Neag School of Education

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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 3110W, EDCI 4110W, EDCI 4205W, EDCI 4210W, and EPSY 4120W. All students in the Sport Management program will be required to successfully complete two writing intensive (W) courses within the Neag School of Education. The W courses will develop writing skills specific to the content area domain, as well as be consistent with the practices of professionals in sport management. Courses that will satisfy the W requirement include EDLR 3300W and 3547W.

Information Literacy Competency
The information literacy competency requirement for IB/M Teacher Education students and Sport Management students will be satisfied by the successful completion of the W courses within each concentration area within the Neag School of Education.

Computer Technology Competency
University entry-level competencies have been reviewed and satisfy all 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 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 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 one year of full-time course work in professional education while enrolled in the Graduate School to earn the Master of Arts in Curriculum and Instruction or Master of Arts in Educational Psychology. 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 1-6; Secondary Education - Grades 7-12: English; History and Social Studies; Mathematics; Sciences - Biological Sciences, Chemistry, Earth Sciences, General Science or Physics; 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 (www.sde.ct.gov). 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 advising.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 1-6. Students complete general education requirements, a 39-credit subject area major that includes a single subject (English, History/Geography, Mathematics, or Science) plus a second concentration, and required courses in professional education. Requirements include: EPSY 3010, 3110, 3125, 3230, 4010; EDCI 3000, 4110W, 4115, 4120, 4125, 4130, 4150; EGEN 3100, 3110W, 4100, 4110; HIST 1501 or 1502; HDFS 1070 or PSYC 2400; MATH 2010Q; PSYC 1100; and the Master of Arts in Curriculum and Instruction program.

English Education
The secondary English program prepares students 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 3010, 3110, 3125, 3230, 4010; EDCI 3000, 4010, 4210W, 4215, 4250; EGEN 3100, 3110W, 4100, 4110; HIST 1501 or 1502; PSYC 1100; and the Master of Arts in Curriculum and Instruction program.

History and Social Studies Education
The history and social studies program offers preparation leading to certification in 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 42-credit subject area major in History and Social Studies, and required courses in professional education. Requirements include: EPSY 3010, 3110, 3125, 3230, 4010; EDCI 3000, 4010, 4210W, 4250; EGEN 3100, 3110W, 4100, 4110; HIST 1501 or 1502; PSYC 1100; and the Master of Arts in Curriculum and Instruction 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 3010, 3110, 3125, 3230, 4010; EDCI 3000, 4010, 4210W, 4250; EGEN 3100, 3110W, 4100, 4110; HIST 1501 or 1502; PSYC 1100; and the Master of Arts in Curriculum and Instruction program.

Music Education
Prospective music educators initially enroll in the School of Fine Arts. The Music Education Program prepares students 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 courses in professional education. Requirements include: EPSY 3010, 3110, 3125, 3230, 4010; EDCI 3000, 4010, 4210W, 4250; EGEN 3100, 3110W, 4100, 4110; HIST 1501 or 1502; PSYC 1100; and the Master of Arts in Curriculum and Instruction program.

Science Education
Students 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 3010, 3110, 3125, 3230, 4010; EDCI 3000, 4010, 4210W, 4250; EGEN 3100, 3110W, 4100, 4110; HIST 1501 or 1502; PSYC 1100; and the Master of Arts in Curriculum and Instruction program.

World Language Education
World language program students 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 world language; and required courses in professional education. Requirements include: EPSY 3010, 3110, 3125, 3230, 4010; EDCI 3000, 4010, 4205W, 4250; EGEN 3100, 3110W, 4100, 4110; HIST 1501 or 1502; PSYC 1100; and the Master of Arts in Curriculum and Instruction program.

