

**UNIVERSITY
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COLLEGE OF EDUCATION,
NURSING AND HEALTH PROFESSIONS
DEPARTMENT OF EDUCATION

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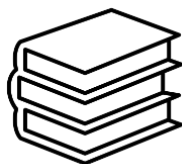
Educational Leaders News

Another Semester, Another Year



We are closing 2022 with gratitude for a rewarding yet challenging year here at the University of Hartford. As we get ready for a much-needed break, we want to share more news and highlight some of the great things that our community members are doing. See you in 2023!

Student News



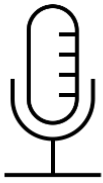
New publications from several students who developed case studies as part of **Dr. Kayon Morgan's** *EDD 828 Organizational Theory and Change* course can be found in ACPA's [Developments](#)' volume 19, issue 4. The students are **Carla Adams**, **Sydney Kern**, **Carla Silva-Muhammad**, and **Barb Haines**. The titles and links to individual studies are:

[Keeping Up Appearances: The Role of The Graduate Assistant | Kern](#)

[Inclusivity Wish List: Barriers to Updating Student Informational Systems in Higher Education | Silva-Muhammad](#)

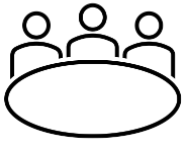
[Successful Student Success Center Advising | Haines](#)

[To Be \(Online\) Or Not to Be \(Online\)? That is the Question | Adams](#)



Program student and associate professor of Radiology **Dan DeMaio** was recently a guest speaker on the podcast CollaborationRA. The title of the podcast is “Artistry of our Profession.” You can hear him explain his career trajectory and vision for radiology education [here](#).

Alumni News



Recent program alumna **Laura McCarthy** was a panelist for “What is a terminal degree, and do you need one?” event on Friday, December 16th. This panel is part of the Executive Leadership Institute at Bridgewater State College, which is a transformational leadership program designed for aspiring senior executives identified and sponsored by their presidents for senior roles in public higher education in New England. Participants discussed types of program delivery, Ph.D. vs. EdD, cost, logistics, and answered questions.

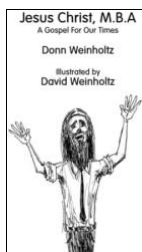
Faculty News



Julie Sochacki (English Professor and interim executive director for the Center for Teaching Excellence and Innovation here at UHa) and **Dr. Karen Case** will have their chapter “Compassionate Pedagogy: A Narrative-based Curriculum for Children Who are Refugees” in the forthcoming Springer book entitled, *Teaching Refugees and Displaced Students: What Every Educator Should Know*. Thomas DeVere Wolsey and **Ibrahim Karkouti** (program alumnus) are the editors.

The editors write of the chapter,

Sochacki and Case explore compassionate pedagogies for refugees through narrative, the constructing and reconstructing of a more empowering story may allow for increased agency and greater self-compassion. The authors of this chapter suggest that narrative as a form of compassionate pedagogy can provide children who are refugees with a new personal script that highlights the richness of their cultural background, their generative potential and serves to develop and engage their compassion for themselves and others (p.6).



Emeritus Professor and former program director **Dr. Donn Weinholtz** has stayed busy in his retirement. Following the publication of this [Friendly Leadership](#) book in August, his newest book, titled, [Jesus Christ, M.B.A.: A gospel for our times](#) has been published. The book is an illustrated satire, detailing the re-emergence of Jesus Christ in the 21st century. Weinholtz presents his take on how people would accept him or not. The book is illustrated by David Weinholtz, Donn’s son.

Announcements



November was Native American history month. We received a link from program student **Stephanie Brown** for an episode of the Humanity Archive podcast on "[Beyond 1942: The real history of Native America.](#)"

Recent program alumna **Dr. Jennifer Murrphy** sent this announcement with opportunities for paid, practicum, or volunteer opportunities for students:



East Haven Public Schools values our higher education partners and wishes to enhance opportunities for pre-service teachers to learn about students, apply their knowledge and research academic enrichment and remediation in school settings. About the Program. Joseph M. Melillo Middle School seeks volunteers to support students in our Extended Day Enrichment and Support Program. The JMMS Extended Learning Program will run on Tuesdays, Wednesdays, and Thursdays from 3:20–4:30. Individuals can commit to any number of days they are available.

