

Neag School of Education

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Integrated Bachelor's/Master's Teacher Education Program

The Neag School of Education has developed a model of professional preparation for educators that provides students with a balance of carefully sequenced inquiry experiences, multiple clinical practices, liberal arts preparation, and pedagogical knowledge in a collegial environment which stresses collaboration between and among public schools, professional development schools, the different departments in the Neag School of Education, and the liberal arts faculty of the University.

To qualify for the University of Connecticut's institutional recommendation to serve as a teacher, any applicant must successfully complete the Integrated Bachelor's/Master's Teacher Education Program, involving a minimum of five years of full-time study. Prospective teachers complete at least two years of course work in general education and in a subject area major prior to admission to the Neag School of Education, followed by at least two years of full-time course work in a subject area major and professional education while enrolled in the undergraduate teacher education program, followed by at least one year of full-time course work in professional education while enrolled in the Graduate School to earn the Master of Arts in Education. Connecticut's essential skills and subject knowledge testing requirements must also be successfully completed.

The University's general education requirements are listed in the *Academic Regulations* section of this *Catalog*. Teacher education programs additionally require a course in United States history to satisfy Connecticut's certification requirements.

The Integrated Bachelor's/Master's Teacher Education Program includes the following certification areas:

- Elementary Education (EDEL) - Grades one through six
- Elementary Special Education and Elementary Education (SPED) - Grades one through six
- Secondary Education - Grades seven through twelve
 - English (ENGL)
 - History and Social Studies - (HIST), (SOC), (ECON), (GEOG), (ANTH), or (POLS)
 - Mathematics (MATH)
 - Sciences - Biological Sciences (BIOL), Chemistry (CHEM), Physics (PHYS), Earth Sciences (GEOL), or General Science (GESC)
- All grade levels program - Pre-kindergarten through grade twelve
 - Agricultural Education (EDAG)
 - Foreign Languages - French (FREN), German (GERM), or Spanish (SPAN)

Please note that the requirements listed below are currently effective. Education requirements, however, are subject to change in accordance with the changes mandated by the state of Connecticut. Students must be prepared to fulfill the requirements that are set at the beginning of the fall semester at their time of admission.

The most recent program guidelines and sample semester sequence for each program is available on the Neag School of Education website at <http://www.education.uconn.edu>.

Elementary Education

Students in Elementary Education are prepared to teach in grades one through six. Students complete general education requirements, a 39 credit subject area major that includes a single subject plus a second concentration and appropriate courses in professional education. Requirements include: HDFS 190 or PSYC 236; EPSY 207, 208, 240, 250, 251, 252, 253; EDCI 201, 220, 221, 222, 223, 224, 231, 233, 276; EGEN 294, 295, 296, 297; and the Master of Arts in Education program.

Elementary Special Education and Elementary

The combined Elementary Special Education and Elementary Education Program prepares prospective teachers of elementary children with disabilities in grades one through six. The emphasis is on the child and his or her individual learning problems rather than on any "category" of children. Students typically find employment in public elementary schools. Students complete general education requirements, a 39 credit subject area major that includes a single subject plus a second concentration and appropriate courses in professional education. Requirements include: HDFS 190 or PSYC 236; EPSY 207, 208, 210, 212, 240, 250, 251, 252, 253, 277; EDCI 201, 221, 222, 223, 224, 231, 233, 276; EGEN 294, 295, 296, 297; and the Master of Arts in Education program.

English Education

English education majors are prepared to teach secondary students to use and respond to language in all its forms: writing, literature and oral communication. Students ordinarily acquire a broad background in British and American literature, as well as drama, speech, poetry, journalism and world literature. Students complete general education requirements, a 36 credit subject area major, and appropriate courses in professional education. Requirements include: EPSY 207, 208, 240, 250, 251, 252, 253; EDCI 201, 231, 233, 266, 272, 273, 277; EGEN 294, 295, 296, 297; and the Master of Arts in Education program.

History and Social Studies Education

The history and social studies program offers preparation leading to certification at grades 7-12. Graduates are prepared to teach history, civics, sociology, economics, geography, anthropology along with a wide range of area studies and "issues" courses ordinarily associated with social studies. Students complete general education requirements, a 36 credit subject area major, and appropriate courses in professional education. Requirements include: EPSY 207, 208, 240, 250, 251, 252, 253; EDCI 201, 231, 233, 266, 273, 277; EGEN 294, 295, 296, 297; and the Master of Arts in Education program.

