

# School of Education

Richard L. Schwab, Ph.D., *Dean, School of Education*  
 Judith A. Meagher, Ed.D., *Associate Dean, School of Education*  
 Francis X. Archambault, Ph.D., *Associate Dean for Research and Development, School of Education*  
 Steven J. Smith, Ph.D., *Assistant Dean, School of Education*

The School of Education is organized to support the development of educational activities in Connecticut. The faculty of the School of Education prepares students for teaching and education-related careers, and works with persons already connected with education who wish to improve their qualifications and broaden their learning experiences.

## Integrated Bachelor's/Master's Teacher Education Program

As a land grant research university and a member of the Holmes Group, the 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 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 subject area major prior to admission to the School of Education, followed by at least two years of full-time course work in 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 subject knowledge testing requirements must also be successfully completed.

The University's general education requirements (See the Appendix) were approved by the University Senate to ensure that all undergraduates become verbally and quantitatively articulate, intellectually curious and versatile, and acquire critical judgement, moral sensitivity, and a working understanding of the process by which they can continue to acquire and use knowledge. They should develop consciousness of the diversity of human culture and experience, awareness of their era and society in the context of past eras, and an understanding of scientific thought, experimentation and formal hypothesis testing. Prospective educators attain the same quality of general education as do the graduates of any of the University's undergraduate programs. Graduates of teacher education programs additionally complete a course in United States History to satisfy Connecticut's certification regulations.

The subject area major requirements of the University's Integrated Bachelor's/Master's Teacher Education Program for each teaching or specialty field are intended to strengthen education in academic subjects.

The professional education requirements include core, subject specific pedagogy, clinic, and seminar. The core curriculum represents the common body of information critical to all who are preparing to teach including learning, foundations of education, assessment, exceptionality, integration of technology, and research. Subject specific pedagogy includes research based instructional practices for the translation of subject area major content to learners. Clinic is a series of increasingly demanding supervised clinical experiences in a variety of suburban, and urban settings in which prospective teachers are provided opportunities to translate theory and research into practice. Seminar provides opportunities to integrate core and subject specific pedagogy with clinical experience through reflection and analysis.

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

Elementary Education (EDEL) — Grades one through six  
 Secondary Education — Grades seven through twelve  
 English (ENGL)

Foreign Languages — French (FREN), German (GERM), or Spanish (SPAN)  
 History and Social Studies — (HIST), (SOCL), (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 programs  
 Agricultural Education (EDAG)  
 Special Education (SPED)

### Elementary Education

Students in Elementary Education are prepared to teach in grades one through six. Students complete general education requirements, a subject area major, and appropriate courses in professional education including the Master of Arts in Education.

### 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 subject area major, and appropriate courses in professional education including the Master of Arts in Education.

### Foreign Language Education

Majors in foreign language education are prepared to teach French, German, or Spanish in middle, junior high, and high schools. Students complete general education requirements; a subject area major in grammar, literature, culture, and civilization relevant to their foreign language; and appropriate courses in professional education including the Master of Arts in Education.

### 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 subject area major, and appropriate courses in professional education including the Master of Arts in Education.

### 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 subject area major in mathematics, and appropriate courses in professional education including the Master of Arts in Education.

### 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 subject area major, and appropriate courses in professional education including the Master of Arts in Education.

### 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 subject area major in the teaching field, and appropriate courses in professional education including the Master of Arts in Education.

### Special Education

The Special Education program prepares students to teach emotionally disturbed, mentally retarded, and learning disabled children and adults from grades one through twelve in public schools as well as in state, private, and public agencies.

Students complete general education requirements, a subject area major, and appropriate courses in professional education including the Master of Arts in Education.

Connecticut certification regulations eliminate comprehensive special education as an area of teacher certification. Prospective students should be aware of these regulations which will result in modification or elimination of the special education component of the Integrated Bachelor's/Master's Teacher Preparation 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 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 subject area major, and appropriate undergraduate courses in professional education.

## Sport, Leisure, and Exercise Science Programs

The Department of Sport, Leisure, and Exercise Sciences 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. In the Special Physical Education area, a Motor Development Clinic provides practical experience with persons who are physically or mentally disabled. The establishment of a Laboratory for People With Disabilities has also been inaugurated, offering research experiences involving rehabilitation, evaluation, and training of wheelchair users, especially as it relates to performance.

