

SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

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The mission of the School of Education and Professional Studies is to prepare leaders for service in our communities. It does this through Post Baccalaureate graduate programs that lead to Connecticut teacher certification as well as Masters degree, Sixth-Year Certificate, and Doctorate programs that provide advanced certification and professional development to education and counseling professionals. Programs allow students with a strong liberal arts and content area backgrounds to acquire the professional knowledge and skills necessary to practice in their chosen fields.

Programs in the School of Education and Professional Studies are accredited by the American Association of Marriage and Family Therapy (AAMFT), Commission on Collegiate Nursing Education (CCNE), Commission on Accreditation of Allied Health Education Programs (CAAHEP), Council on Rehabilitation Education (CORE), Connecticut State Department of Education, and the National Council for the Accreditation of Teacher Education (NCATE). In addition, the School of Education and Professional Studies is a member of the American Association of Colleges of Teacher Education (AACTE) and an active participant on the Teacher Education Council of State Colleges and Universities (TECSCU).

The education programs also hold national recognitions from the following NCATE affiliated organizations: Association for Childhood Education International (ACEI), Council for Exceptional Children (CEC), Educational Leadership Consortium (ELCC), International Reading Association (IRA), National Association for Sports and Physical Education (NASPE), National Association for the Education of Young Children (NAEYC), National Council for the Social Studies (NCSS), and National Council of Teachers of Mathematics (NCTM).

In addition to providing rigorous graduate programs, faculty from the School of Education and Professional Studies and affiliated public schools have established a network of Professional Development

Schools (PDS). These PDS provide exemplary clinical sites for teacher candidates, enhance pupil learning, and provide sites for action research. The School also operates campus-based centers that provide services to the community. These partnerships allow the School to provide students and community members with outstanding educational opportunities and services.

Below is an overview of centers and graduate Post-Baccalaureate, degree, and post-Masters programs, as well as the departments where they are located.

Counseling and Family Therapy

- Master of Science in Counselor Education with specializations in:
 - School Counseling
 - Professional and Rehabilitation Counseling
 - Student Development in Higher Education
- Master of Science in Marriage and Family Therapy
- Advanced Official Certificate Program in Professional and Rehabilitation Counseling

Educational Leadership

- Master of Science in Educational Leadership
- Master of Science in Educational Technology
- Sixth-Year Certificate in Educational Leadership
- Doctor of Education (Ed.D) in Educational Leadership
- Advanced Official Certificate Program in Superintendent of Schools
- Official Certificate Program in Global Leadership and Literacy

Physical Education and Human Performance

- Master of Science in Physical Education
- Post Baccalaureate Program for Physical Education teacher certification
- Post Master's Study

Reading and Language Arts

- Master of Science in Reading and Language Arts
- Sixth-Year Certificate: Reading and Language Arts Consultant
- Advanced Official Certificate Program in Reading and Language Arts

Special Education

- Master of Science in Special Education
- Post-Baccalaureate program for Special Education teacher certification

Teacher Education

- Master of Arts in Teaching
- Master of Science in Early Childhood Education
- Master of Science in Elementary Education
- Master of Science in Foundations: Policy or Secondary Education Strands
- Post-Baccalaureate program for Elementary Education teacher certification
- Post-Baccalaureate programs for secondary education teacher certification areas
- Post-Baccalaureate programs for all-level teacher certification areas
- Post Master's Study

Title II Reporting

Federal Title II of the Higher Education Act of 1998 mandates that institutions of higher education that have teacher preparation programs must report the pass rates on certification tests for their program completers. Any institution that has been identified as "low performing" by the State must also report this designation to the public.

CCSU defines "program completer" as a student who has met the academic requirements of the Professional Program for Teacher Certification. The students complete a rigorous program of study that is widely recognized for its quality and is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). Students complete subject/content area requirements equivalent to non-education majors in the same fields. In addition, students receive a thorough grounding in pedagogy and extensive school-based field experiences to prepare them to be educational leaders in the learning communities of Connecticut. There were 318 program completers identified in the 2006–2007 cohort. They took a total of 1117 individual Praxis tests, passing 1093 of those tests. This yielded a summary institutional passing rate of 94%. CCSU's summary institutional pass rate is 100% for the three-year follow up on 2003–2004 program completers. Statewide, many institutions guarantee a 100% pass rate by requiring Praxis II tests in addition to academic requirements for pro-

gram completion. This practice yields a statewide summary pass rate of 98%.

Post-Baccalaureate Programs for Teacher Certification

Students who already hold a bachelor's degree may pursue teacher certification through our Post-Baccalaureate Certification and the Master's of Arts in Teaching programs. Post-baccalaureate programs do not result in master's degrees. Students can seek certification in the following fields:

- Elementary Education
- Secondary Education in the following subjects: biology, business, chemistry, earth sciences, English, French, general science, German, history/social studies, Italian, mathematics, physics, and Spanish
- Pre-Kindergarten/Kindergarten through grade 12 (PK/K-12) Education in the following subjects: art, music, physical education, special education, TESOL, and technology and engineering education
- Master of Arts in Teaching—see the Department of Teacher Education section of this catalog for information

Admission to the Post-Baccalaureate Certification programs involves two distinct application processes. First, students must apply to the School of Graduate Studies through the CCSU Graduate Admissions Office. Students are admitted to the School of Graduate Studies at the pre-certification level and begin the program at this level. Once students have begun the program, they then apply for admission to the Professional Program for Teacher Certification through the Office of the Dean of Education and Professional Studies. Students admitted to the Professional Program for Teacher Certification are designated certification candidates. Registration for professional-level education courses is restricted to students admitted to the Professional Program for Teacher Certification.

The Professional Program for Teacher Certification applications are located outside of Barnard Hall, Room 203. Applications to the Professional Program for Teacher Certification are processed twice a year. Submission deadlines are September 10 and February 10. The Professional Program Application has complete instructions about requirements for each program.

Criteria for admission to the Professional Program include admission to a post-baccalaureate graduate program, current enrollment in classes at CCSU, an overall *undergraduate* Grade Point Average (GPA) from all institutions attended of 2.70 GPA, passing scores or a waiver for the Praxis I tests, an additional complete set of official transcripts (transcripts submitted to Graduate Admissions cannot be used), letters of reference addressing the students' potential as teachers, an essay, and other program-specific materials listed on the application.

Students also must participate in a Professional Program interview. The application review and admission process takes from 6 to 8 weeks and is completed before pre-registration for the following semester.

The Connecticut State Department of Education will issue a Praxis I waiver based on specific SAT, ACT, or PAA scores. Testing and waiver requirements are subject to change by the State of Connecticut without prior notification. Information about the waiver application and criteria for receiving a Praxis I waiver are available at Barnard 203 or from the Connecticut State Department of Education at <http://www.ctcert.org/>. Information on registering for the Praxis tests are also available at Barnard 203 or from Educational Testing Service at www.ets.org. Students should allow 10–12 weeks to receive Praxis I scores or waivers.

Program Planning. Post-baccalaureate students must meet all course and laboratory requirements specified in particular teacher education programs. Students in post-baccalaureate certification programs also are required to satisfy certain general education and subject matter major requirements, regardless of their bachelor's degree areas.

A transcript evaluation is completed for each student to identify the specific courses that must be completed for certification. A "Planned Program" is prepared for the student based on this evaluation. Once the appropriate deans sign the Planned Program, it becomes the official program for the student. Planned Programs are subject to change based on changes in state certification regulations.

- Connecticut certification regulations are subject to change without notice to students. These changes can impact the official Planned Program. Students must meet the certification regulations in

place at the time they apply for certification, regardless of what their Planned Programs required. Students are responsible for insuring that their Planned Programs meet all certification requirements that will be in effect at the time they plan to complete their certification programs. It is essential that students regularly review their Planned Programs with their advisors so that changes in regulations can be incorporated into the Planned Programs.

- All post-baccalaureate certification students, regardless of program, must have the following general education courses:
 - PSY 236 or a developmental or life span psychology course
 - HIST 161 or HIST 162 or a survey of American history course.
 - Coursework in four of the following areas: sciences, mathematics, English, fine arts, foreign language
 These are requirements of the State of Connecticut and cannot be waived by advisors or the University. A course in developmental or life span psychology is a prerequisite for courses in the Professional Program.
- A Planned Program is developed for each student as part of the School of Graduate Studies admissions process. The Planned Program for all teacher education candidates, except for those in Special Education, must include the following Professional Program courses: SPED 315 (or 501), EDF 415, EDTE 314, 315, or 316, methods courses, student teaching, a course in educational technology, and other courses as required by the student's specific program. These courses are restricted to students admitted to the Professional Program. Special Education programs have different requirements listed under the special education department.
- Once the Planned Program has been prepared, students should meet with their designated advisors to develop sequence and schedule plans to complete the programs in a timely manner.
- Note: Most 400-level courses and all 300-level and below courses that apply to post-baccalaureate teacher certification programs are found in the *Undergraduate Catalog*.

Professional Program for Teacher Certification Policies

All policies of the Professional Program for Teacher Certification apply to all students admitted to the Professional Program, regardless of the program level of the student. A more complete description of policies can be found in the *Undergraduate Catalog*.

Appeal for Admission GPA Waiver.

Students who are denied admission because of a cumulative undergraduate GPA below 2.70 may appeal for a waiver of the GPA requirement. A limited number of GPA waivers are granted. Students denied a GPA waiver may consult with the department chair or their advisors for advice on how best to raise their GPAs.

Restricted Professional Course Work. Most education courses offered in the teacher education programs require admission to the Professional Program for Teacher Certification. Students who have not been admitted to a teacher education program are not allowed to enroll in restricted courses.

Retention Criteria. Once admitted to a particular teacher education program, a post-baccalaureate student is expected to maintain:

- a 3.00 GPA overall and in the Professional Program,
- appropriate or professional behavior, attitudes, attributes, and responses in various contexts in which teachers and teacher candidates serve,
- acceptable performance during field experiences or Student Teaching,
- acceptable performance on performance assessments,
- adherence to the Connecticut Code of Professional Responsibility for Teachers,
- confidentiality of all information concerning colleagues and students obtained during the educational process, and
- integrity and honesty in written and verbal communications, documentation, and coursework at all times.

Connecticut Certification Procedures

The Connecticut State Board of Education is responsible for issuing teaching certificates required to teach in Connecticut public schools. Certification regulations are subject to change and the Connecticut State Board of Education requires students to

meet the certification regulations in effect at the time they apply for certification.

The assistant dean of Education and Professional Studies is the CCSU Teacher Certification Officer. Questions concerning certification that cannot be answered by a department may be addressed to the assistant dean.

The instructions for downloading and completing the application for Connecticut certification can be found outside Barnard Hall 203. The completed forms are returned to the same office. While the assistant dean of the School of Education and Professional Studies recommends students completing CCSU programs for Connecticut certification, it is the State of Connecticut's Bureau of Certification that makes the final determination about granting a certification.

Out-of-State Certification Procedures for CCSU Graduates

Most states have interstate agreements with the Connecticut State Department of Education to accept Connecticut teacher preparation programs in lieu of their own approved teacher preparation programs. Other requirements will need to be met for certification outside of Connecticut. Any state application that requires verification of completion of an Approved Program should be referred to the assistant dean of the School of Education and Professional Studies. The assistant dean will complete the forms and return them.

COUNSELING AND FAMILY THERAPY

Faculty

Connie Tait (Chair, Barnard 230), Ralph Cohen, H. Jane Fried, Cherie King, Vernon Percy, Judith Rosenberg, Daniel Wiener (Department Secretary, Sarah Atkinson; phone: 860-832-2154)

Department Overview

The counseling and family therapy programs at Central Connecticut State University prepare students for professional careers in Marriage and Family Therapy, School Counseling, Rehabilitation Counseling, Drug and Alcohol Recovery Counseling, Mental Health Counseling and Student Development in Higher Education. Courses

are designed to develop student competence in the application of theory-based counseling models, to understand the concerns of diverse client populations and to enhance students' personal and professional development. The practicum and clinical internship provide students with valuable opportunities to apply their skills in a field-based setting under close supervision. Students must obtain departmental approval prior to beginning their practicums.

Programs are accessible to full- and part-time students, offering flexible advising hours and classes in the late afternoons and evenings.

Programs

MASTER OF SCIENCE IN COUNSELOR EDUCATION WITH SPECIALIZATION IN SCHOOL COUNSELING

Program Rationale:

The School Counseling Program prepares students for professional careers as counselors in elementary, middle, and high schools. Emphasis is on a comprehensive and developmental model of school counseling that is described in the National Standards for School Counseling of the American School Counseling Association and a document entitled "Best Practices for School Counseling in Connecticut." The program is designed to meet the requirements of the Connecticut State Department of Education.

Program Learning Outcomes:

Students in this program will be expected to:

- demonstrate knowledge of theory, practice, and ethical standards relative to the practice of school counseling;
- demonstrate appropriate counseling techniques and interventions for use within the academic, career, and personal/social domains;
- demonstrate the ability to consult and collaborate with teachers, staff, administrators, and community-based organizations in understanding and meeting the needs of all students;
- promote understanding and appreciation for diverse populations and cultures; and
- demonstrate knowledge of federal and state laws pertinent to the role, function, and services of the school counselor.