Mathematics Education

The secondary mathematics program prepares graduates for certification in mathematics for grades 7-12. Majors are prepared to teach algebra, geometry, calculus, and trigonometry, as well as general mathematics. Students complete general education requirements, a 36 credit subject area major, and appropriate courses in professional education. Requirements include: EPSY 207, 208, 240, 250, 251, 252, 253; EDCI 201, 231, 233, 266, 273, 277; EGEN 294, 295, 296, 297; and the Master of Arts in Education program.

Science Education

Majors prepare to teach biology, chemistry, earth science, general science, or physics for grades 7-12, depending on academic preparation. Students complete general education requirements, a 36 credit subject area major, and appropriate courses in professional education. Requirements include: EPSY 207, 208, 240, 250, 251, 252, 253; EDCI 201, 231, 233, 266, 273, 277; EGEN 294, 295, 296, 297; and the Master of Arts in Education program.

Agricultural Education

The program in Agricultural Education is designed to prepare graduates to teach in public schools or one of Connecticut's Regional Vocational Agriculture Centers. Students with subject matter specialties in animal science, plant science, agricultural mechanics, or natural resources conservation add a teaching, managerial and human relation aspect to their backgrounds by completing the program. Students complete general education requirements, a 39 credit subject area major, and appropriate courses in professional education. Requirements include: EPSY 207, 208, 240, 250, 251, 252, 253; EDCI 201, 231, 233, 266, 277; EGEN 294, 295, 296, 297; and the Master of Arts in Education program. Connecticut certification regulations significantly impact agricultural education as an area of teacher certification. Prospective students should be aware that these regulations could result in modification or elimination of the agricultural education component of the Integrated Bachelor's/Master's Teacher Preparation Program.

Foreign Language Education

Majors in foreign language education are prepared to teach French, German, or Spanish in elementary, middle, junior high, and high schools. Students complete general education requirements; a 36 credit subject major in grammar, literature, culture, and civilization relevant to their foreign language; and appropriate courses in professional education. Requirements include: EPSY 207, 208, 240, 250, 251, 252, 253; EDCI 201, 231, 233, 260, 273, 277; EGEN 294, 295, 296, 297; and the Master of Arts in Education program.

Music Education

Prospective music educators initially enroll in the School of Fine Arts and complete the general education requirements of that school. The undergraduate program undertaken in the Neag School of Education enables majors to teach music from pre-kindergarten through grade twelve and direct bands, orchestras, and choruses. Students complete general education requirements, a 36 credit subject area major, and appropriate undergraduate courses in professional education. Requirements include: EPSY 207, 208, 250, 251, 252, 253; EDCI 201, 231, 232, 233, 258, 266, 277; EGEN 294, 295, 296, 297.

Kinesiology Programs

The Department of Kinesiology provides students with the opportunity to pursue an undergraduate degree in areas emphasizing the sport experience, sport theory, exercise science, sport and exercise research, sport application, and leisure theory.

The Department has well-equipped laboratories in Exercise Physiology, Exercise Biochemistry, Sport Biomechanics, and the Social Sciences of Sport and Leisure. In the Therapeutic Recreation area, a Motor Development Clinic provides practical experience with persons who are physically or mentally disabled.

The University's general education requirements are listed in the *Academic Regulations* section of this *Catalog*.

The Department of Kinesiology offers the following undergraduate programs:

Athletic Training (KAT)

Athletic Training (AT)

Exercise Science (KEXE)

Biomechanics (BM)

Exercise Physiology (EP)

Fitness Management (FITM)

Social Science of Sport and Leisure (KSOC)

Park and Recreational Management (PRMG)

Sport Marketing (SPM)

Therapeutic Recreational Services (TRSV)

The most recent program guidelines and sample semester sequence for each program is available on the Neag School of Education website at <http://www.education.uconn.edu>.

Athletic Training

The Athletic Training concentration prepares students to become certified athletic trainers by the NATABAC and work with interscholastic, intercollegiate, and professional sport teams; and sport medicine centers which specialize in sport injuries and rehabilitation. The Sports Medicine program, within the Division of Athletics, along with neighboring high schools, sports medicine clinics, and universities, provide excellent clinical rotations for students specializing in this field. The Students complete course work in general education, cognate areas, and kinesiology. Requirements include: BIOL 107; CHEM 122 or 127; COMS 105; NUSC 165, 250; PHYS 101Q or 121Q; PNB 264-265; PSYC 132; SOCI 107W or 115W; STAT 100V or 110V; EKIN 160, 161, 162, 163, 164, 234, 238, 239, 248, 249, 250, 251, 252, 253W, 254, 255, 257, 258, 260, 263, 272, 290, 292; HSMG 280; PATH 297.