- Monitor student independent work.
- Assist students with homework, projects, test preparation, papers, research, and other academic tasks
- Support certified staff
- Learn practices and protocols for supporting student academic and social-emotional development

Paid Positions

- Certified Candidates are eligible to apply for paid positions (Posting # 1715)
- Non-Certified Candidates who meet criteria for paraprofessionals (BA or successful completion of the ParaPro test) are eligible to apply for Paid Paraprofessional positions (Posting # 1715)

Positions and application portal at <https://www.east-haven.k12.ct.us/employment>

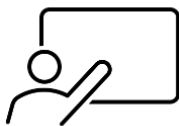
Volunteer or Practicum Opportunities. Individuals will be eligible for practicum hours that can be applied to program or research requirements. The Office of Curriculum and Instruction will work with university partners to support program requirements.

Application

- Individuals seeking volunteer or practicum should contact jmurrphy@east-haven.k12.ct.us or call 203-468-3261 x21005 for questions,
- Certified candidates are eligible to complete an online application for paid opportunities by visiting <https://www.east-haven.k12.ct.us/employment>

Paperwork Requirements. Volunteers and student interns are responsible for completing criminal background checks before commencing work. Students will coordinate with Human Resources specialist Jordanne Bryan jbryan@east-haven.k12.ct.us to complete criminal background checks, DCF child abuse and neglect registry check, and other mandatory professional learning already required for school employees. The background/reference checks shall be done in compliance with the statutory guidelines contained in Board policy [#4112.51/4212.51](#), as amended.

Job Announcement



University of Hartford, ENHP College

Tenure Track Assistant/Associate Professor of Special Education (2023–2024)

The College of Education, Nursing, and Health Professions at the University of Hartford invites applications for a full-time, tenure-track position (12-month appointment) in Special Education at the rank of Assistant or Associate Professor to begin July 2023.

The successful applicant will teach undergraduate and graduate courses in Special Education in face-to-face and online synchronous and asynchronous formats. There will also be opportunities to teach in our innovative University Interdisciplinary Studies program. An active scholarly/research agenda with peer-reviewed publications, presentations, or other accomplishments in special education or related field is expected for successful tenure and promotion. Service to the department, college, and university will include advising and mentoring for students in undergraduate and graduate programs in education. Additional responsibilities will include service contributions to the university, college, and department (e.g., assessment, accreditation). Consistent with the University's mission, the University of Hartford welcomes candidates who demonstrate strong commitments to foster inclusion and equity in a culturally diverse environment. Qualified candidates should include a description of how they will incorporate diversity into teaching, research, and/or service in their cover letter.

The requirements for this position include:

- An earned doctorate from an accredited institution in special education or related field at the time of appointment. Doctoral candidates completing their dissertation by July 1, 2023 are encouraged to apply
- K-12 special education teaching or equivalent applied experience
- Defined areas of interest and/or evidence of scholarship related to special education
- Excellent written and verbal communication skills
- Commitment to diversity and to working with diverse student populations.

Preferred qualifications

- Experience teaching special education and/or related education field in or with various types of special education settings
- Teaching certification in Special Education
- Experience working with under-represented populations
- Familiarity with CAEP/CEC standards and accreditation
- Experience in instructional technologies and online teaching and assessment platforms (e.g., Planning and Self-Study; Student Learning and Licensure, Blackboard)
- Involvement in school/community partnerships
- A record of successful university-level teaching through face-to-face, hybrid, and online formats
- Administrative experience directing education programs and/or providing departmental leadership highly preferred.

To apply, submit materials to: <https://hartford.peopleadmin.com/postings/5624>

Educational Leadership Program Always Welcomes Applicants



We are accepting and reviewing applications for individuals interested in starting our program in Spring and Summer. Help us grow our program by telling colleagues and friends who are thinking in pursuing a doctoral degree about ours!

Dates to Keep in Mind



Current students, please remember to register for Spring courses.

Spring 2023 Semester

January 16: Dr. Martin Luther King, Jr. holiday

January 18: Spring semester classes begin

March 13–17: Spring break

May 2: Classes end

May 14: Commencement, (9:00 am) at XL Center, downtown Hartford

Send Us Your News!

We know you are busy and want to know what you have been up to. Send us a line to say hi and share what is happening in your life.

Program Faculty:

Karla I. Loya, Associate Professor and Program Director, loyasquare@hartford.edu

Karen Case, Associate Professor, kcase@hartford.edu

K. Kayon Morgan, Assistant Professor, kemorgan@hartford.edu

Happy Holidays!