**Agricultural Education**

The program in Agricultural Science Education prepares students to teach Agricultural Science in grades Pre-K-12. Students initially select a major in the College of Agriculture and Natural Resources in order to develop subject area knowledge in animal science, plant science, natural resources and the environment, agribusiness, and other related areas. Students complete general education requirements, a 39-credit subject area major that includes a single subject (English, Mathematics or Science) plus a second concentration and required courses in professional education. Requirements include: EPSY 3010, 3110, 3125, 3230, 4010; EDCI 3000, 4010 or 4110, 4210W, 4250; EGEN 3100, 3110W, 4100, 4110; HIST 1501 or 1502; PSYC 1100; and the Master of Arts in Curriculum and Instruction 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 (English, Mathematics or Science) plus a second concentration and required courses in professional education. Requirements include: EPSY 3010, 3110, 3125, 3230, 4010; EDCI 3000, 4010 or 4110, 4210W, 4250; EGEN 3100, 3110W, 4100, 4110; HIST 1501 or 1502; PSYC 1100; and the Master of Arts in Educational Psychology program.

**Sport Management Program**

The Department of Educational Leadership, Sport Management major, prepares students to enter careers in the sport industry, including intercollegiate athletics, facility management, professional sports, the sporting goods industry, private/public sport clubs, resorts, youth sport management, and event management.

The University’s general education requirements are listed in the “Academic Regulations” section of this Catalog. The most recent program guidelines and sample semester sequence are available on the Neag School of Education website at http://advising.education.uconn.edu. The Department of Educational Leadership offers the following undergraduate program:

**Sport Management**

Students complete course work in general education, cognate areas, and Educational Leadership. Requirements include: ACCT 2001; BADM 2710, 3750; COMM 1100; ECON 1201, 1202; MATH 1070Q, 1071Q; PSYC 1100; 1101 or 1103; SOCI 1001 or 1251; STAT 1000Q or 100Q; EDLR 3090, 3091, 3300W, 3310, 3325, 3335, 3340, 3345, 3350, 3547W; Cognate Electives.

**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 pursue a career in the sport industry 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 one 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: www.education.uconn.edu. Students not currently attending the University of Connecticut must submit an additional University admission application with Transfer Admissions (http://admissions.uconn.edu). 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. 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 January 15, 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 September of 2014, Educational Testing Service’s (ETS’s) Praxis Core Academic Skills for Educators test became Connecticut’s required test. Passing scores are required on each of the three discrete Praxis Core tests in reading, writing and mathematics. Beginning in January of 2002 until August of 2014, ETS’s Praxis I PPST was the required test.

Eligibility for essential skills test waiver requires a combined score of at least 1100 on the SAT mathematics and critical reading subtests, with neither subtest score below 450 (after April 1, 1995); a combined score of at least 1000 with at least 400 on each subtest for any SAT completed before March 31, 1995; equivalent scores on the Prueba de Aptitud Academica (PAA) with a score of at least 510 on the English as a Second Language Achievement Test (ESLAT); the Test of English as a Foreign Language (TOEFL); scores on The American College Testing Assessment (ACT) of at least 22 on the English subscore and at least 19 on the Mathematics subscore; or a score of 1000 on the GRE quantitative and verbal reasoning tests, with no less than a score of 500 in quantitative reasoning and 450 in verbal reasoning, plus a minimum analytical writing score of 4.5 taken prior to August 1, 2011 and after October 1, 2002; on/after August 1, 2011, a score of 297 on the quantitative reasoning and verbal reasoning tests with no less than a score of 144 in quantitative reasoning and 150 in verbal reasoning, plus a minimum analytical writing score of 4.5. The most up-to-date information on these tests can be reviewed at 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 January 15, have completed Connecticut’s essential skills testing requirement, have participated in successful interviews with faculty, have accumulated sufficient experience working with children, have submitted a resume, have written acceptable essays, and have earned the most competitive cumulative grade point averages.

Applicants for the Master of Arts in Curriculum and Instruction or Master of Arts in Educational Psychology 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.
Sport Management
Students must submit the application and all supporting materials by February 1 for fall admission. Successful applicants to Sport Management generally have completed sufficient credits to be eligible for consideration, have applied by the annual deadline, 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.

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 certification officer 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.

In accordance with Connecticut Public Act 09-1, fingerprinting and a criminal background check will be required prior to placement in a clinical assignment. In certain circumstances evidence of a criminal record may prevent a student from fulfilling clinical requirements for program completion and professional licensure.

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 program.

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 (e.g. Praxis II, ACTFL, Foundations of Reading). The most up-to-date information on these tests can be reviewed at 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 assessment.education.uconn.edu.

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, students must satisfy all program requirements in order to be recommended for certification.