The Human Performance Laboratory at the University provides a wide range of experiences including metabolic testing, environmental testing, anthropometric testing and evaluation, exercise testing, strength evaluation, muscle tissue analysis, and exercise biochemistry. The Fitness Laboratory, in conjunction with the Fitness for Life program, supplies an excellent applied research venue for students specializing in this field. The University has superior computer capabilities, such as BMDP, SPSS, and SAS available for student use.

A Cooperative Education Program is available for students in a variety of academic areas. It is a way for students to apply their academic preparation in practical settings prior to graduation.

The Department of Sport, Leisure, and Exercise Sciences offers the following undergraduate programs:

#### Sport Science (SPSC)

- Biophysical Science of Sport – Biomechanics
- Biophysical Science of Sport – Exercise Physiology
- Sport Marketing
- Athletic Training

#### Leisure Science (LESC)

- Park and Recreational Management
- Therapeutic Recreational Services

#### Exercise Science (EXSC)

- Fitness Management

### Biophysical Science of Sport — Biomechanics

The Biophysical Science of Sport-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 sport, leisure, and exercise sciences.

### Biophysical Science of Sport — Exercise Physiology

The Biophysical Science of Sport-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 sport, leisure, and exercise sciences.

### Sport Marketing

The Sport Marketing concentration prepares students to gain employment in retail distribution, sales promotion, and/or production management of sport-related materials in commercial and/or private sport-related facilities. Students complete course work in general education; cognate areas; and sport, leisure, and exercise sciences.

### Athletic Training

The Athletic Training concentration prepares students to become certified as athletic trainers by the NATA and work with interscholastic, intercollegiate, and professional sport teams; and sport medicine centers which specialize in sport injuries and rehabilitation. Students complete course work in general education; cognate areas; and sport, leisure, and exercise sciences.

### 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 sport, leisure, and exercise sciences.

### 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 sport, leisure, and exercise sciences.

### Fitness Management

The Fitness Management concentration prepares students to assist with adult fitness programs in corporate, industrial, recreational, educational, commercial, and clinical settings. Students complete course work in general education; cognate areas; and sport, leisure, and exercise sciences.

The Schools of Education and Allied Health have developed articulated programs in sport studies. Undergraduate physical therapy and dietetics students who are interested in sports medicine or sport nutrition will be able to enroll in a number of specified sport and leisure studies courses (See School of Allied Health).

## Advisement Information

Because the School of Education is an Upper Division professional school, prospective applicants complete two or more years of study in a school or college other than the 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 sport, leisure, or exercise science program declare a PRSL major.

Students should seek the most recent information at the earliest opportunity directly from the Academic Center for Exploratory Students (ACES) or the School of Education. Admission applications including a list of faculty advisors, program guidelines, sample semester sequences, and information on Connecticut's essential skills testing requirement are available in the Academic Center for Exploratory Students (ACES) in the Design and Resource Management Building (DRM Building) third floor and the School of Education (Rooms 225 and 231). 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 with a pre-education advisor through the Academic Center for Exploratory Students (ACES).

Students satisfy program requirements in effect during the semester for which they are admitted to the School of Education or at any subsequent time. Students who transfer out of the School of Education or who withdraw (except those on an official leave of absence) or are dismissed from the University must satisfy requirements effective during the semester for which they are readmitted or any subsequent time.

Students prepare a preliminary plan of study in consultation with their assigned faculty advisor as soon as possible after admission to the School of Education. Students additionally complete a final plan of study at the beginning of their final undergraduate semester. Students complete an additional plan of study while enrolled for the Master of Arts in Education.

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 School of Education Programs

The School of Education is an Upper Division professional school. Students begin their Upper Division programs after completing at least 54 credits in a school or college other than the 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.

