

Neag School of Education

Richard L. Schwab, Ph.D., *Dean, Neag School of Education*
Thomas C. DeFranco, Ph.D., *Associate Dean, Neag School of Education*

The University's general education requirements are listed in the *Academic Regulations* section of this *Catalog*. In addition to fulfilling the University's general education requirements, all students in the Neag School of Education must satisfy the following competency requirements:

Writing Competency

All students in the IB/M program will be required to successfully complete two writing intensive (W) courses within the Neag School of Education. The W courses in each of the major program fields will develop writing skills specific to the content area domain, as well as be consistent with the practices of professionals in the area of teacher education. Courses that will satisfy the W requirement include: EGEN 295W, EDCI 221W, EDCI 260W, EDCI 266W, and EPSY 212W. All students in the Department of Kinesiology will be required to successfully complete two writing intensive (W) courses within the Neag School of Education. The W courses in each of the major program fields will develop writing skills specific to the content area domain, as well as be consistent with the practices of professionals in the areas of athletic training, exercise physiology, sport sociology and sport management or marketing. Courses that will satisfy the W requirement include: EKIN 253W, 254W, 258W, 268W, 297W and 299W. All students in the Department of Physical Therapy will be required to successfully complete two writing intensive (W) courses. Courses that will satisfy the W requirement include: PT 280W and PT 308W.

Information Literacy Competency

The information literacy competency requirement for IB/M Teacher Education students and Kinesiology students will be satisfied by the successful completion of the W courses within each concentration area within the Neag School of Education. The information literacy competency requirement for Physical Therapy students will be met through successful completion of program *major* courses.

Computer Technology Competency

The computer technology competency requirement for IB/M Teacher Education students and Kinesiology students will be satisfied by the successful completion of the Neag School of Education's Level One Computer Competency Assessment Program. University entry-level competencies have been reviewed for Physical Therapy program students and satisfy all professional program requirements.

Teacher Education Programs

The Neag School of Education offers two routes to certification - the Integrated Bachelor's/Master's (IB/M) Teacher Education Program and the Teacher Certification Program for College Graduates (TCPCG). For information regarding the TCPCG, please refer to the *Graduate Catalog*. 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 for certification, 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 Integrated Bachelor's/Master's Teacher Education Program includes the following certification areas:

Elementary Education - Grades - K-6

Secondary Education - Grades 7-12

English

History and Social Studies

Mathematics

Sciences - Biological Sciences, Chemistry, Physics, Earth Sciences, or General Science

World Languages - French, German, or Spanish

Comprehensive Special Education - Grades K-12;

Agricultural Education - Pre-K-12;

Music Education - Pre-K-12

Our state-approved teacher education program meets certification requirements and statutory regulations for Connecticut. Education requirements, however, are subject to change in accordance with the changes mandated by the state of Connecticut (<http://www.state.ct.us/sde>). Students must fulfill the course, field and assessment requirements that are in effect at the time of their admission to the Neag School of Education. The most recent program guidelines and sample semester sequence for each program are available on the Neag School of Education website at <http://www.education.uconn.edu>. Please note that the requirements listed below are currently in effect.

Elementary Education

Students in Elementary Education are prepared to teach in grades K-6. Students complete general education requirements, a 39-credit subject area major that includes a single subject (Mathematics, Science, English, or History/Geography) plus a second concentration, and required courses in professional education. Requirements include: HDFS 190 or PSYC 236; EPSY 207, 240, 250, 251, 252, 253; EDCI 201, 220, 221W, 222, 223, 224, 276; EGEN 294, 295W, 296, 297; and the Master of Arts in Education program.

English Education

English education majors are prepared to teach English in grades 7-12, and 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 in English, and required courses in professional education. Requirements include: EPSY 207, 240, 250, 251, 252, 253; EDCI 201, 266W, 272, 273, 277; EGEN 294, 295W, 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, and anthropology, along with a wide range of area studies and courses ordinarily associated with social studies. Students complete general education requirements, a 36-credit subject area major in History and Social Studies, and required courses in professional education. Requirements include: EPSY 207, 240, 250, 251, 252, 253; EDCI 201, 266W, 273, 277; EGEN 294, 295W, 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 mathematics at the middle school, as well as subject areas such as algebra, geometry, trigonometry, and calculus. Students complete general education requirements, a 36-credit subject area major in Mathematics, and required courses in professional education. Requirements include: EPSY 207, 240, 250, 251, 252, 253; EDCI 201, 266W, 273, 277; EGEN 294, 295W, 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 in the academic area of preparation, and required courses in professional education. Requirements include: EPSY 207, 240, 250, 251, 252, 253; EDCI 201, 266W, 273, 277; EGEN 294, 295W, 296, 297; and the Master of Arts in Education program.

