdisciplinary centers to earn certificates in community action, international studies, the environment or arts and technology. We help you draft a plan that ensures you can take full advantage of the opportunities available here.

Peggy McQuaid
American Studies / Education

Q: How did you choose your major?
A: I wanted to study elementary education and majored in American Studies because I am interested in race and ethnicity. Discussions in class centered on inequality and were stimulated by students from many disciplines. Everyone contributed something different to the dialogue.

Q: What were the advantages of studying education at Connecticut College?
A: The program reinforced my ideas about justice and equality and broadened my awareness. I am very interested in urban education and English language learners, so the New London community has been a great place to learn.

Q: Did you study abroad?
A: I took a semester off to work in Honduras at a bilingual elementary school, which gave me an entirely different context in which to view education and Latin American immigration.

Q: What are your career plans?
A: In 2013 I returned from three years as a principal in Honduras, which was an amazing experience (and huge challenge!). I now teach kindergarten at the Regional Multicultural Magnet School in New London. Within five years I plan to enter graduate school so I can go back to administration or become a professor of education.
Faculty

**Lauren Anderson**, Associate Professor of Education
B.A., Yale University; M.S. Ed., Bank Street College; Ph.D., University of California, Los Angeles
Teacher education; education policy; urban schooling, past and present; critical literacy; qualitative research methods

**Sandy Grande**, Associate Professor of Education; Co-Chair of Education Department
B.A., Syracuse University; M.A., Ph.D., Kent State University
Indigenous Native American education; critical indigenous theory

**Charles Cocores**, Educator-in-Residence; Certification Officer
B.A., Wesleyan University; M.A., Central Connecticut State University; M.A., Psychology, Southern Connecticut State College
Students’ educational programs; elementary and secondary teaching certification; drug education

**Michael E. James**, Professor of Education
B.A., M.A., California State University, L.A.; Ph.D., Claremont Graduate School
History of schooling and civil rights

**Dana E. Wright**, Associate Professor of Education; Co-Chair of Education Department
B.A., Vassar College; M.A., Ed.D., Harvard University Graduate School of Education
Curriculum theory and pedagogy; literacy and academic identity; relational and situated learning; youth; urban education; qualitative research methodologies

Selected Courses

Foundations of Education; Curriculum and Classroom Assessment; Mathematics and Science in the Elementary School; Curricular Theories and Design in the Content Area; Children, Books, and Culture; Literacy in the Elementary Schools; Education and the Revolutionary Project in Latin America; Student Teaching in the Elementary School; Student Teaching Seminar in Critical Pedagogy: Elementary and Secondary School; Student Teaching in the Secondary School; AIDS, Bullying, Aggression/Suicide; Teaching and Learning for Social Change: Power, Agency and Action

About Connecticut College

Connecticut College educates students to put the liberal arts into action as citizens in a global society. A leader in the liberal arts since in 1911, the College is home to nationally ranked programs for internships, community action, arts and technology, environmental studies and international studies. Our beautiful 750-acre arboretum campus is located in the historic New England seaport community of New London, Conn.