Course and Capstone Requirements (48–51 credits):

Graduates are prepared for positions as counselors in public and private schools. The program is designed to meet the certification requirements of the State of Connecticut and the Council for Accreditation of Counseling and Related Educational Programs.

Core Courses (12 credits):

| | | |
|----------|---------------------------------------|---|
| CNSL 500 | The Dynamics of Group Behavior | 3 |
| CNSL 501 | Theories and Techniques in Counseling | 6 |
| CNSL 503 | Supervised Counseling Practicum | 3 |

Specialized Courses (33 credits):

| | | |
|----------|---|---|
| CNSL 504 | Professional Studies in Counseling | 3 |
| CNSL 506 | Counseling Children & Adolescents | 3 |
| CNSL 520 | Guidance Principles, Organization and Administration | 3 |
| CNSL 521 | Career Counseling and Development | 3 |
| CNSL 522 | Appraisal Procedures in Counseling | 3 |
| CNSL 524 | Consulting in the Schools | 3 |
| CNSL 525 | Multicultural Counseling | 3 |
| CNSL 526 | Principles of Comprehensive School Counseling | 3 |
| CNSL 568 | Alcohol and Drug Counseling | 3 |
| CNSL 591 | Supervised School Guidance Internship (three credits for two semesters) | 6 |

Research (3 credits)

| | | |
|--------|-----------------------|---|
| ED 598 | Research in Education | 3 |
|--------|-----------------------|---|

Capstone (0–3 credits):

| | |
|---|---|
| Plan A: CNSL 599 Thesis | 3 |
| or | |
| Plan B: Comprehensive Exam (consists of a major case presentation done in conjunction with the student's internship experience) | |

MASTER OF SCIENCE IN COUNSELOR EDUCATION WITH SPECIALIZATION IN PROFESSIONAL AND REHABILITATION COUNSELING

Program Rationale:

The Professional and Rehabilitation Counseling programs prepare students to pursue employment in a variety of rehabilitation and mental health agencies. Students

may decide to specialize in either Rehabilitation Counseling, Rehabilitation Counseling with a drug and alcohol recovery focus, or Mental Health Counseling. The Professional and Rehabilitation Counseling programs provide the foundational coursework necessary for individuals interested in meeting State of Connecticut Department of Public Health requirements for becoming Licensed Professional Counselors (LPC) and/or national certification as Certified Rehabilitation Counselors (CRC). The curriculum is also approved by the Connecticut Certification Board for students pursuing credentials as a Licensed Alcohol and Drug Counselors (LADC). There are additional post-master's training requirements for both LPC and LADC candidates. The Professional and Rehabilitation Counseling program is a candidate for accreditation by the Commission on Rehabilitation Education (CORE).

Program Learning Outcomes:

Students in the program will be expected to:

- exhibit behaviors and attitudes appropriate to the professional and rehabilitation counseling profession;
- demonstrate pertinent and professionally relevant knowledge in the 10 CORE and 9 NBCC curriculum content areas;
- demonstrate professional behaviors and practice in professional and rehabilitation counseling settings;
- demonstrate knowledge of current ethical and legal guidelines that influence one's behavior as a counselor; and
- demonstrate core skills that provide the foundations to understand the professional and rehabilitation counseling process and become more aware of one's interpersonal interactions.

Course and Capstone Requirements (48–57 credits):

Core (42 credits):

| | | |
|----------|---------------------------------------|---|
| CNSL 500 | The Dynamics of Group Behavior | 3 |
| CNSL 501 | Theories and Techniques in Counseling | 6 |
| CNSL 503 | Supervised Counseling Practicum | 3 |
| CNSL 504 | Professional Studies in Counseling | 3 |
| CNSL 507 | Methods in Group Facilitation | 3 |
| CNSL 521 | Career Counseling and Development | 3 |

| | | |
|----------|--|---|
| CNSL 522 | Appraisal Procedures in Counseling | 3 |
| CNSL 560 | Introduction to Rehabilitation Counseling | 3 |
| CNSL 561 | Advanced Rehabilitation Counseling | 3 |
| CNSL 563 | Medical Aspects of Rehabilitation Counseling | 3 |
| CNSL 568 | Alcohol and Drug Counseling | 3 |
| CNSL 571 | Mental Health Counseling | 3 |
| CNSL 598 | Research in Counseling | 3 |

Specialization Courses (6 credits):

Students in the Mental Health Counseling track are required to take two additional specialization courses as follows:

| | | |
|---------|--|---|
| MFT 541 | Introduction to Theories of Family Systems | 3 |
| PSY 530 | Psychopathology | 3 |
| or | | |
| MFT 556 | Systemic Perspectives on Mental Disorders | 3 |

Internship (6 credits):

| | | |
|----------|--|---|
| CNSL 594 | Supervised Clinical Practice — Professional Counseling (two semesters) | 6 |
|----------|--|---|

Capstone (0–3 credits):

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|---|---|
| Plan A: CNSL 599 Thesis | 3 |
| or | |
| Plan B: Comprehensive Exam (consists of a major case presentation done in conjunction with the student's internship experience) | |

Note: It is expected that prior to beginning the supervised counseling practicum (CNSL 503) all Professional and Rehabilitation Counseling students will complete PSY 512. Students in the drug and alcohol recovery program must also complete PSY 454 prior to beginning practicum.

MASTER OF SCIENCE IN COUNSELOR EDUCATION WITH SPECIALIZATION IN STUDENT DEVELOPMENT IN HIGHER EDUCATION

Program Rationale:

The mission of the student development master's degree program is to prepare graduates to function effectively as student development specialists in rapidly changing institutions of higher education. Students are trained to understand and to meet the developmental needs of college students, taking into account worldviews and expectations which are influenced by age, ethnic

background, national origin, gender, sexual orientation, disability status, and other “non-traditional” perspectives. Graduates are prepared to function as student affairs professionals in higher education settings, such as student activities, academic advising, career counseling, orientation, first-year experience programs, residence halls, and learning centers.

Program Learning Outcomes:

Students in the program are expected to:

- demonstrate knowledge of theory, practice, and ethical standards relative to the practice of student development in higher education;
- demonstrate appropriate counseling, advising, and group facilitation techniques for use with students, staff, and faculty in higher education;
- demonstrate the ability to collaborate with colleagues throughout their institutions for purposes of creating and assessing learning experiences for students;
- identify a wide range of world views based on culture and life experience, including their own, and use this understanding to communicate effectively across cultural and personal differences; and
- demonstrate knowledge of federal and state laws pertinent to roles and functions of student affairs professionals and to the responsible management of colleges and universities.

Course and Capstone Requirements (42–45 credits):

Core Courses (12 credits):

| | | |
|----------|---------------------------------------|---|
| CNSL 500 | The Dynamics of Group Behavior | 3 |
| CNSL 501 | Theories and Techniques in Counseling | 6 |
| CNSL 503 | Supervised Counseling Practicum | 3 |

Directed Electives (30 credits):

| | | |
|----------|--|---|
| CNSL 521 | Career Counseling and Development | 3 |
| CNSL 525 | Multicultural Counseling | 3 |
| CNSL 530 | Student Development in Higher Education | 3 |
| CNSL 531 | Student Services in Higher Education | 3 |
| CNSL 532 | Program Design in Student Services | 3 |
| CNSL 533 | Legal, Financial, and Policy Issues in Student Affairs | 3 |

| | | |
|---|---|---|
| CNSL 592 | Supervised Internship in Higher Education (two semesters) | 6 |
| ED 598* | Research in Education | 3 |
| | Additional course as approved by advisor | 3 |
| Capstone (0–3 credits): | | |
| Plan A: CNSL 599 Thesis | | 3 |
| or | | |
| Plan B: Comprehensive Exam (consists of a major case presentation done in conjunction with the student’s internship experience) | | |

* ED 598 may be waived by advisor based on undergraduate record of statistics and research.

ADMISSION REQUIREMENTS FOR SCHOOL COUNSELING, PROFESSIONAL AND REHABILITATION COUNSELING, AND STUDENT DEVELOPMENT IN HIGHER EDUCATION

Admissions to the School Counseling, Professional and Rehabilitation Counseling, and Student Development in Higher Education programs are made on a competitive basis only one time per year. All applications must be completed and received by May 1 for fall admission of the following academic year. Candidates for admission will be selected on the basis of the following criteria:

1. Grade point average: Minimum 2.70 grade point average (GPA) for all undergraduate courses and a 3.00 for all graduate courses, based on a 4.00 point scale where A is 4.00
2. Three recommendations from individuals able to testify to the student’s suitability as a prospective counselor.
3. A 2–3 page typewritten (double spaced) essay describing the following:
 - a. Reasons for entering the counseling profession.
 - b. Personal and professional experiences that influenced you to pursue the counseling profession.
 - c. Personal characteristics you believe will contribute to your success as a counselor.
4. A personal interview by the program’s faculty admissions committee. The committee will assess the student’s personal attributes and life experiences that might contribute to the student’s potential for success as a professional counselor.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR SCHOOL COUNSELING

1. Documentation that the applicant has successfully passed all three parts of the Praxis I PPST Test or qualifies for a waiver. More information about the PRAXIS I PPST tests may be obtained by calling 1-800-742-9476 or by accessing the PRAXIS website at www.teachingand-learning.org. Applications for the PRAXIS I PPST tests and information about the waiver are usually available outside of the Office of the Dean, School of Education and Professional Studies, in Henry Barnard Hall.
2. At least one of the following prerequisite courses with a grade of B or better.
 - A graduate course in psychology of human development that covers the whole life span (at CCSU PSY 512 meets this requirement)
 - A course in education of exceptional learners including material relating to the special educational needs of students with physical and mental disabilities, the learning disabled, and the gifted and talented (at CCSU SPED 315 or SPED 501 meets this requirement)
 - A course in contemporary education issues (at CCSU EDF 415, 500, 510, 516, 524, 525, 538, or 583 meets this requirement)

Students who believe that they may have taken equivalent courses at the undergraduate level may submit copies of the course descriptions from the college catalog that was in print at the time they took the course.

Note: While only one prerequisite course is needed to qualify for admission, all three prerequisite courses must be completed prior to graduation.

MASTER OF SCIENCE IN MARRIAGE AND FAMILY THERAPY

Program Rationale:

The Marriage and Family Therapy (MFT) program leads to a Master’s of Science in Marriage and Family Therapy (MSMFT). The program is designed to prepare students for professional careers as marriage and family therapists in a wide variety of settings and roles. First, students are taught theories and techniques of practice in individual and group counseling modalities, as

well as developmental theory. The foundation of the specialized training in marriage and family therapy is systems theory, serving as the linchpin for the study of clinical theories and practices that are taught in preparation for clinical training. The philosophy of the program is that a student must integrate theories and techniques as tools for enhancing one's effectiveness as an agent of intervention and change. The program does so by interweaving theory and practice throughout the duration of the training process via graduated practical experiences while studying theory. Thus, through the process of study and practice, the student has an opportunity to incorporate a wide array of learning gradually and comprehensively. The end product of such training is a therapist who is well-grounded in theory and who has had nurturing through an ongoing training and supervisory process to use him/herself effectively, professionally, and ethically as an agent of change at a variety of levels. The curriculum is designed to meet academic and clinical requirements for Connecticut licensure for marital and family therapists and AAMFT Clinical Membership.

Clinical placements and intensive faculty supervision emphasize the development of effective therapeutic skills to meet the challenges of the new climate in health care service delivery. Emphasis is also placed on the development of the "person of the therapist." A key theme of the program is respect for diversity of people and lifestyles in families. The program has been awarded accreditation by AAMFT's Commission on Accreditation for MFT Education (COAMFTE).

Program Learning Outcomes:

MFT students are expected to:

- become knowledgeable in the major schools of marriage and family therapy;
- develop proficiency in practices of systemically oriented therapy approaches to human problems in a variety of clinical settings;
- develop articulated personal models of therapy upon which they base their interventions;
- develop professional identities as marriage and family therapists through the participation in extracurricular activities that facilitate the process of socialization, such as membership in professional organizations and attendance at professional workshops;
- become knowledgeable consumers of research and ongoing professional enrichment

through the valuing of continued self study and skill development;

- become culturally competent as marriage and family therapists;
- internalize the standards of ethical professional conduct; and
- develop a strong and clear sense of self as an intervener in human problems.

Clinical Training in the MFT Program:

During the second year of the MFT program, students complete a practicum experience for two semesters, in which they are placed in approved clinical sites in the community for 10 hours per week and receive an hour of supervision per week by an agency supervisor. This experience provides students with basic skills and techniques in interviewing, clinical assessment, and case management. Students attend a weekly course seminar for one hour per week with a faculty instructor. There are over 60 approved training sites across the state, including mental health centers, youth service bureaus, family service agencies, hospitals, and schools.