Biomechanics

The Biomechanics concentration prepares students to analyze sport and exercise performance from a biomechanical perspective. Students can use this subject matter in preparation for graduate study or further professional education. Students complete course work in general education, cognate areas, and kinesiology. Requirements include: CHEM 122; CSE 110C; ENGR 150C; MATH 115Q, 116Q; PNB 264-265; PSYC 132, 132, 257, 278; SOCI 107W or 115W; PHYS 121Q-122Q; EKIN 160, 228, 230 or 286, 236, 238, 258, 263, 272, 299; Cognate Electives.

Exercise Physiology

The Exercise Physiology concentration prepares students to analyze sport and exercise performance in a physiological context. The majority of students use this concentration to prepare for graduate study in exercise physiology. Other students have used this concentration in preparation for medical school, physician assistant programs, and physical therapy. Students complete course work in general education, cognate areas, and kinesiology. Requirements include: BIOL 107, 108; CHEM 127Q, 128Q, 141 or 243; MATH 112Q or 115Q; PHYS 121Q, 122Q; MCB 203 or 204; PNB 250, 264-265; NUSC 165; PSYC 132; SOCI 107W or 115W; STAT 100V or 110V; EKIN 160, 230 or 286, 236, 238, 248, 258, 272, 299, Cognate Electives.

Fitness Management

The Fitness Management concentration prepares students to assist with adult fitness programs in corporate, industrial, recreational, educational, commercial, and clinical settings. The Recreational Services program, in conjunction with the Division of Athletics, supplies an excellent applied venue for students in this concentration. Students complete course work in general education, cognate areas, and kinesiology. Requirements include: ACCT 131; CHEM 122; COMS 105; ECON 111; NUSC 165, 200, 250; PHYS 101Q; PSYC 132, 133, 240 or 257, PSYC 268 or HSMG 280; PNB 264-265; SOCI 107W or 115W, 230, 247; STAT 100V or 110V; EKIN 160, 236 or 238, 248, 258, 259, 262, 263, 272, 281, 290.

Park and Recreational Management

The Park and Recreational Management concentration prepares specialists for work as supervisors and/or administrators in a variety of public and private recreational service agencies. Career opportunities include practitioner roles in municipal recreation and park departments, aquatic centers, YMCAs/YWCAs, camp directors, armed forces, federal programs and in positions having administrative responsibilities. Graduates are sought for positions in corporate and commercial programs, as well as for the travel and tourism industry. Students complete course work in general education, cognate areas, and kinesiology. Requirements include: ACCT 131; ARE 234, 238; COMS 105; ECON 111, 112; PHYS 155Q; PLSC 124; POLS 260, 264W; PSYC 132, 133, 240; SOCI 107W or 115W; STAT 100V or 110V; EKIN 160, 201, 203, 204, 205, 262, 281, 282, 283, 284, 289, 290, Cognate Electives.

Sport Marketing

The Sport Marketing concentration prepares students to gain employment in marketing, promotion, and/or production management of sport-related enterprises. Such sites include commercial, college/university, and private sport-related areas. Students complete course work in general education, cognate areas, and kinesiology. Requirements include: ACCT 131; MGMT 198; COMS 105, 135; ECON 111, 112; MKTG 201, 208, 225; MATH 105Q, 106Q; PSYC 132, 133; SOCI 107W or 115W; STAT 100V or 110V; EKIN 160, 230, 236, 238, 262, 281, 282, 284, 286, 290, 299, Cognate Electives.

Therapeutic Recreational Services

The Therapeutic Recreational Services concentration prepares specialists for program, supervisory, and administrative responsibilities in therapeutic recreational service, primarily for rehabilitative purposes. The populations include the mentally retarded, physically disabled, and neurologically impaired. More recently, the areas of pediatrics, psychiatry, and geriatrics have received increased programmatic emphasis. Students complete course work in general education, cognate areas, and kinesiology. Requirements include: CHEM 122; EPSY 206, 392; HDFS 266; PHYS 101Q; PNB 264-265; PSYC 132, 133, 236, 240, 245; SOCI 107W or 115W, 248; STAT 100V or 110V; EKIN 160, 201, 203, 204, 205, 228, 262, 273, 280, 282, 283, 284, 285, 289, 290.