World Language Education

Majors in world language education are prepared to teach French, German, or Spanish in grades 7-12. Students complete general education requirements; a 36-credit subject area major in grammar, literature, culture, and civilization relevant to their foreign language; and required courses in professional education. Requirements include: EPSY 207, 240, 250, 251, 252, 253; EDCI 201, 260W, 273, 277; EGEN 294, 295W, 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 for grades pre-K-12. 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 in the academic area of preparation, and required courses in professional education. Requirements include: EPSY 207, 240, 250, 251, 252, 253; EDCI 201, 221 or 273, 266W, 277; EGEN 294, 295W, 296, 297; and the Master of Arts in Education program.

Comprehensive Special Education

The Comprehensive Special Education Program prepares prospective teachers of students with disabilities in grades K-12. Students complete general education requirements, a 39-credit subject area major that includes a single subject (Mathematics, Science, or English) plus a second concentration and required courses in professional education. Requirements include: HDFS 190 or PSYC 236; EPSY 207, 210, 212W, 213, 240, 250, 251, 252, 253, 277; EDCI 201, 221W, 222; EGEN 294, 295W, 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-K-12 and direct bands, orchestras, and choruses. Students complete general education requirements, a 36-credit subject area major, and required undergraduate courses in professional education. Requirements include: EPSY 207, 240, 250, 251, 252, 253; EDCI 201, 221 or 273, 258, 266W, 277; EGEN 294, 295, 296, 297; One 3-credit Language and Cultural Diversity in Education course: EDCI 304, 312, 313, 315, 317, 322, 357, 360, 413.

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 and sport application.

The Department has well-equipped laboratories in Exercise Physiology, Exercise Biochemistry, Sport Biomechanics, and the Social Sciences of Sport and Leisure.

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

Athletic Training

Exercise Science

Exercise Science

Strength and Conditioning

Social Science of Sport

Coaching and Administration

Sport Management

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

Athletic Training

The aim of the Athletic Training program is to prepare students to become certified as athletic trainers by the NATABOC* and work with interscholastic, intercollegiate, and professional sport teams; and sport medicine centers that specialize in sport injuries and rehabilitation. Applicants for this degree will be required to complete 100 hours of observations/experience under the supervision of a certified athletic trainer in a facility that specializes in sport injuries and rehabilitation. The students complete course work in general education, cognate areas, and kinesiology. Requirements for a Bachelor of Science degree in Athletic Training include: BIOL 107; CHEM 122 or 127Q; COMM 105; NUSC 165, 250; PHYS 101Q or 121Q; PNB 264-265; PSYC 132; STAT 100Q or 110Q; EKIN 160, 161, 162, 221, 222, 223, 224, 225, 234, 239, 246, 248, 249, 250, 251, 252, 253W, 254W, 255, 257, 258W, 260, 263, 264, 269, 270, 272, 276, 292.

*NATABOC certification requires that students (a) receive a Bachelor of Science degree in athletic training from an accredited program in athletic training education and, (b) take a national certification examination (written and practical sections).

Coaching and Administration

The Coaching and Administration concentration prepares students to coach and/or administer their sport or sports to individuals and teams at the amateur, collegiate and professional levels. Students receive a diverse and unique instructional program in strength training, sports medicine, exercise science, sports law, marketing, management and theory of coaching as well as practical experiences with proven coaches, referees and administrators. Students complete course work in general education, cognate areas, and kinesiology. Requirements include: ACCT 131; BADM 298; BIOL 102 or 107; CHEM 122; COMM 105; ECON 111, 112; MATH 105Q, NUSC 165, PSYC 132, 133 or 135; SOCI 107 or 115; STAT 100Q or 110Q; EKIN 160, 202, 206, 207, 210, 236, 240, 262, 263, 264, 271, 274, 281, 284, 286, 290, 299W.

Exercise Science

The Exercise Science 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; COMM 105; MATH 112Q or 115Q; MCB 203 or 204; NUSC 165; PHYS 121Q, 122Q; PNB 264-265; PSYC 132; STAT 100Q or 110Q; EKIN 160, 240, 248, 258W, 263, 265, 268W, 272, 274, 286, 299W.

Related Electives: Students will select a minimum of 9 credits from the following courses: CHEM 244 (if CHEM 243 was taken), 245 (if CHEM 244 was taken or taken concurrently), MCB 200, 201, 205, 206, 210, 211, 219, 229; NUSC 250; PVS 297; PNB 225, 230, 250, 251, 262; PSYC 257, 278 (if PSYC 133 or 135 was taken).

Sport Management

The Sport Management 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; BADM 210, 250, 298; COMM 105, 130; ECON 111, 112; MATH 105Q, 106Q; PSYC 132, 133 or 135; SOCI 107 or 115; STAT 100Q or 110Q; EKIN 160, 236, 240, 262, 271, 281, 284, 286, 287, 290, 299W, Cognate Electives.