Following the practicum, each student undertakes a 12-month, intensive (20–25 hours per week) internship in an approved clinical facility, where the intern may hone his/her skills as an "apprentice" clinician under the mentorship of an on-site supervisor and oversight of a faculty supervisor. The internship is designed to be a much more extensive experience than the practicum experience, with the intern assuming primary responsibility for 12–15 clinical cases per week. The student can expect much guidance during the internship experience, with over three hours per week spent in supervision to discuss clinical assessment, case dynamics, skill development, and use of self in the role of "therapist." By the end of the program, students must complete 500 clinical contact hours with a minimum of 100 hours of supervision of those clinical contact hours under an AAMFT Approved Supervisor.

In September 2007, the CCSU MFT program, in partnership with Klingberg Family Centers, opened the Klingberg/CCSU Family Therapy Institute (FTI), located at 185 Main Street in New Britain, Connecticut. The FTI is a student-run outpatient treatment and family therapy training facility that is operated by the students and faculty of the CCSU MFT program, under the auspices of Klingberg Family Centers. All MFT students, beginning in the first semester of the practicum year,

perform clinical and administrative functions at the FTI as a requirement of each of the practicum and internship courses (MFT 583, MFT 584, and three semesters of MFT 585). Students are responsible for conducting therapy sessions with individuals, couples and families, intakes, and emergency services, under the direct supervision of the MFT faculty. Each student is assigned weekly shifts, beginning in the practicum year and continuing through the internship year. During the practicum year, students provide two hours of administrative service to receive clients and to do telephone triage and assignment of cases for intakes. Practicum students also have a two-hour, weekly clinical block assigned to see a small caseload of clients. Practicum students receive one hour of individual supervision per week by an AAMFT Approved Supervisor or Supervisor Candidate and many count clinical and supervisory hours accrued at the FTI toward the 500 total clinical hours and 100 supervision hours needed to fulfill their total internship requirements (hours accrued at their placement sites do not count toward these requirements during the practicum year). Interns are required to provide three hours of clinical time per week to see FTI clients under the supervision of MFT Faculty AAMFT Approved Supervisors. Because of their intensive commitments to their community agencies during the internship year, interns are not assigned administrative shifts.

Course and Capstone Requirements (51 credits):

Prerequisites (12 credits):

| | | |
|----------|---------------------------------------|---|
| PSY 512 | Seminar in Developmental Psychology | 3 |
| CNSL 500 | The Dynamics of Group Behavior | 3 |
| CNSL 501 | Theories and Techniques in Counseling | 6 |

Marriage and Family Therapy Specialization (51 credits) — thesis optional:

| | | |
|----------|--|---|
| MFT 541* | Introduction to Theories of Family Systems | 3 |
| MFT 542 | Professional, Ethical, and Legal Issues in Marriage and Family Therapy | 3 |
| MFT 543 | The Family Life Cycle | 3 |
| MFT 544 | Families in Context: Gender and Cultural Dimensions | 3 |
| MFT 551 | Structural/Strategic & Behavioral Family Therapies | 3 |

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|---------|---|---|--|
| MFT 552 | Experiential, Intergenerational and Psychodynamic Family Therapies | 3 | average. The admission standard for this program requires a minimum of 2.70 grade point average (GPA) based on a 4.00 point scale where A is 4.00. Students with grade point averages between 2.40 and 2.69 may appeal their denials for admission and request conditional admission. The conditional admission program is a non-candidacy arrangement that allows students to demonstrate the ability to perform successfully in a graduate degree program. It is afforded on a space-available basis to students who are able to demonstrate their potential through additional coursework, relevant life experiences, and/or recommendations from individuals qualified to testify to the students' suitability to be prospective Marriage and Family Therapists. Full admission to the program is not guaranteed—all conditions placed on the student for admission must be met successfully. All students who are accepted into the department are granted pre-candidacy status and are assigned an academic advisor. The advisor will orient the student regarding prerequisites, course scheduling, potential course transfers and substitutions, and the planned program of study. |
| MFT 554 | Couples Therapy | 3 | |
| MFT 555 | Dysfunctional Family Processes | 3 | |
| MFT 556 | Systemic Perspectives on Mental Disorders | 3 | |
| MFT 557 | Action Methods in Marital and Family Therapy | 3 | |
| MFT 583 | Marriage and Family Therapy Practicum I | 3 | |
| MFT 584 | Marriage and Family Therapy Practicum II | 3 | |
| MFT 585 | Marriage and Family Therapy Internship (3 credits in each of 3 consecutive semesters)** | 9 | |
| MFT 598 | Research Methods in Marriage and Family Therapy | 3 | |
| | Elective required*** | 3 | |

* This course is taken during the pre-candidacy period along with the three prerequisite courses as a condition for degree candidacy.

** See Capstone requirement (below).

*** May be any graduate course that fits coherently with the student's academic goals, on approval from his or her advisor. The Thesis course (CNSL 599) is not considered an elective (Plan A) and is an additional three (3) credits.

On completion of 300 of the 500 clinical hours required for graduation, all students must complete a capstone project consisting of a comprehensive written examination of a clinical case seen by the student, as well as an oral presentation of the case to MFT faculty and peers during the third semester of MFT 585 (Internship). This project is designed to help the student integrate his/her learning experiences in the program. In addition, students also may elect to complete Plan A (Thesis), which adds an additional three (3) credits in the program. Students who pursue the thesis option are also required to complete the clinical capstone during the spring semester of MFT 585.

ADMISSION REQUIREMENTS FOR THE MARRIAGE AND FAMILY THERAPY PROGRAM

The decision to admit a student into pre-candidacy status for the MFT program is based strictly on the student's grade point

summer semesters and before October 15 for the spring semester. *Students must maintain a grade of B or better in every fieldwork course in order to continue in the program.*

Other Programs

POST-MASTER'S STUDY

Post-master's study is available only to graduates of CCSU's Department of Counseling and Family Therapy who are applying to the Professional and Rehabilitation Counseling program. Candidates who complete the master's degree in counseling may be able to continue their education at Central Connecticut State University by applying for admissions to post-master's plan programs in Counseling specialties. Once accepted the student and advisor will develop a planned program of study that must consist of a minimum of 30 credits that are completed within a six-year time period.

ADVANCED OFFICIAL CERTIFICATE PROGRAM IN PROFESSIONAL COUNSELING

The Advanced Official Certificate Program in Professional Counseling is designed for practicing counselors who already hold a master's degree in counseling and are preparing for state licensure as a Professional Counselor through the State of Connecticut Department of Public Health. A certificate in advanced graduate work in Professional Counseling is issued upon completion of a combination of any 12 credits of selected 500-level courses, with a grade of B or better, designated for the certificate program.

The Professional and Rehabilitation Counseling program prepares graduates for Licensed Professional Counselor (LPC) in Connecticut. Candidates for the OCP are responsible for working with the Connecticut Department of Public Health regarding specific required coursework for their LPC eligibility.

Admission criteria for the Advanced Official Certificate Program in Professional Counseling:

- master's degree in counseling from CCSU's Department of Counseling and Family Therapy;
- completion of the application process;
- interview with program faculty; and
- current professional recommendation.

All students are accepted into the Marriage and Family Therapy program as pre-candidates. Pre-candidacy status allows the student to begin taking classes.

To qualify for Degree Candidacy, students must complete the prerequisite courses (CNSL 500, CNSL 501, and PSY 512) and MFT 541 with a grade of B or better, submit two recommendation forms (supplied by the department and available on-line), and receive favorable ratings on the "Attitudes and Attributes" scale by instructors for CNSL 501 and MFT 541. On completion of these requirements, students meet with their advisors to complete their Planned Programs of Study and the Application for Degree Candidacy. These documents are submitted to the dean of the School of Graduate Studies for final approval and acceptance into the program as Degree Candidates.

The deadline for applying for admission for the fall semester is May 1; the deadline for applying for the spring semester is December 1.

Field Experience

The supervised practicum and internship are considered to be the most critical experience elements in the program. Students must submit their applications for the practicum or internship to the department secretary before March 15 for the fall and

EDUCATIONAL LEADERSHIP

Faculty

Anthony Rigazio-DiGilio (Chair, Barnard 231), Farough Abed (Ed. Tech. Coordinator, Barnard 308), Karen Beyard (Ed.D. Director, Barnard 320, 860-832-2152), Ethan Heinen, Penelope Lisi, Timothy Reagan, Ellen Retelle, Olusegun Sogunro, Barry Spender, Aldrige Vaillant, Sheldon Watson (Dept. phone: 860-832-2130)

Departmental Overview

The Department of Educational Leadership seeks to prepare well-educated and competent practitioners who are capable of improving the quality of education for Connecticut's children. The Department values interdisciplinary collaboration in fulfilling its goal; as such, faculty associated with the Center for Multicultural Research and Education, Educational Technology, and Educational Leadership work together to design programs which will prepare professional educators with the skills and dispositions needed to create learning environments where all learners will be successful. The Department of Educational Leadership offers a Master of Science in Educational Technology, a Master of Science in Educational Leadership, a Sixth-Year Certificate leading to certification as an intermediate administrator or supervisor, a superintendent certificate program, a Certificate in Global Leadership and Literacy, and a Doctorate in Educational Leadership (Ed.D.). Non-degree programs leading only to certification are *not* available in this department.

CCSU has contractual arrangements with institutions of higher education in Jamaica. Under the auspices of these agreements the Educational Leadership Department offers its master's degree to Jamaican educators wishing to update their educational credentials. Fifteen credits of the program are offered on site in Jamaica; students accepted to the program must attend 12 credits on the CCSU campus to complete all requirements.

Programs

MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP

Program Rationale:

The master's degree in educational leadership is designed to prepare teacher leaders who are capable of enhancing the effectiveness of their

organizations. There are two strands from which students may choose. Strand I: Educational Leadership (30 credits) is designed to prepare graduates to assume teacher leadership positions within their schools or organizations. Strand II: Curriculum Leadership (30 credits) is designed to prepare graduates to assume roles involving curriculum renewal and evaluation.

Program Learning Outcomes:

Students in the program are expected to:

- design, implement, and evaluate instructional programs to promote student learning;
- develop learning programs that are responsive to cultural and learning differences;
- conduct fair, equitable, and effective classroom supervision;
- design, implement, and evaluate professional development activities that promote teacher learning;
- use standardized and classroom-based student performance data to improve student learning; and
- understand, interpret, and critique educational research.

The admission standard for the Educational Leadership M.S. program includes either a 3.00 undergraduate GPA or a 2.70 GPA with a 3.00 upper-level GPA.

Course and Capstone Requirements:

Core Requirements (18 credits):

| | |
|---------|--|
| EDF 500 | Contemporary Educational Issues (or EDF 516, 524, 525, 538, 583) |
| ED 511 | Principles of Curriculum Development |
| EDL 513 | Supervision |
| ED 517 | Evaluation |
| ED 540 | Educational Motivation and the Learning Process |
| ED 598 | Research in Education |

Strand Requirements and Electives (12 credits)

Strand I — Educational Leadership
Required courses (6 credits):
EDL 514 Administration
EDL 555 Leadership for Culturally Diverse Schools

Elective courses (6 credits):

Students select advisor-approved elective courses to complete their graduate programs

Strand II — Curriculum Leadership

Required courses (6 credits):

| | |
|---------|---|
| EDL 551 | Curriculum Leadership |
| EDL 555 | Leadership for Culturally Diverse Schools |

Elective courses (6 credits):

Students select advisor-approved elective courses to complete their graduate programs

Note: While students may take some courses as non-matriculated students, they must be accepted into the program before taking a fourth 500-level course. 500-level courses beyond the third course will not count toward program completion.

MASTER OF SCIENCE IN EDUCATIONAL TECHNOLOGY

Program Rationale:

The educational technology program is an applied curriculum based on a balanced approach of theory (knowledge) and hands-on (experience). The goal of this approach is for graduate students to develop into educational technology leaders in order to provide leadership and support for teachers and students. They will gain knowledge and experience in the following:

- the instructional design process
- visual design
- visual literacy
- working with a range of software program
- working with a range of interactive delivery systems (video, audio, print, Web, multimedia, animation, iDVD, and podcasting)
- applying design and production skills to various instructional outcomes
- applying assessment rubrics (formative and summative evaluation) to completed instructional-based projects
- troubleshooting technology problems
- technology change management

A unique feature of the educational technology program is that all courses build on one another to provide maximum relevance, linkage, and unity. The master's program in educational technology underscores the need for competency and mastery for each course to be based on knowledge and performance. Students' skills and knowledge will be assessed on how well they are applied to course projects. The performance criteria are as follows:

- content design—Does the project content reflect sound instructional strategies?

- visual design—Does the overall look and appearance of the project capture the learners' attention and interest?
- technical considerations—Are technical decisions such as programming and visual and audio manipulation functional? Does the project work?
- evaluation—Does the program teach? Is there change in behavior?