Available resources have necessitated limited enrollment in all programs. The maximum enrollment in each program is determined by the Dean in consultation with the head of the department offering the program. Required course sequences and limited enrollments have resulted in annual consideration for fall admission to most programs. 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 sport, leisure, or exercise science in which the annual enrollment limit was not met the previous fall. Application forms for admission to the School of Education are available from the Academic Center for Exploratory Students (ACES) Design and Resource Management Building (DRM), third floor, or the School of Education, Gentry Building Room 231 or 225, or may be requested in writing from: School of Education, Admission Office, Room 225, U-64C, 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, U-88, 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 School of Education and later make application to the 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. Beginning January 1, 1995, Educational Testing Service's (ETS's) Praxis I Computer-Based Tests (CBTs) fulfill Connecticut's essential skills testing requirement. The Praxis I Computer-Based Tests (CBTs) are three discrete tests of reading, writing, and mathematics administered via computer delivered questions.

A passing score on the Connecticut Competency Examination for Prospective Teachers (CONNCEPT), a paper and pencil test administered by National Evaluation Systems, Inc. (NES) 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 1,000 with at least 400 on any subtest for any Scholastic Aptitude Test (SAT) completed before March 31, 1995; a combined score of at least 1,100 with at least 450 on each subtest for any SAT completed after April 1, 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.

Praxis Series Registration Bulletins and Praxis I Tests at a Glance booklets are available in the School of Education (Gentry Building) Room 119. The forms and instructions for applying for a waiver are available in Room 231.

The faculty of the School of Education seek to actively recruit students from underrepresented groups. Admission to the 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 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 Sport, Leisure, and Exercise Sciences generally have completed sufficient credits to be eligible for consideration, have applied by the annual deadline of February 1, 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.

Generally, acceptance into the teacher education program is concurrent with admission to the School of Education. However, in cases where students do not meet the admission requirements for the teacher education program, the School of Education Admissions Committee, at their option, may admit students to the School of Education and withhold acceptance into the teacher education program.

## 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 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 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 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 School of Education receive the Bachelor of Science degree.

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 subject area major prior to admission to the School of Education, followed by at least two years of full-time course work in 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 subject knowledge testing requirements must also be successfully completed.

## Teacher Certification Programs for College Graduates (TCPCG)

Those individuals who already have a baccalaureate who wish to qualify for teacher certification should apply for admission before February 1 to both the Teacher Certification Program for College Graduates (TCPCG) and to the Graduate School to earn the Master of Arts in Education.

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 a summer and two years of full-time course work in professional education. Prospective applicants to the School of Education must have previously completed, prior to admission, an appropriate undergraduate degree including

prerequisite course work in general education, subject area major, and other areas listed on the program guidelines. Admission to both the Teacher Certification Program for College Graduates and to the Graduate School to earn the Master of Arts in Education is required. Connecticut's subject knowledge testing requirements must also be successfully completed.

Application forms and other descriptive program materials are available in Room 231 and 227 of the School of Education, or may be requested by writing: School of Education Admissions Office, 249 Glenbrook Road, U-64C, Room 225, Storrs, CT 06269-2064, Telephone: (860) 486-3065.

### Speech and Language Pathologist Education

In conjunction with the Department of Communication Sciences, the Teacher Certification Program for College Graduates (TCPCG) enables college graduates to obtain certification as Speech and Language Pathologists in the public schools of Connecticut. Students must be enrolled in a Masters of Arts program in speech-language pathology.

### Accreditation

The School of Education is a member of the American Association of Colleges for Teacher Education and is accredited by 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 School of Education indicating completion of a National Council for the Accreditation of Teacher Education approved program.

### State Certification Requirements

The Connecticut State Board of Education maintains minimum requirements for certification for positions in the public schools of Connecticut. The faculty of the 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 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 (CONNTENT). No graduate may be recommended for a teaching certificate until successfully completing Connecticut's subject knowledge testing requirements. Praxis Registration Bulletins describing the approved Praxis II Subject Assessments are available in the School of Education (Gentry Building) Room 119.

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

### Special Services

The School of Education includes special services areas. These special services and the persons responsible for their operation are listed below:

Bureau of Education Research and Services

Francis X. Archambault, Ph.D., *Professor of Education, Director*

Learning Disabled College Program

Joan McGuire, Ph.D., *Associate Professor of Education, Director*

MicroComputer Lab

Michael F. Young, Ph.D., *Associate Professor of Education, Coordinator*

Reading-Language Arts Center

Mary Anne Doyle, Ph.D., *Associate Professor of Education, Director*

A.J. Pappanikou Center on Special Education and Rehabilitation: A

University Affiliated Program

Lee K. McLean, Ph.D., *Professor of Education, Director*