Strength and Conditioning

The Strength and Conditioning concentration prepares students to assist with strength and conditioning programs in corporate, industrial, recreational, educational, commercial, and clinical settings. Students complete course work in general education, cognate areas, and kinesiology. Requirements include: ACCT 131, BIOL 103; CHEM 122Q; COMM 105; ECON 111; NUSC 165, 250, PHYS 101Q; PSYC 132; PNB 264-265; STAT 100Q or 110Q; EKIN 160, 202, 206, 207, 240, 248, 258W, 263, 264, 265, 268W, 272, 274, 284, 286, 290, 299W.

Physical Therapy Program

The last class of integrated BS/MS program students was admitted into the professional Physical Therapy program in May 2006. After 2006 the Physical Therapy Department will only offer the Doctorate in Physical Therapy (DPT) degree, which is a post-baccalaureate degree. Please refer to the Graduate Catalog for additional information.

Curricula in Physical Therapy - Major Requirements

Mathematics and Science Courses - PNB 264 and 265; CHEM 124Q and 125Q or 127Q and 128Q; PSYC 132; MATH 109Q; STAT 100Q or 110Q; PHYS 121Q and 122Q

Social Sciences - PSYC 135

Professional Courses - AH 242, 243; PT 210, 212, 213, 215, 217, 220, 221, 222, 240, 260, 280W, 307, 308W, 314, 316

Health

In addition to pre-entrance University requirements, students admitted to the Physical Therapy program are required to have a tetanus immunization within the past ten years; physical examination; annual tuberculin test (with chest x-ray for positive reactors); rubella and rubeola titers (with vaccine if titer is negative); and varicella titer. Physical examinations, tuberculin tests and chest x-rays as indicated are planned through the University Student Health Services. In addition to the basic health screening requirements students in all programs are required to have Hepatitis B Immunization. Students who fail to provide written documentation that they have met the above stated health requirements will not be allowed in the clinical setting.

Education Certification

The Physical Therapy program will provide annual mandatory educational sessions so that all students entering the clinical setting are in compliance with both the OSHA Bloodborne Pathogen Standards and are knowledgeable of the requirements for compliance with the Health Insurance Portability and Accountability Act (HIPAA). Students who fail to provide written documentation that they met both the above stated OSHA and HIPPA requirements will not be allowed in the clinical setting.

CPR

Physical Therapy students are required to have Adult or Healthcare Provider cardiopulmonary resuscitation certification upon admission into the professional program. CPR certification must be kept current until graduation.

Clinical Experiences

The curricula of the program requires education experiences in clinical settings. Assignment to clinical placements is contingent upon successful completion of the appropriate prerequisite course work and the judgment of the faculty of the preparedness of the student for safe practice.

Insurance

It is mandatory that all students in the Physical Therapy program carry comprehensive health insurance, either privately or through the University.

All students in the professional phase of their curriculum are *required* to carry specific professional liability insurance under the blanket University policy. Students will automatically be billed for this on the University fee bill.

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 Exploratory 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.

Pre-Education 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 Exploratory Students (ACES) located on the first floor of the Center for

Undergraduate Education; or the Neag School of Education, C. B. Gentry Building, Room 124. Students are invited to meetings each semester to discuss Neag School of Education programs.

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 Exploratory Students (ACES).

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 or university other than the University of Connecticut. The maximum enrollment in each program is determined by the Dean in consultation with program administrators.

Applications for admission to the Neag School of Education are available on the Neag School of Education website at: <http://www.education.uconn.edu>.

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.

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.

Teacher Education

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.

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. Beginning in January of 2002, Educational Testing Service's (ETS's) Praxis I Academic Skills Assessments Pre-Professional Skills Test (PPST) became Connecticut's required test. Either the computer-based or paper-based Praxis I PPST is acceptable. Students wishing to be formally admitted to foreign language education programs must successfully pass the ACTFL Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT).

Educational Testing Service's (ETS's) Praxis I Computer-Based Tests (CBT's) which were required from 1994 to 2001 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 continues 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 Aptitud Académica (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.ets.org>.

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 contact information for references who can confirm 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 February 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.

Kinesiology

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.

Successful applicants to Kinesiology programs 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 average.

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; and (4) earned at least 12 credits in courses offered in the Neag School of Education.

In addition, 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.

Accreditation

The Neag School of Education 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.

The program in Physical Therapy is accredited by the American Physical Therapy Association. Graduates of the Master's or DPT in Physical Therapy are eligible to take the physical therapy licensure examination and meet the requirements of each state licensing agency.

National and State 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, prepares students to meet certification requirements. The certifying official is responsible for supplying the Connecticut State Department of Education with an institutional recommendation for all students from this institution seeking certification and will recommend 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.ets.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.education.uconn.edu/admissions/teacherprep/progdata/index.htm>

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 all program requirements in order to be recommended for certification.

Neag School of Education Website

<http://www.education.uconn.edu/>