Program Learning Outcomes:

Students are expected to:

- apply technology skills in the development of instruction;
- understand and apply instructional design process;
- apply production skills in the development of instruction;
- apply evaluation standards to various instructional programs;
- understand and apply the technology integration process;
- understand and apply inquiry skills in educational technology research; and
- demonstrate leadership skills in applying instructional technology in their respective working environments.

Course and Capstone Requirements:

Core Courses (27 credits):

| | |
|---------|---|
| EDT 500 | Instructional Design and Evaluation I |
| EDT 501 | Message Design and Production |
| EDT 510 | Design Tools |
| EDT 512 | Computer-based Instruction |
| EDT 521 | Interactive Multimedia for Instruction I |
| EDT 522 | Instructional Design and Evaluation II |
| EDT 531 | Interactive Multimedia for Instruction II |
| EDT 532 | Distance Learning and Networking I |
| EDT 533 | Distance Learning and Networking II |

Professional Education (3 credits):

One of the following:

| | |
|---------|--|
| EDF 500 | Contemporary Educational Issues |
| EDF 516 | School and Society |
| EDF 524 | Foundations of Contemporary Theories of Curriculum |
| EDF 525 | History of American Education |
| EDF 538 | The Politics of Education |

| | |
|---------|--|
| EDF 583 | Sociological Foundations of Education |
| or | |
| EDT 514 | Integrating Technology in the Classroom Curriculum |

Research and Capstone Requirements (6 credits):

Plan E: EDT 598, Inquiry in Educational Technology, and EDT 597, Final Project

Plan A (thesis) or Plan E (special project) may be selected in consultation with the advisor.

The purpose of the Masters Final Project (MFP) is to allow graduate students to complete a comprehensive instructional project. The scope of MFP experience is large and is different from a classroom project. It is meant to act as a synthesis of students' total classroom experiences. It is a culminating experience that allows graduate students to perform their skills in an independent manner. The student must bear the responsibility of the decisions and actions taken at every level of the project. The faculty's role is one of a sounding board and not to influence or provide further training.

Students in the program cannot begin the MFP without submitting a comprehensive proposal. In addition, students must have completed 24 credits of work before enrolling in the summer EDT 597 Final Project course.

Computer prerequisite: A valid CCSU BlueNetID (username) and password. Graduate students must also have a personal computer and e-mail account.

Special Service Course (undergraduate and graduate):

EDT 490 Instructional Computing

Note: Students interested in a School Library Media Specialist cross-endorsement should contact the Connecticut State Department of Education Certification Office.

SIXTH-YEAR CERTIFICATE IN EDUCATIONAL LEADERSHIP

Program Rationale:

This program is designed to prepare graduates to serve in administrative roles within public and private school organizations. Successful graduates will be eligible for certification as an intermediate administrator/supervisor.

Program Learning Outcomes:

Students in the program are expected to:

- understand how learning occurs and how people process information, acquire skills, and develop thoughtful inquiring minds;
- apply change theory to create continuous organizational renewal processes;
- use a variety of approaches to assess student learning, teacher development, parent satisfaction, and organizational effectiveness;
- be able to collaborate with colleagues, parents, and local business and social organizations to create optimum learning environments; and
- understand the legal, ethical, and policy environments of their work as school administrators.

Admissions Requirements

Admissions to this program is limited and highly competitive. The department accepts applications for summer and fall semesters only. All application and supporting materials for admission to the program must be received by May 1 for students taking EDL 590 in the summer and December 1 for students taking EDL 590 in the spring. In addition to meeting the general requirements, admission to the Sixth-Year Certificate program will be based on the completion of EDL 590 and submission of an application portfolio evaluated on the following criteria:

- Possess a master's degree from a regionally accredited institution of higher education
- Attained a 3.30 minimum post-baccalaureate cumulative grade-point average (GPA) on a four-point scale or its equivalent
- Have a minimum of three years of teaching experience and possess, or be eligible for, a Connecticut teaching certificate (Students who do not hold an educator's certificate issued by the Connecticut State Department of Education must also pass Praxis I)
- Two letters of reference from school administrators
- A formal essay which focuses on (1) the reasons that led the candidate to the area of school leadership, and (2) future career goals
- Materials required from the EDL 590 course
- Successful presentation of the application portfolio to a team of faculty members.

EDL 590 will be offered only twice a year and students may enroll with permission of the chair. All applicants must take this course in either the spring or summer semester. Application portfolio presentations will be scheduled at the end of the EDL 590 course.

Course Requirements

The Sixth-Year Certificate in Educational Leadership, including recommendation for certification for the Intermediate Administrator/Supervisor, requires a minimum of 30 credits. Requirements include completion of EDL 590, 24 credits of professional core and 3–6 credits of advisor-approved electives.

Pre-admission Course Requirement (3 credits):

EDL 590 Leaders as Learners: Educational Leadership and Self-Assessment

Professional Core (24 credits):

| | | |
|---------|---|---|
| EDL 605 | Leadership in Teaching and Learning I | 3 |
| EDL 606 | Leadership in Teaching and Learning II | 3 |
| EDL 610 | School Leadership I | 3 |
| EDL 611 | School Leadership II | 3 |
| EDL 615 | Understanding External Environments of School Leadership I | 3 |
| EDL 616 | Understanding External Environments of School Leadership II | 3 |
| EDL 690 | Internship in Educational Leadership I | 2 |
| EDL 691 | Internship in Educational Leadership II | 2 |
| EDL 692 | Internship in Educational Leadership III | 2 |

Electives (3–6 credits of advisor-approved electives)

Note: To receive certification, students must also pass a performance-based examination administered by the State of Connecticut. The State of Connecticut also requires 50 months of teaching experience prior to licensure and completion of a designated course in special education, which may be used as part of the elective requirements.

DOCTOR OF EDUCATION (Ed.D.) IN EDUCATIONAL LEADERSHIP

Program Rationale:

The doctorate in education (Ed.D.) has been designed for delivery to a cohort of full-time educational professionals on week-ends, evenings, and during the summer. The program has many innovative features and serves teachers and administrators in PreK–12 education who want to prepare for a variety of leadership positions: principals, lead teachers, department heads, curriculum and assessment specialists, assistant superintendents, and superintendents. The Ed.D. is based on the premise that learning takes place through an integration of course work and experiences that stem from a clear conception of leadership, the knowledge base of the field, and a structure that allows doctoral students and faculty to collaborate on shared work improving education in the State of Connecticut.

Program Learning Outcomes:

Students are expected to:

- create collaborative learning communities which reflect sensitivity to the ethical and moral obligations of leaders to design and implement programs that promote positive learning for all;
- create and sustain a powerful vision of teaching and learning that promotes individual and organizational learning through assessment, professional development, program evaluation, and action research;
- demonstrate an appreciation for diversity by creating a culture of success that is connected to salient historical, philosophical, cultural, community, and political contexts;
- use technology to support and advance learning, improve communication, and process information; and
- research, collect, analyze, and interpret data that informs the change process; evaluate research critically; apply research to determine best practice; and provide leadership for research that improves teaching and learning.

Admissions

Admission to the program is available in alternate years for a cohort of 25 students. Deadline for admission is December 1. To be considered for admission to the Ed.D. in Educational Leadership, applicants must have earned a master's degree in an appropriate discipline or professional field and have professional goals that are consistent with the goals and beliefs of the program. Admission to the program is open to all qualified applicants without regard to age,

race, sex, religion, physical disability, or national origin.

Admission Criteria

The following minimum criteria have been established for admission into the Ed.D. Program:

1. Master's degree from an accredited institution of higher education in a discipline or professional field that is relevant to the Ed.D. Program
2. 3.00 GPA on all graduate coursework
3. Two positive letters of reference from leaders in education familiar with the applicant's work
4. Detailed résumé that illustrates important work-related experiences
5. Acceptable scores on the Graduate Record Examination (within five years of admission and including a writing assessment)
6. An acceptable personal statement covering three important topics:
 - Career goals
 - Reasons for pursuing a doctorate
 - Ability and commitment to devote four weeks to summer study for the first two summers of the program and some additional on-campus summer study during the third or fourth summers
7. If selected as a finalist, a satisfactory interview with the admission committee

Admission Process

The application packet for the Ed.D. can be obtained from the Graduate Admissions Office, the Office of the School of Graduate Studies, or from the Graduate Studies and Ed.D. Program websites. Admission decisions are determined by a faculty admissions committee.

Program of Study

The program is divided into four major components: (1) a required core in educational leadership; (2) a specialty area; (3) a series of inquiry-oriented seminars; and (4) the dissertation component. These components and the credits required in each component are summarized below.

Component I:

Core in Educational Leadership (18 credits)

Component II:

Specialty area in one of the following (15 credits):

- Administrative Leadership
- Curriculum and Literacy

Component III:
Inquiry Seminars (16 credits)

Component IV:
Capstone: Dissertation and Dissemination
(14 credits)

Total: minimum 63 credits

Component I establishes the *foundational core* of the program with particular emphasis in education leadership and teaching and learning. Four core courses are required of all candidates. Courses include: EDF 700; EDL 701, 702, 705; and EDT 700. All courses in the core are open only to Ed.D. students.

Component II includes a *specialty area* of the student's choice. Two specializations are available:

- *Administrative Leadership*. This specialization is for students who aspire for administrative positions in public schools. It could lead to certification for intermediate administrator (a State of Connecticut certificate) and the superintendency.
- *Curriculum and Literacy*. This specialization is for students who plan leadership careers in PK–12 settings such as reading and curriculum specialists. It includes courses in literacy, curriculum, and instructional leadership.

Component III of the program includes research courses, field-based inquiry projects, and a series of seminars designed to help students understand the processes of inquiry. Component III leads into and facilitates Component IV.

Component IV is the completion of the dissertation and dissemination of the results of the students' study to appropriate audiences. Special course work in research and ongoing inquiry projects will culminate with the completion of the student's dissertation. More information about all of these components is available on the program's website.

Please note that students take 10 credits during each of the first two summers in the program, and additional courses during the first two academic years. During the third year and beyond, the focus is on dissertation requirements, including some on-campus study during the last summer of study.

Candidate Assessment

The curriculum of the Ed.D. program has been designed to align with national and state standards for doctoral studies in the field of educational leadership and with the program's conceptual framework. Prior to being granted the Ed.D. degree, each candidate completes a dissertation and demonstrates proficiency on each program standard. Criteria for judging performance on other standards are described in the *Assessment and Dissertation Handbook*.

During the second year of the program, each Ed.D. candidate completes a summative electronic portfolio. This portfolio consists of evidence (artifacts, evaluations, projects, and reflections) gathered from the beginning of the program. All entries must be tied to the program's conceptual framework and to the program's advanced leadership standards. Candidates present their portfolios to a committee of faculty, including their dissertation advisors.

Course and Capstone Requirements:

Foundational Core (18 credits):

| | | |
|---------|--|---|
| EDF 700 | The Purposes of Education in America | 3 |
| EDL 705 | Leadership to Promote Effective Teaching & Learning | 6 |
| EDT 700 | Topics in Leadership for Technology in Schools | 3 |
| EDL 701 | Leading Organizational Change I: Theory | 3 |
| EDL 702 | Leading Organizational Change II: Program Development & Evaluation | 3 |

Inquiry Seminars and Dissertation (30 credits required; up to six additional credits optional):

| | | |
|---------|---|---|
| EDL 710 | Inquiry Seminar I: The Study of Human & Organizational Learning | 2 |
| EDL 711 | Inquiry Seminar II: Quantitative and Qualitative Research I | 3 |
| EDL 712 | Inquiry Seminar III: Quantitative and Qualitative Research II | 3 |
| EDL 713 | Inquiry Seminar IV: Study of Organizational Change | 2 |
| EDL 714 | Inquiry Seminar V: Advanced Research Design | 3 |
| EDL 715 | Inquiry Seminar VI: The Dissertation Proposal | 3 |
| EDL 716 | Inquiry Seminar VII: Dissertation I | 2 |
| EDL 717 | Inquiry Seminar VIII: Dissertation II | 5 |
| EDL 718 | Inquiry Seminar IX: Dissertation III | 5 |

EDL 719 Inquiry Seminar X: Dissertation IV (may be repeated for up to 6 credits over three calendar years) 1

EDL 720 Inquiry Seminar XI: Disseminating Research Findings 2

Specialty Study (15 credits of electives in Administrative Leadership or Curriculum and Literacy):

| | | |
|---------------------------|---|-----|
| Administrative Leadership | | |
| EDL 610 | School Leadership I | 3 |
| EDL 611 | School Leadership II | 3 |
| EDL 615 | Understanding External Environments of School Leadership I | 3 |
| EDL 616 | Understanding External Environments of School Leadership II | 3 |
| EDL 634 | Seminar in Curriculum Development | 3 |
| EDL 652 | Advanced Topics in Educational Leadership | 1–6 |
| EDL 681 | The Superintendency I: Leading District Operations | 3 |
| EDL 682 | The Superintendency II: Board and Public Relations | 3 |
| EDL 690 | Internship in Educational Leadership I | 2 |
| EDL 691 | Internship in Educational Leadership II | 2 |
| EDL 692 | Internship in Educational Leadership III | 2 |
| EDL 695 | Internship: The Superintendency I | 3 |
| EDL 696 | Internship: The Superintendency II | 3 |
| EDL 697 | Readings and Conference (repeated for up to 6 credits) | 1–6 |
| Curriculum and Literacy | | |
| RDG 667 | Multicultural Literature in the Classroom | 3 |
| RDG 675 | Reading and Writing as Integrated Process | 3 |
| RDG 680 | Current Trends and Issues in Reading and Language Arts | 3 |
| RDG 686 | Literacy Instruction for Diverse Populations II | 3 |
| RDG 698 | Research Seminar | 3 |
| RDG 700 | Seminar in Literacy | 3 |
| EDL 634 | Seminar in Curriculum Development | 3 |
| EDL 652 | Advanced Topics in Educational Leadership | 1–6 |
| EDL 697 | Readings and Conference (repeated for up to 6 credits) | 1–6 |

ADVANCED OFFICIAL CERTIFICATE PROGRAM IN SUPERINTENDENT OF SCHOOLS

Total credits: 12–15

The program is designed for educational professionals seeking certification as a School District Superintendent. The core program consists of two courses on theory and research (EDL 681 and EDL 682) and two courses on practice (EDL 695 and EDL 696). Candidates who have completed their graduate work at CCSU will be required to take 12 credits. Candidates who have completed their graduate work at other institutions will be required to complete 15 semester hours as mandated by State Department of Education. Courses to be approved by advisor are dependent on student's prior coursework.