Advisement Information

Because the Neag School of Education is a junior and senior professional school, prospective applicants complete two or more years of study in a school or college other than the Neag School of Education. Most students participate in the services offered by the Academic Center for Entering Students (ACES) during their freshman and sophomore years declaring a pre-education major. Students who intend to teach declare a PRTE major. Students who intend to pursue a kinesiology program declare a PRKI major.

Students should seek the most recent information at the earliest opportunity. Admission applications, including a list of faculty advisors, program guidelines, sample semester sequences, and information on Connecticut's essential skills testing requirement are available on the Neag School of Education's website at <http://www.education.uconn.edu>; or the Academic Center for Entering Students (ACES) located on the first floor of Goodyear Hall; or the Neag School of Education, C. B. Gentry Building, Room 225. Students are invited to meetings each semester to discuss School of Education programs. They are encouraged to meet with a faculty advisor with any questions they may have after reviewing available literature.

Prospective applicants who wish to complete requirements in the minimum amount of time should strictly follow the most recent program guidelines. Students who declare themselves as pre-education majors should register through the Academic Center for Entering Students (ACES).

Students satisfy program requirements in effect during the semester for which they are admitted to the Neag School of Education or at any subsequent time.

During the student teaching semester, students will observe the vacation/holiday schedules of the local school rather than the University schedule.

University residence halls close during University vacation periods. Alternate housing arrangements are the student teacher's responsibility.

Admission to Neag School of Education Programs

The Neag School of Education is a professional school. Students begin their junior-senior programs after completing at least 54 credits in a school or college other than the Neag School of Education. Students complete their first two years in another of the schools or colleges of the University (at either Storrs or one of the regional campuses) or a two or four-year accredited college of a university other than the University of Connecticut.

The maximum enrollment in each program is determined by the Dean in consultation with the head of the department offering the program. All teacher education programs annually admit for the fall semester. Students are advised to submit a completed *Application for Admission to Upper Division Programs* and all supporting materials after completion of their third semester, and before February 1, to be considered for admission for the following fall semester. Application material for spring admission may be submitted by October 1 only for any program in Kinesiology in which the annual enrollment limit was not met the previous fall. The Athletic Training program annually admits for the spring semester of the sophomore year. Athletic Training applicants are advised to submit a completed *Application for Admission* and all supporting materials after completion of their second semester, and before October 1, to be considered for admission for the following spring semester. Application forms for admission to the Neag School of Education are available on the Neag School of Education website at: <http://www.education.uconn.edu>, or from the Academic Center for Entering Students (ACES) located on the first floor of Goodyear Hall, or the Neag School of Education, Gentry Building Room 225, or may be requested in writing from: Neag School of Education, Admission Office, Room 225, Unit 2064C, 249 Glenbrook Road, Storrs, CT 06269-2064.

Students not currently attending the University of Connecticut must submit an additional University admission application with the Transfer Admissions Office, 2131 Hillside Road, Unit 3088, Storrs, CT 06269-3088. Students transferring to the University with less than 54 credits should fulfill requirements in a school or college other than the Neag School of Education and later make application to the Neag School of Education. These students initially complete only the University application.

Connecticut statute requires that all students wishing to be formally admitted to a teacher education program must successfully complete Connecticut's essential skills testing requirement. If approved by the Connecticut State Board of Education, Educational Testing Service's (ETS's) Praxis I Academic Skills Assessments Pre-Professional Skills Test (PPST) will become Connecticut's required test beginning in January of 2002. Either the computer-based or paper-based Praxis I PPST will be acceptable.

Educational Testing Service's (ETS's) Praxis I Computer-Based Tests (CBT's) which were required from 1994 to 2001 will continue to fulfill Connecticut's essential skills testing requirement. National Evaluation System's (NES's) Connecticut Competency Examination for Prospective Teachers (CONNCEPT), which was required from 1985 until 1994 will continue to fulfill Connecticut's essential skills testing requirement. Eligibility for essential skills test waiver requires a combined score of at least 1,100 with at least 450 on any subtest for any Scholastic Aptitude Test (SAT) completed after April 1, 1995; a combined score of at least 1,000 with at least 400 on each subtest for any SAT completed before March 31, 1995; equivalent scores on the Prueba de Aptitude Academica (PAA) with a score of at least 510 on the English as a Second Language Achievement Test (ESLAT) or the Test of English as a Foreign Language (TOEFL); or scores on The American College Testing Assessment (ACT) of at least 22 on the English subtest and at least 19 on the Mathematics subtest.