OFFICIAL CERTIFICATE PROGRAM IN GLOBAL LEADERSHIP AND LITERACY

Total credits: 12

This graduate program focuses on international education practices and provides opportunities for educational professionals to study best practice in other countries, to reflect on their own approaches to leadership for teaching and learning, to learn firsthand about other cultures, and to enhance their capacity to effectively educate all of our children.

The OCP consists of four, three-credit graduate courses:

| | |
|---------|---|
| EDF 528 | Comparative and International Education |
| EDL 555 | Leadership for Culturally Diverse Schools |
| ED 540 | Educational Motivation and the Learning Process |
| EDL 652 | Advanced Topics in Educational Leadership |

These courses will be offered in host countries (e.g., Finland, Jamaica, South Africa, China) and on campus for a two week period in the summer and winter sessions. Students completing the OCP will be expected to have at least one course offered at an international site as part of their 12 credits.

PHYSICAL EDUCATION AND HUMAN PERFORMANCE

Faculty

David Harackiewicz (Chair, Kaiser 0180), Jan Bishop, Antone Capitaio, Matthew Cummiskey, Catherine Fellows, Frank Frangione, Kimberly Kostelis, Thomas McCarthy, Peter Morano, Victoria Morley, Elizabeth O'Neill, Katherine Pirog, Susan Smith, Mike Voight, Sean Walsh (Dept. phone: 860-832-2155)

Department Overview

The Department of Physical Education and Human Performance offers courses leading to a Master of Science Degree in Physical Education for certified teachers and professionals in the allied fields of exercise science and sports medicine. Also available is undergraduate course work leading to Connecticut teacher certification in physical education.

Programs

MASTER OF SCIENCE IN PHYSICAL EDUCATION

Program Rationale:

The graduate program of Physical Education is designed to: (1) increase the competency of teachers of physical education and (2) provide valuable subject matter for professionals in exercise science and sports medicine.

An undergraduate program in physical education from an accredited institution of higher education is preferred for admission to the master's degree program. This undergraduate program should be the equivalent of the undergraduate program at CCSU.

Program Learning Outcomes:

Students in the program are expected to:

- interpret and determine appropriate application of any one or combination of the following theories to their professions: biomechanical, pedagogical, physiological, psychological, and sociological;
- read and interpret research and apply significant findings to their professions; and
- develop the knowledge and skills of physical education, sport, or allied health programs.

Admissions Requirements:

Admission to the School of Graduate Studies

Course and Capstone Requirements (30 credits):

Electives:
3–6 credits of courses other than Education or Physical Education as approved by faculty advisor

Professional Education:
3–6 credits of Education courses* other than Physical Education, as approved by faculty advisor, from: EDF 500, 516, 524, 525, 538, or 583.

* courses are not required to be from the following list

Specialization:

15–18 credits of department offerings as approved by faculty advisor.

| | |
|---------|---|
| PE 416 | Organization and Administration of Physical Education |
| PE 418 | Health Education: Methods, Materials, and Resources |
| PE 500 | Improving Student Learning in Physical Education |
| PE 505 | Instructional Tools for Physical Education |
| PE 510 | Instructional Models for Physical Education |
| PE 520 | Current Issues in Physical Education |
| PE 524 | Sport, Physical Education, Athletics, and the Law |
| PE 525 | The Regulation of Intercollegiate and Interscholastic Athletics |
| EXS 410 | Exercise Physiology |
| EXS 415 | Fitness Assessment and Exercise Prescription |
| EXS 425 | Implementation and Evaluation of Health Promotion Programs |
| EXS 450 | Practicum in Exercise Science |
| EXS 470 | Internship in Exercise and Health Promotion |
| EXS 507 | Human Perspective in Sport |
| EXS 515 | Sport, Physical Activity, and Exercise Psychology |
| EXS 519 | Sport Biomechanics |
| EXS 522 | Physical Activity and Health |
| EXS 523 | Theories of High-Level Performance in Sport |
| EXS 530 | Nutrition for Health, Fitness, and Sport Performance |

EXS 590 Independent Study/Topics in Physical Education and Sports Medicine

EXS 592 Advanced Physiology of Sport and Exercise

Research (3–6 credits):

PE 598 Research in Physical Education and Human Performance (required for all plans)

PE 599 Thesis (required for Plan A only)

Capstone Requirement:

Plan A (Thesis) or Plan B (Comprehensive Exam)

Note: No more than 9 credits at the 400 level, as approved by the graduate advisor, may be counted toward the graduate planned program of study.

POST-BACCALAUREATE PROGRAM FOR CERTIFICATION IN PHYSICAL EDUCATION

Students who already hold a bachelor's degree may pursue teacher certification in Physical Education through our post-baccalaureate program. This program prepares students for PK–12 teacher certification and does not result in a master's degree. For information on admission to this program, see page 62.

POST-MASTER'S STUDY

A 30-credit planned program of post-master's study is available for the professional physical educator who wishes to expand or update knowledge of physical education and the related fields of exercise science and health fitness.

READING AND LANGUAGE ARTS

Faculty

Helen R. Abadiano (Chair, Barnard 2090000), Elene Demos, Julia Kara-Soteriou, Catherine Kurkjian, Cara M. Mulcahy, Jesse Turner, Lynda Valerie, Kenneth J. Weiss (Dept. phone: 860-832-2175; Dept. website: www.reading.ccsu.edu)

Department Overview

The Department of Reading and Language Arts is committed to promoting and enhancing quality instruction in reading and lan-

guage arts. Preparing literacy leaders for service in our communities is the overarching mission of the department and is consistent with and closely aligned to the theme of preparing leaders for service in our communities embraced by the School of Education and Professional Studies. The underlying principles of our mission are derived from our professional standards as defined by the International Reading Association and NCTE and by state mandates. Accordingly, the department offers a Master of Science degree program and a Sixth-Year Certificate in Reading and Language Arts. The Master of Science degree offers strands in Classroom Instruction in Reading and Language Arts, and Corrective and Remedial Reading and Language Arts. The master's program also offers a strand in Reading-Mathematics. The strand in Corrective and Remedial Reading and Language Arts leads to a reading specialist certification by the State of Connecticut. The Sixth-Year Certificate program may include courses leading to a reading consultant certification by the State of Connecticut. An Advanced Official Certificate Program in Reading and Language Arts is also available for candidates who have completed a Master of Science degree in Reading and Language Arts. All programs require practicum, clinical, or field-based experiences under close supervision in order to provide candidates with opportunities to apply their skills. The Department of Reading and Language Arts collaborates with the Doctor of Education in Educational Leadership program in offering a specialty area in literacy leading to consultant certification. It is also home to the Central Connecticut Writing Project under the National Writing Project.

CCSU has contractual arrangements with institutions of higher education in Jamaica. Under the auspices of these agreements the Reading and Language Arts Department offers its master's degree to Jamaican educators wishing to update their educational credentials. Fifteen credits of the program are offered on site in Jamaica; students accepted to the program must attend 12 credits on the CCSU campus to complete all requirements.

Admission

To apply to the Department of Reading and Language Arts Master of Science degree or Sixth-Year Certificate program, a candidate must submit an application for graduate admission, official copies of transcripts, and application fee directly to the School of Graduate Studies. Other

admission requirements for the Master of Science degree program in Reading and Language Arts are explained in the admissions packet which can be downloaded from the department website at www.reading.ccsu.edu/Applications/Program_Applications.htm. Admission requirements include (1) letters of recommendation, (2) application essay, (3) department interview, (4) teaching certification and experience qualifications, and (5) basic computer literacy. A Connecticut teaching certification and a special education course are required for candidates seeking endorsement as remedial reading and language arts teachers or reading and language arts consultants.

Candidates seeking endorsement as a Reading and Language Arts Consultant in the State of Connecticut must apply to the School of Graduate Studies and the Department of Reading and Language Arts for admission to the Advanced Official Certificate Program. In addition to the general requirements for admission to the Reading and Language Arts program, the candidate must have completed a Master of Science degree in Reading and Language Arts.

Program Requirements

Electronic Program Portfolio: An Electronic Program Portfolio (EPP) is required of all Master of Science degree and Sixth-Year Certificate candidates graduating from the Department of Reading and Language Arts. EPP is also required for candidates in the Advanced Official Certification Program. The candidate and the program advisor develop the e-portfolio during the course work phase of the candidate's program. The e-portfolio will be a reflection of candidate competencies from areas recommended by the Connecticut State Department of Education and the International Reading Association. Evidence of membership to a state/regional, national and/or international professional organization in Reading and Language Arts, as well as attendance or participation in state/regional and/or national/international conferences for each year a candidate is enrolled in the program must be included in the e-portfolio.

CCSU "NT" Account: A CCSU "NT" account is required for all courses in the graduate programs in Reading and Language Arts. An "NT" account may be obtained via the CCSU Computer Center.

Program Evaluation: Candidates in the Master of Science degree and Sixth-

Year Certificate program in Reading and Language Arts must meet with their program advisors—for evaluation of their academic performances, dispositions, and work experiences with diverse groups—three times throughout their programs of study. A Master of Science degree candidate must meet with his/her program advisor (1) following completion of 15 graduate credits towards planned program of study, (2) after 24 graduate credits toward planned program of study or for approval for comprehensive exam or thesis writing, and (3) for final evaluation during the graduation semester. A Sixth-Year degree candidate must meet with his/her program advisor (1) following completion of 15 graduate credits toward planned program of study, (2) after 24 graduate credits towards planned program of study or upon completion of RDG 696 Practicum for Reading and Language Arts Consultants, and (3) for final evaluation during the graduation semester. Candidates in the Advanced Official Certification Program must meet with program advisor for evaluation of their academic performance, disposition, and work experience with diverse groups, following an agreed evaluation schedule as indicated in their planned program of study. All candidates are expected to have their electronic program portfolios and Work Experience with Diverse Groups charts accessible for evaluation. Failure to comply with program evaluation schedule may result in a registration block the following semester.

Planned Program of Graduate Study

Following admission to the Master of Science degree and Sixth-Year Certificate program in Reading and Language Arts, candidates must meet with their assigned program advisors to complete planned programs of graduate study. Only courses approved in the planned program of study will be counted toward graduation.

Note: M.S. and Sixth-Year Certificate candidates may transfer up to six credits of courses, including on-line courses, from accredited institutions upon recommendation of the program advisor and approval of the department chair. No transfer credits will be allowed after a candidate's planned program of study has been approved.

Programs MASTER OF SCIENCE DEGREE PROGRAMS IN READING AND LANGUAGE ARTS

Program Rationale:

The Master of Science degree in Reading and Language Arts is designed to prepare literacy professionals who are knowledgeable and competent in providing quality support, to enhance students' literacy learning, and who meet the standards for reading professionals as defined by the International Reading Association and by state mandates. The master's program offers three strands. Strand I: Classroom Instruction in Reading and Language Arts (30 credits) is designed to prepare teachers for teaching reading and language arts to diverse groups of students in a classroom context. Strand II: Reading-Mathematics (30 credits) is designed to prepare teachers to teach both literacy and numeracy to diverse groups of students in a classroom context. Strand III: Corrective and Remedial Reading and Language Arts (30 credits) is designed to prepare teachers to become reading specialists in compliance with the state standards for advanced certification in remedial reading and remedial language arts.

The candidate's planned program of graduate study totals a minimum of 30 credits and must include the following: either Plan A: RDG 599 Thesis (6 credits) or RDG 599 (3 credits) and RDG 598 Seminar in Reading and Language Arts Research (3 credits) or Plan B: RDG 598 Seminar in Reading and Language Arts Research (3 credits) and Comprehensive Exam, including a field of study (27 credits).

A planned program of graduate study will be developed by the candidate and the program advisor. Based on the program advisor's evaluation of candidate's needs, background, and experiences in reading and language arts, a candidate may need to complete additional coursework for his/her planned program of graduate study and therefore may exceed the minimum of 30 credits.

Program Learning Outcomes:

The Master of Science degree program in Reading and Language Arts is based on the IRA/NCTE standards for reading professionals. In order to prepare knowledgeable and competent reading and language arts classroom teachers and/or reading

specialists, students in the program are expected to:

- meet the IRA standards for reading professionals;
- provide leadership, through modeling and mentoring colleagues and other support staff, and acquire a wide range of instructional practices, approaches, methods, and curriculum materials to facilitate their reading and writing instruction;
- be knowledgeable in various assessments appropriate for a wide range of diversity in the classroom, including technologically based assessments, and are able to select, administer, and interpret assessments to enhance student learning and to communicate results to educational stakeholders;
- create a literate environment to facilitate successful reading and writing for all children; and
- continue to be lifelong learners and scholars, through reading, research, and professional development, and leaders in advocating to advance the professional research base to expand knowledge-based practices.

Course and Capstone Requirements:

Strand in Classroom Instruction in Reading and Language Arts (non-certification track)

The Strand in Classroom Instruction in Reading and Language Arts totals 30 credits. The candidate's planned program of graduate study requires the following reading and language arts courses:

RDG 503 Developmental Reading in PK–12
RDG 585 Reading in Content Area
RDG 589 Creative Language Arts

and includes courses from the following:
RDG 502 Current Trends in Developmental Reading PK–12

RDG 569 Folktelling Art and Technique
RDG 578 Teaching Writing in the Elementary Schools

RDG 579 Technology in Reading & Language Arts Instruction

RDG 582 Introduction to Critical Literacy
RDG 586 Literacy Instruction for Diverse Populations I

RDG 587 Bibliotherapy

RDG 588 Teaching Children's Literature

Strand in Reading-Mathematics (non-certification track)

The strand in Reading-Mathematics totals 30 credits. The candidate's planned program of graduate study requires the following

reading and language arts courses:
 RDG 503 Developmental Reading in
 PK–12
 RDG 585 Reading in Content Area
 RDG 589 Creative Language Arts

and includes courses from the following:
 RDG 502 Current Trends in Developmental
 Reading PK–12
 RDG 578 Teaching Writing in the
 Elementary Schools
 RDG 579 Technology in Reading and
 Language Arts Instruction
 RDG 582 Introduction to Critical Literacy
 RDG 586 Literacy Instruction for Diverse
 Population I
 RDG 588 Teaching Children's Literature

The remaining 12–15 credits are mathematics
 courses recommended by the department of
 mathematical sciences.

Strand in Corrective and Remedial Reading and Language Arts (certification track)

The Strand in Corrective and Remedial
 Reading and Language Arts totals 30 credits
 and requires the clinical sequence—RDG 594,
 595, and 596—and the following courses:
 RDG 503 Developmental Reading in
 PK–12
 RDG 585 Reading in Content Area
 RDG 589 Creative Language Arts

The rest of a candidate's planned program of
 graduate study may include courses from the
 following:

RDG 502 Current Trends in Developmental
 Reading PK–12
 RDG 569 Folk-telling Art and Technique
 RDG 578 Teaching Writing in the
 Elementary Schools
 RDG 579 Technology in Reading and
 Language Arts Instruction
 RDG 582 Introduction to Critical Literacy
 RDG 586 Literacy Instruction for Diverse
 Population I
 RDG 587 Bibliotherapy
 RDG 588 Teaching Children's Literature

SIXTH-YEAR CERTIFICATE IN READING AND LANGUAGE ARTS

Program Rationale:

The Sixth-Year Certificate in Reading and
 Language Arts program leads to the award of
 the professional certificate. This program
 may include course work required for
 endorsement as a Reading and Language
 Arts Consultant in the State of Connecticut.

The certification-track program is designed
 to provide opportunities for the candidate to
 examine reading and language arts from a
 perspective beyond classroom teaching. The
 candidate's planned program of graduate
 study is developed by the candidate and the
 program advisor. Course requirements will
 be based on the candidate's needs in terms of
 fulfilling professional and personal goals.
 Related areas of study may be developed in
 disciplines such as Elementary Education,
 Educational Leadership, Educational
 Technology, Mathematics, and Special
 Education. A minimum of 15 credits of
 600-level courses is required in both the cer-
 tification track and the non-certification
 track programs for the certificate.

Program Learning Outcomes:

The Sixth-Year Certificate in Reading and
 Language Arts program expands on CCSU's
 master of science degree program in reading
 and language arts and is based on the
 IRA/NCTE standards for reading profes-
 sionals. In order to prepare knowledgeable
 and competent literacy professionals and/or
 literacy coaches, students in the program are
 expected to:

- meet the IRA standards for reading profes-
 sionals and/or the Connecticut state stan-
 dards for advanced certifications in reading
 and language arts;
- provide leadership through modeling and
 mentoring to ensure that classroom teachers
 and other support staff acquire a wide range
 of instructional practices, approaches, meth-
 ods, and curriculum materials to facilitate
 their reading and writing instruction;
- be knowledgeable of various assessments
 appropriate for a wide range of diversity in
 the classroom, including technologically
 based assessments, and able to mentor and
 support classroom teachers and other profes-
 sionals in the selection, administration, and
 interpretation of assessments to enhance stu-
 dent learning and to communicate results to
 education stakeholders;
- support and mentor classroom teachers
 and other professionals in creating a literate
 environment to facilitate successful reading
 and writing for all children; and
- continue to be lifelong learners and
 scholars, through reading, research, and pro-
 fessional development, and leaders in plan-
 ning and implementing professional devel-
 opment programs for teachers and other
 professionals, as well as in advocating to
 advance the professional research base to
 expand knowledge-based practices.

Course and Capstone Requirements:

Reading/Language Arts Consultant Certification Track

The candidate's planned program of study
 totals a minimum of 30 credits and must
 include the following:

RDG 588 Teaching Children's
 Literature
 RDG 692 Specialized Diagnosis and
 Remedial Techniques
 RDG 694 Organization, Administration,
 and Supervision of Reading &
 Language Arts Programs
 RDG 696 Practicum for Reading and
 Language Arts Consultants
 RDG 697 Practicum for Reading and
 Language Arts Consultants II
 RDG 698 Research Seminar

Required prerequisites:

RDG 503 Developmental Reading
 in PK–12
 RDG 585 Reading in Content Area
 RDG 589 Creative Language Arts
 RDG 594 Diagnosis of Reading and
 Language Arts Difficulties
 RDG 595 Remedial and Corrective
 Techniques in Reading &
 Language Arts
 RDG 596 Clinical Practices in Reading &
 Language Arts

A candidate may need to complete addi-
 tional coursework for his/her planned pro-
 gram of study and therefore may exceed the
 minimum of 30 credits.

Sixth-Year Certification in Reading and Language Arts Non-Certification Track

Research (3 credits):

RDG 698 Research Seminar

Related Area of Study (6 credits)

Area of Specialization (15–18 credits)

Electives (3–6 credits)

Required prerequisites:

RDG 503 Developmental Reading
 in PK–12
 RDG 585 Reading in Content Area
 RDG 589 Creative Language Arts

ADVANCED OFFICIAL CERTIFICATE PROGRAM IN READING AND LANGUAGE ARTS

This is a non-degree program providing
 coursework to lead to endorsement as a
 Reading and Language Arts Consultant in

the State of Connecticut. Candidates are expected to have a Master of Science degree in Reading and Language Arts and to take courses required by the State of Connecticut for Reading and Language Arts Consultant Certification, including prerequisite courses when necessary. The required courses are as follows, for a total of 15 to 27 credits of course work:

- RDG 588 Teaching Children's Literature
 RDG 692 Specialized Diagnosis & Remedial Techniques
 RDG 694 Organization, Administration, and Supervision of Reading and Language Arts Programs
 RDG 696 Practicum for Reading and Language Arts Consultants
 RDG 697 Practicum for Reading and Language Arts Consultants II

Required prerequisites:

- RDG 594 Diagnosis of Reading & Language Arts Difficulties
 RDG 595 Remedial & Corrective Techniques in Reading & Language Arts
 RDG 596 Clinical Practices in Reading & Language Arts

SPECIAL EDUCATION

Faculty

Mitchell Beck (Chair, Barnard 232), John Foshay, Roy Leonardi, William Nelson, Joan Nicoll-Senft, Ernest Pancsofar (Dept. phone: 860-832-2400)

Department Overview

The quality of educational services for children and youth with exceptionalities resides in the abilities, qualifications, and competences of the personnel who provide the services (CEC, 1988). Consistent with the mission of the School of Education and Professional Studies (SEPS) of preparing leaders for service in our communities, it is the mission of the Department of Special Education to:

- prepare current and future educators to effectively meet the academic and social needs of individuals with disabilities;
- promote effective and equitable access to the general education curriculum for individuals with disabilities; and

- empower teachers to be leaders in their schools by way of planning, implementing, and evaluating research-based practices for ongoing school improvement.

Programs

MASTER OF SCIENCE IN SPECIAL EDUCATION FOR STUDENTS ALREADY CERTIFIED (STRANDS A AND C)

Program Rationale:

The Master of Science in Special Education is designed to prepare both general and special education teachers to possess the knowledge, skills, and professional dispositions to develop effective teaching and learning environments for individuals with disabilities. This program track is designed for students who already hold teaching credentials in Connecticut. In this specialization students take course work designed to broaden and/or deepen their knowledge of the field. The curriculum for this program is aligned with the standards of the Council for Exceptional Children (CEC).

Program Learning Outcomes:

- Students in this program will be expected to:
- demonstrate knowledge of historical foundations, classic studies, major contributors, and current issues related to special education;
 - demonstrate knowledge of laws and policies that affect individuals with disabilities, their families, and their educational programming;
 - promote practices that reduce the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities;
 - broaden and/or deepen their knowledge of individual learning differences, instructional strategies, and collaboration in special education;
 - implement action research processes to contribute to improved special education services to individuals with disabilities; and
 - promote professional and ethical practices in the field of special education.

MASTER OF SCIENCE IN SPECIAL EDUCATION FOR STUDENTS ALREADY CERTIFIED IN SPECIAL EDUCATION (STRAND C)

Course and Capstone Requirements (30 credits)

- Professional Education (6 credits):
 SPED 566 Legal and Administrative Issues in Special Education 3
 and one of the following:
 EDF 500 Contemporary Educational Issues 3
 EDF 516 School and Society 3
 EDF 524 Foundations of Contemporary Theories of Curriculum 3
 EDF 525 History of American Education 3
 EDF 538 The Politics of Education 3
 EDF 583 Sociological Foundations of Education 3

Specialization (15 credits):

Electives — Students usually take 15 credits of advanced-level course work in special education. Up to 6 credits of related course work from other departments may be included at the advisor's discretion.

Research (9 credits):

- ED 598 Research in Education 3
 SPED 596 Designing Action Research in Special Education (Plan E) 3
 SPED 597 Implementing and Documenting Action Research in Special Education (Plan E) 3

MASTER OF SCIENCE IN SPECIAL EDUCATION FOR STUDENTS ALREADY CERTIFIED IN OTHER AREAS (STRAND A)

Completion of Strand A Planned Program does not lead to cross endorsement in special education

Course and Capstone Requirements (30 credits)

- Professional Education (6 credits):
 SPED 566 Legal and Administrative Issues in Special Education 3
 and one of the following:
 EDF 500 Contemporary Educational Issues 3
 EDF 516 School and Society 3
 EDF 524 Foundations of Contemporary Theories of Curriculum 3
 EDF 525 History of American Education 3
 EDF 538 The Politics of Education 3
 EDF 583 Sociological Foundations of Education 3

Specialization (15 credits):

- Choose 6 credits from:
 SPED 511 Behavioral/Emotional Disorders 3

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| SPED 512 Learning Disabilities | 3 |
| SPED 513 Developmental Disabilities | 3 |
| Choose at least 9 credits from: | |
| SPED 506 Foundations of Language for the Exceptional Child | 3 |
| SPED 510 Inclusive Education | 3 |
| SPED 536 Autism Spectrum Disorder | 3 |
| SPED 560 Positive Classroom Management for Students Receiving Special Education Services | 3 |
| SPED 578 The Juvenile Offender with Special Education Needs | 3 |
| SPED 580 Collaborative Process in Special Education | 3 |
| SPED 581 Assistive Technology in Special Education | 3 |
| SPED 595 Topics in Special Education | 1–3 |

Note: Other courses offered in the Department of Special Education may be substituted as they become available; i.e., special topics.