The most up-to-date information on these tests can be reviewed at <http://www.teachingandlearning.org>.

The faculty of the Neag School of Education seek to actively recruit students from underrepresented groups. Admission to the Neag School of Education is competitive. Successful applicants to teacher education programs generally have completed sufficient credits to be eligible for consideration, have applied by the annual deadline of February 1, have completed Connecticut's essential skills testing requirement, have participated in successful interviews with faculty, have accumulated sufficient experience working with children, have written acceptable essays, have submitted required personal recommendations confirming their professional potential, and have earned the most competitive cumulative grade point averages. Although the minimum admission standards of the Connecticut State Board of Education include at least a B- average for all undergraduate courses, teacher education programs offered by the Neag School of Education are generally more competitive.

Applicants for the Master of Arts in Education must apply for admission to the Graduate School by April 1 of the final undergraduate semester. Admission requirements include a cumulative grade point average of at least 3.0 for the entire undergraduate record, or 3.0 for the last two years, or excellent work in the entire final year.

Successful applicants to those programs in Kinesiology generally have completed sufficient credits to be eligible for consideration, have applied by the annual deadline have competitive aptitude test scores, have accumulated sufficient experience related to their career choice, have written acceptable essays, have submitted required personal recommendations confirming their professional potential, and have earned the most competitive grade point averages.

Bachelor's Degree Requirements

Upon recommendation of the faculty, the degree of Bachelor of Arts or Bachelor of Science is awarded by vote of the Board of Trustees to students who have met the following requirements: (1) earned a total of 120 credits; (2) earned at least a 2.2 grade point average for all calculable course work; (3) met all the requirements of the Neag School of Education, including evidence of satisfactory growth in attacking the problems of the professions; (4) earned at least 12 credits in courses offered in the Neag School of Education.

Students with major fields of study in a subject area of the College of Liberal Arts and Sciences are eligible to receive the Bachelor of Arts degree from the Neag School of Education provided that they have met the general education requirements of the College of Liberal Arts and Sciences.

All other graduates of the Neag School of Education receive the Bachelor of Science degree.

Accreditation

The Neag School of Education is a member of the American Association of Colleges for Teacher Education and is accredited by both the Connecticut State Board of Education and the National Council for the Accreditation of Teacher Education. A statement will appear on all transcripts of students who finish teacher education programs in the Neag School of Education indicating completion of a Connecticut State Board of Education and National Council for the Accreditation of Teacher Education approved program.

National and Connecticut Requirements

The Connecticut State Board of Education maintains minimum requirements for certification for positions in the public schools of Connecticut. The faculty of the Neag School of Education, through selective admissions procedures, advising, and the Integrated Bachelor's/Master's Teacher Education Program, prepares students to meet certification requirements and is responsible for supplying the State Department of Education with an institutional recommendation for all students from this institution seeking certification. The certifying official will recommend to the Connecticut State Department of Education only those candidates completing the most recent requirements.

Connecticut statute mandates a series of assessments for prospective teachers.

1. Formal admission to a teacher education program requires completion of Connecticut's essential skills testing requirement. Additional information regarding approved tests and eligibility criteria for an essential skills test waiver is included elsewhere in this chapter related to Admission to Neag School of Education programs.

2. Students planning to apply for teacher certification in Connecticut or elsewhere should contact their academic advisor regarding subject knowledge testing. No graduate may be recommended for a teaching certificate until successfully completing Connecticut's subject knowledge testing requirements. The most up-to-date information on these tests can be reviewed at <http://www.teachingandlearning.org>. Title II of the Higher Education Act requires that teacher education programs annually report on several items including how well program completers perform on state licensing and certification assessments. The most recent Neag School of Education program completion data is available at <http://www.uconn.edu/welcmessag.html>.

3. Beginning teachers issued initial educator certificates must successfully complete the Beginning Educator Support and Training Program (BEST).

Because of the nature of Connecticut's certification and educator preparation program approval regulations, including the standards of the National Council for the Accreditation of Teacher Education and its professional associations, it is essential that students satisfy program requirements in effect at the time of their admission to the Neag School of Education or at any subsequent time. Students should maintain regular contact with their academic advisor to ensure compliance with the most recent requirements.