Research (9 credits):

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| ED 598 Research in Education | 3 |
| SPED 596 Designing Action Research in Special Education (Plan E) | 3 |
| SPED 597 Implementing and Documenting Action Research in Special Education | 3 |

MASTER OF SCIENCE IN SPECIAL EDUCATION FOR STUDENTS WITH CERTIFICATION IN OTHER AREAS OF EDUCATION SEEKING CROSS ENDORSEMENT IN SPECIAL EDUCATION (STRAND B)

Program Rationale:

The Master of Science in Special Education is designed to prepare both general and special education teachers to possess the knowledge, skills and professional dispositions to develop effective teaching and learning environments for individuals with disabilities.

This program track is designed for students who have certification in elementary education or a 7–12 secondary subject certificate in biology, business, chemistry, earth science, English, history/social studies, mathematics, or physics. Strand B both leads to a master's degree and provides coursework that may lead to a cross endorsement for either elementary or secondary (including middle school) education. Students in Strand B must have a current Connecticut certification. The curriculum for this program is aligned with the standards of the Council for Exceptional Children (CEC).

Courses required in Strand B are aligned with the certification requirements of the Connecticut State Department of Education.

Program Learning Outcomes:

Students in this program will be expected to:

- demonstrate knowledge of foundational issues in special education and their impact on the field;
- demonstrate knowledge of the development and characteristics of learners, individual learning differences, and appropriate instructional strategies;
- promote effective learning environments and social interactions for individuals with disabilities;
- demonstrate knowledge of typical and atypical language development, cultural implications of language development, and alternative approaches to communication;
- further their knowledge of instructional planning, assessment, and collaboration to address the learning differences of individuals with a wider variety of academic problems;
- implement action research processes to contribute to improved special education services to individuals with disabilities; and
- promote professional and ethical practices in the field of special education.

Course and Capstone Requirements (36–39 credits)

Professional Education (3 credits):

| | |
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| One of the following: | |
| EDF 500 Contemporary Educational Issues | 3 |
| EDF 516 School and Society | 3 |
| EDF 524 Foundations of Contemporary Theories of Curriculum | 3 |
| EDF 525 History of American Education | 3 |
| EDF 538 The Politics of Education | 3 |
| EDF 583 Sociological Foundations of Education | 3 |

Specialization (24 credits):

| | |
|---|---|
| SPED 511 Behavioral/Emotional Disorders | 3 |
| SPED 512 Learning Disabilities | 3 |
| SPED 513 Developmental Disabilities | 3 |
| SPED 514 Cognitive Behavior Management and Social Skills Strategies | 3 |
| SPED 515 Assessment in Special Education | 3 |
| SPED 516 Instructional Programming for Students with Exceptionalities | 3 |

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| SPED 517 Instructional Methods for Students with Special Needs—Elementary | 3 |
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or

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| SPED 518 Instructional Methods for Students with Special Needs—Secondary | 3 |
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and one of the following:

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| SPED 521 Student Teaching in Special Education—Elementary | 3 |
| SPED 522 Student Teaching in Special Education—Secondary | 3 |
| SPED 523 Practicum in Special Education—Elementary | 3 |
| SPED 524 Practicum in Special Education—Secondary | 3 |

Research (9 credits):

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|--|---|
| ED 598 Research in Education | 3 |
| SPED 596 Designing Action Research in Special Education (Plan E) | 3 |
| SPED 597 Implementing and Documenting Action Research in Special Education | 3 |

POST-BACCALAUREATE CERTIFICATION IN SPECIAL EDUCATION

Program Rationale:

This non-degree program is designed for students who, after receiving an undergraduate degree that did not lead to teacher certification (i.e., psychology, sociology, general sciences, human services, mathematics, business, liberal arts, etc.), want to pursue coursework leading to teacher certification in special education. The curriculum for this program is aligned with the standards of the Council for Exceptional Children (CEC) and the certification requirements of the Connecticut State Department of Education.

Program Learning Outcomes:

Students in the program are expected to:

- demonstrate knowledge of foundational issues in special education and their impact on the field;
- demonstrate knowledge of the development and characteristics of learners, individual learning differences, and appropriate instructional strategies;
- promote effective learning environments and social interactions for individuals with disabilities;
- demonstrate knowledge of typical and atypical language development, cultural implications of language development, and alternative approaches to communication;

- demonstrate knowledge of instructional planning, assessment, and collaboration to address the learning differences of individuals with disabilities; and
- promote professional and ethical practices in the field of special education.

Course and Capstone Requirements:

Professional Requirements (13 credits)
30 hours of verified field experience with regular education students; 10 hours of verified field experience with exceptional learners.

| | |
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| EDTE 315 Principles of Learning: Elementary | 4 |
| SPED 501 Education of the Exceptional Learner | 3 |
| RDG 315 Comprehensive Reading Instruction I | 3 |
| MATH 113 Structure of Mathematics I: Number Systems | 3 |

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| Specialization Requirements (31 credits) | |
| SPED 511 Behavioral/Emotional Disorders | 3 |
| SPED 512 Learning Disabilities | 3 |
| SPED 513 Developmental Disabilities | 3 |
| SPED 514 Cognitive Behavior Management and Social Skills Strategies | 3 |
| SPED 515 Assessment in Special Education | 3 |
| SPED 516 Instructional Programming for Students with Exceptionalities | 3 |
| SPED 517 Instructional Methods for Students with Special Needs—Elementary | 3 |
| SPED 518 Instructional Methods for Students with Special Needs—Secondary | 3 |
| SPED 520 Student Teaching Seminar | 1 |
| SPED 521 Student Teaching in Special Education—Elementary (eight weeks) | 3 |
| SPED 522 Student Teaching in Special Education—Secondary (eight weeks) | 3 |

Note: It is the student's responsibility to consult the advisor on a regular basis since program policies and procedures are subject to change.

Students must be sure to consider prerequisite requirements before registering for courses. Numerical listing does not necessarily indicate correct sequence.

In addition to maintaining a 3.00 overall average, students must maintain a B- (2.70) average in special education courses to be

recommended for certification.

The School of Education and Professional Studies requires students to complete a departmental performance assessment in order to qualify for student teaching and to complete the Professional Program. In addition, students are expected to abide by the standards outlined in the current *Undergraduate Catalog* for maintaining good standing in the Professional Program.

Admission to the Professional Program is a prerequisite for SPED 515–522, EDTE 315, and RDG 315.

SPED 516, 517, and 518 may be counted toward a master's degree in special education.

TEACHER EDUCATION

Faculty

Susan Seider (Chair, Barnard 226), Aram Ayalon (Assistant to the Chair), Elizabeth Aaronsohn, Ronnie Casella, Barbara Clark, Gail Cueto, James French, Lynda George, Nancy Hoffman, Maxine Howell, Lawrence Klein, Kurt Love, Daniel Mulcahy, Karen Riem, Jacob Werblow (Dept. phone: 860-832-2415)

Department Overview

The Department of Teacher Education is committed to the initial preparation and continuing professional education of those involved in early childhood, elementary and secondary education. Accordingly, the department offers programs leading to a Master of Science degree in the following areas: Early Childhood Education, Educational Foundations: Policy or Secondary Education, and Elementary Education. The department offers Post-Baccalaureate Teaching Certificate programs in elementary and secondary education that are both part-time and full-time, and a 30-credit planned program of post-master's study in elementary education.

The department also offers a Master of Arts in Teaching (MAT): Teacher Education with specializations in Mathematics, Sciences, Spanish, English, and Technology and Engineering Education. Candidates with documented content knowledge will complete 13 months of full-time study, earning teacher certification and the MAT degree.

The program is designed to cross disciplines whenever possible, encouraging candidates to build content teaching expertise in their specializations and relate each discipline to the larger school curriculum. While the schedule of class offerings utilizes evenings and weekends wherever possible and may allow candidates to maintain some employment while completing the program, day-time field experiences and full-time student teaching in assigned public school settings are required elements of the program.

Programs

MASTER OF ARTS IN TEACHING (MAT): TEACHER EDUCATION WITH SPECIALIZATIONS IN MATHEMATICS (7–12), SCIENCES (7–12), SPANISH (7–12), ENGLISH (7–12), AND TECHNOLOGY AND ENGINEERING EDUCATION (PK–12)

Contact: Nancy Hoffman (860-832-2425)

Program Rationale:

The MAT program is designed to offer high-quality, full-time, degree-bearing teacher preparation to career changers and traditional-age students who have demonstrated content mastery and wish to expedite their preparation to teach in the shortage areas of mathematics, sciences, English, Spanish, or technology and engineering education. The 13-month program begins in late May each year and uses a cohort model to enhance program completion rates and teacher retention as graduates enter teaching.

Note: Available science certifications include physics, chemistry, earth science, and biology.

Program Learning Outcomes:

Graduate students in the program will:

- possess strong knowledge of content, pedagogy, and students;
- use data, content knowledge, and pedagogical content knowledge to critically examine practice for the purpose of improving student learning;
- design and deliver instructional and assessment strategies that facilitate significant learning for all students;
- create a positive and supportive learning environment; and
- act ethically, respectfully, and responsibly in work with students, families, and colleagues.

Admission Requirements:

The MAT program selectively admits no more than 25 students each year. Admitted students proceed as a cohort group to complete a structured sequence of courses, field experiences, and classroom-based action research.

To be considered for admission, applicants must demonstrate the knowledge, skills, and dispositions expected of teacher candidates. Initial assessments will be made through review of complete applications. Fully qualified candidates will be invited to participate in an admissions interview.

The following qualifications are required for consideration for admission:

- Completion of a bachelor's degree from a regionally accredited institution with a total undergraduate GPA of at least 2.70 and, if applicable, a CCSU undergraduate GPA of at least 2.70. GPA waivers will be considered for applicants who have less than a 2.70 GPA but meet all other admission requirements and have at least a 3.00 GPA in the last 60 hours of coursework. Applicants with a GPA of at least 3.00 in an earned master's degree whose undergraduate GPA does not meet minimum standards will be considered for admission if the GPA in the certification content major is at least 3.00.
- Completion of a major in the content area that meets state certification standards or, in technology and engineering education, presentation of a portfolio documenting that content preparation requirements have been met. Candidates may be required to complete specific prerequisite courses prior to admission.
- Completion of general education coursework that meets current Connecticut State Department of Education (CSDE) standards for certification (currently 39 credits distributed across 5 of 6 areas and including a 3-credit U.S. history survey course). Applicants will be considered for admission if there are fewer than 12 credits of general education outstanding. These standards must be met prior to graduation.
- Scores on Praxis I PPST that meet the current CSDE passing standard or an SAT waiver letter from Connecticut State Department of Education.
- Scores on required state content knowledge examinations in the certification area:
 - In mathematics, sciences, English, and technology and engineering education, Praxis II scores that meet current CSDE passing standards are required.
 - In Spanish, ACTFL Oral Proficiency Interview and Writing Proficiency ratings that meet current CSDE passing standards are

required. (Preference will be given to applicants who score at the Advanced Low level or higher.) If the ACTFL scores are more than one year old at the time the application is complete, a confirmatory interview with department faculty will be required.

To document their qualifications, applicants will submit School of Graduate Studies and program applications that include the following materials:

- two sets of official undergraduate and graduate transcripts from all institutions attended except CCSU;
- acceptable scores on Praxis I or SAT waiver letter;
- acceptable scores on the required test of content knowledge;
- a resume documenting educational and work experiences;
- two references that assess student's ability to work with children and other adults on the reference form provided (signed originals). One reference must be from someone, preferably an education professional, who has observed the student's work with children in the age range the student wishes to teach and can knowledgeably assess potential as a teacher. The second reference should be from someone who has observed and can knowledgeably assess ability to work with other adults. Personal references are not accepted. Preference will be given to confidential references.
- a word-processed essay demonstrating a command of the English language and explaining the experiences and thinking that have led the student to choose (a) a teaching career and (b) this particular certification program. Applicants to the Spanish specialization must submit a second word-processed essay in Spanish, explaining why they believe they would be an effective Spanish teacher.
- evidence of the ability to work with diverse groups of students in an educational setting and an understanding of teaching as a work environment demonstrated through reflection on and documentation of no less than 60 hours of high-quality experience with students at the level the student wishes to teach, including recent experience in a public school setting. See the form "Statement of Experience with Children and Schools" which delineates expectations for this experience.
- evidence of ability to write at graduate school level, demonstrated through submitted essays and either a GRE writing score or

a CCSU sit-down writing examination which may be conducted in conjunction with an interview.

- current Connecticut criminal background clearance.

Course and Capstone Requirements (47 credits):

All MAT programs include core, specialization, and capstone components.

Core (26 credits):

All MAT candidates complete the following courses

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|---------|--|---|
| MAT 510 | Research on Teaching Diverse Learners | 5 |
| MAT 511 | Introduction to Special Education | 1 |
| MAT 520 | Design and Delivery of Instruction | 4 |
| MAT 530 | Meeting the Needs of Special Learners in the Classroom | 3 |
| MAT 531 | Literacy and Language Issues in the Classroom | 3 |
| MAT 534 | Creating Productive Learning Environments | 3 |
| MAT 541 | Internship Seminar | 1 |
| MAT 542 | Assessment of Student Learning | 3 |
| MAT 551 | Perspectives on Educational Policy and Practice | 3 |

Specialization (15 credits):

Each MAT candidate completes one of the following specialization areas.

Mathematics

| | | |
|---------|-----------------------------------|---|
| MAT 529 | Content Pedagogy in Mathematics 1 | 3 |
| MAT 539 | Content Pedagogy in Mathematics 2 | 3 |
| MAT 533 | Field Experience in Mathematics | 3 |
| MAT 540 | Internship in Mathematics | 6 |

Spanish

| | | |
|---------|-------------------------------|---|
| MAT 529 | Content Pedagogy in Spanish 1 | 3 |
| MAT 539 | Content Pedagogy in Spanish 2 | 3 |
| MAT 533 | Field Experience in Spanish | 3 |
| MAT 540 | Internship in Spanish | 6 |

Sciences

| | | |
|---------|-------------------------------|---|
| MAT 529 | Content Pedagogy in Science 1 | 3 |
| MAT 539 | Content Pedagogy in Science 2 | 3 |

| | | |
|--|---|--|
| MAT 533 Field Experience in Science | 3 | research project in the school or early childhood classroom and/or professional teaching setting in which s/he is employed. An undergraduate degree in, or related to, early childhood education is required for admission to the program. |
| MAT 540 Internship in Science | 6 | |
| English | | |
| MAT 529 Content Pedagogy in English 1 | 3 | |
| MAT 539 Content Pedagogy in English 2 | 3 | |
| MAT 533 Field Experience in English | 3 | |
| MAT 540 Internship in English | 6 | |
| Technology and Engineering Education | | |
| MAT 529 Content Pedagogy in Technology Education 1 | 3 | |
| MAT 539 Content Pedagogy in Technology Education 2 | 3 | |
| MAT 533 Field Experience in Technology Education | 3 | |
| MAT 540 Internship in Technology Education | 6 | |

Capstone (6 credits):

All students will be Plan E. All MAT candidates complete the following capstone courses.

| | | |
|--|---|--|
| MAT 532 Research I: Reading and Designing Educational Research | 3 | |
| MAT 550 Research II: Conducting and Reporting Action Research | 3 | |

MASTER OF SCIENCE IN EARLY CHILDHOOD EDUCATION

Contact: Susan Seider (860-832-2429)

Program Rationale:

This program is designed for early childhood educators wishing to pursue graduate study which will extend their knowledge of the theory and practice of early childhood education. The program offerings enable professionals working in the field of early childhood to increase knowledge and skills related to the most effective research-based strategies in teaching, learning, and assessment. Students will have opportunities to analyze, extend, and increase the relevance and responsiveness of their current work with children, particularly as it relates to development and diversity issues.

The program consists of a number of courses in the introductory block, curriculum and instruction block, and specialization block. It also provides the opportunity to develop and implement research skills during the final two semesters of the capstone requirement, during which candidates are enrolled in courses that facilitate the planning and conducting of an action

Program Learning Outcomes:

- Students are expected to:
- demonstrate how to implement curriculum that includes elements that are developmentally appropriate, multicultural, multimedia, integrated, and suitable for inclusive and diverse settings, as well as effective management and assessment strategies;
 - demonstrate improvement in the quality of students' teaching skills by self-reflecting and analyzing teaching practices through data collection and analysis;
 - demonstrate best practice teaching as agents of change by designing and conducting action research, grounded in professional literature, to have an impact on early childhood settings and communities;
 - assess a variety of early childhood programs in light of students' developmental stages and cultural and linguistic backgrounds;
 - demonstrate knowledge and understanding of the course material in the introductory block courses that incorporate and highlight insights from the study of diversity in schools, socio-cultural and historical issues influencing schools, and research in education;
 - demonstrate knowledge of and value for a variety of structures in which young children are reared while demonstrating the ability to build effective reciprocal relationships with parents; and
 - identify models for effective school community partnerships that assist and empower families.

Course and Capstone Requirements (33 credits):

Core Courses (9 credits)

| |
|--|
| EDTE 502 Focus on Diversity in Education |
| EDF 516 School and Society |
| ED 598 Research in Education |

Professional Courses (9 credits)

| |
|--|
| EDEC 551 Programs and Curricula in Early Childhood Education |
| EDEC 552 Programs and Curricula in Early Childhood Education II |
| EDEC 554 Observation and Assessment in Early Childhood Education |

Specializations (9 credits)

Choose from one of the following specializations:

a) Leadership/Directorship:

| |
|--|
| EDL 513 Supervision |
| EDEC 561 Administration in Early Childhood Education |
| EDEC 553 Family, School and Community Partnerships in Early Childhood Education) |

b) Working with Families:

| |
|---|
| EDEC 553 Family, School and Community Partnerships in Early Childhood Education |
| RDG 586 Literacy Instruction for Diverse Populations I |

Related course approved in advance by advisor (SPED 510 recommended)

c) Diversity in Education:

| |
|--|
| EDF 510 The Social, Political, and Cultural Context of Urban Schools |
| EDEL 509 Education and the Development of Cultural Understanding |
| EDEL 485 Creating Classroom Community (K-8) |

Capstone Requirement (6 credits)

Special Project, Plan E: EDEL 591 and EDEL 592 (*all* students are required to enroll in Plan E unless they are exempted for Plan A, the thesis option). Capstone requires the completion of all core and professional courses and at least 6 credits in specialization area. Students are strongly discouraged from taking any other coursework concurrent with EDEL 591. Under no circumstances may students take a course concurrently with EDEL 592.

Program Sequence:

Students should complete the core requirements before enrolling in the professional and specialization courses. Courses in the professional and specialization areas may be taken concurrently with courses from the core with permission of advisor. All core and professional courses, as well as 6 credits in the specialization block, must be completed prior to taking EDEL 591.

In the case of a student who is not employed in a professional setting with children during the capstone semesters, the student may opt to fulfill Plan A, Thesis Capstone (3 credits). In this case the student must take an additional course, with advisor counsel, to complete the 33 credits in the

planned program. The student must also find a faculty member in the department to supervise the thesis work.

Note: A maximum of 6 credits at the 400 level may be taken with the approval of the graduate advisor.

MASTER OF SCIENCE IN EDUCATIONAL FOUNDATIONS/ POLICY AND SECONDARY EDUCATION STRANDS

Contact: Aram Ayalon (860-832-2135)

Program Rationale:

This program is designed to offer educators working in the field of secondary education or NK–12 the opportunity to pursue graduate studies in the foundations of education or a combination of foundations and secondary education. There are, accordingly, two strands of study. Strand 1, centered on the theme of policy studies in American education, is designed to increase student knowledge and skills related to contemporary education issues, theories, and politics in American education. Strand 2, secondary education, is designed to increase knowledge and skills related to curriculum and instruction that integrates theory and practice.

The capstone for Strand I: Educational Foundation and Policy Studies offers the choice of Plan A, Thesis (ED 599) plus two electives, or Plan B, Comprehensive exam (available fall or spring only) with electives (9 credits) approved by advisor.

The capstone for Strand 2: Secondary Curriculum, Foundational, and Instructional Issues is comprised of a capstone block in which the student earns 3 credits for EDSC 586. The capstone prerequisite is completion of all Block 1 courses and at least 12 credits in Blocks 2 and 3.

Program Learning Outcomes Strand 1—Educational Foundations and Policy Studies:

Students are expected to:

- use social, cultural, political, and historical perspectives to critically analyze and assess policy and school practices;
- demonstrate growth in professional self-knowledge through engaging in reflective inquiry;
- demonstrate research skills through the collection and interpretation of literature-based studies; and

- demonstrate knowledge of educational programs that promote learning for a diverse student body.

Program Learning Outcomes Strand 2—Secondary Curriculum, Foundational, and Instructional Issues

Students are expected to:

- use social, cultural, political, and historical perspectives to critically analyze and assess policy and school practices;
- extend knowledge and understanding of the subjects that they teach, the theories, curriculum and instruction, models and procedures for assessment of learning, and environments for diverse learners;
- demonstrate growth in professional self-knowledge through engaging in reflective inquiry;
- demonstrate research skills through the collection and interpretation of literature-based studies; and
- demonstrate knowledge of educational programs that promote learning for a diverse student body.

Course and Capstone Requirements:

Strand 1: Educational Foundations and Policy Studies 30 credits

Core courses (18 credits, no sequence specified; take any 6 of the following):

- EDF 500 Contemporary Educational Issues
- EDF 516 School and Society
- EDF 524 Foundations of Contemporary Theories of Curriculum
- EDF 525 History of American Education
- EDF 528 Comparative and International Education
- EDF 535 Special Topics in Educational Foundations
- EDF 538 The Politics of Education
- EDF 583 Sociological Foundations of Education

Required course (3 credits):

- ED 598 Research in Education

Capstone:

Plan A, Thesis (ED 599) plus two electives approved by advisor.

or

Plan B, Comprehensive exam (available fall or spring only), with electives (9 credits) approved by advisor.

Strand 2: Secondary Curriculum, Foundational and Instructional Issues 30 credits

Introductory Block 1 (9 credits):

- EDTE 502 Focus on Diversity in Education
- EDF 516 School and Society
- ED 598 Research in Education

Curriculum and Instruction Block 2 (9 credits):

- EDSC 505 Innovations in Secondary Education
- EDSC 556 Instructional Theory and Practice
- EDF 524 Foundations of Contemporary Theories of Curriculum

Specialization Block 3 (9 credits):

Choose from the following options:

- a) Foundations: EDF 583, EDF 528, EDF 525, EDF 538, EDF 500
- b) Subject areas: Choose 3 courses in the subject area in which certified or in literacy.

Capstone Block (3 credits):

- EDSC 586 (all students are Plan E).
- Capstone prerequisite is completion of all Block 1 courses and at least 12 credits in Blocks 2 and 3.

Program Sequence: Students are encouraged to complete the Introductory Block 1 before taking courses in the Curriculum and Instruction and Specialization Blocks 2 and 3. Courses in the Curriculum and Instruction and Specialization Blocks may be taken concurrently with courses from the Introductory Block with permission of advisor.

Note: No more than 9 credits at the 400 level, as approved by the graduate advisor, may be counted toward the graduate planned program of study.

MASTER OF SCIENCE IN ELEMENTARY EDUCATION

Contact: Susan Seider (860-832-2429)

Program Rationale:

This program is designed for elementary education and K–12 certified teachers wishing to pursue graduate study which extends their knowledge of the theory and practice of elementary education. The program offerings enable working teachers to increase knowledge and skills related to the most effective research-based strategies in teaching, learning,

and assessment. Students will have opportunities to analyze, extend, and increase the relevance and responsiveness of their current work in classrooms, particularly as it relates to leadership and diversity issues.

The program consists of a number of courses in the introductory block, curriculum and instruction block, and specialization block. It also provides the opportunity to develop and implement research skills in the final two semesters of the capstone requirement, during which candidates are enrolled in courses that facilitate the planning and conducting of an action research project in the school classroom and/or professional teaching setting in which they are employed. Teacher certification in either elementary, early childhood, middle-level education, or an NK-12 special area is required for admission to the program.

Program Learning Outcomes:

Students are expected to:

- demonstrate and implement varied instructional, assessment, management, and technological strategies that facilitate learning for diverse students;
- demonstrate improvement in the quality of students' teaching skills by self-reflecting and analyzing teaching practices through data collection and analysis;
- demonstrate best practice teaching as agents of change by designing and conducting action research grounded in professional literature to have an impact on schools and their surrounding communities;
- assess a variety of teaching strategies in light of research-based practices around developmental stages and cultural/linguistic backgrounds; and
- demonstrate knowledge and understanding of the course material in the introductory block courses that incorporate and highlight insights from the study of diversity in schools, socio-cultural and historical issues influencing schools, and research in education.

Course and Capstone Requirements (33 credits):

Core Courses (9 credits)

| | |
|----------|---------------------------------|
| EDTE 502 | Focus on Diversity in Education |
| EDF 516 | School and Society |
| ED 598 | Research in Education |

Professional Courses (9 credits)

| | |
|----------|--|
| EDEL 508 | Current Trends in Elementary Education |
|----------|--|

| | |
|----------|------------------------|
| EDEL 512 | Assessment of Learning |
| EDEL 529 | Analysis of Teaching |

Specializations (9 credits)

Choose from one of the following specializations:

- Diversity in Education: Three from EDEL 509, EDEL 485, RDG 586, LING 497
- Working with Families: Three from SPED 580, SPED 510, or other SPED course approved by advisor; EDEC 553, RDG 586; EDEL 485
- Subject Area Curriculum: Three from FA 490, SCI 555, MATH 506, 507, 508, or 509, EDEL 537, RDG course (500 level), or EDEL 485
- Literacy: Three from 500-level RDG courses or TESOL courses (LING 497 and RDG 586 are recommended.)
- Summer Through Summer Certification Core: MATH 531, SCI 555, FA 490. This option would also substitute EDTE 540 and ED 545 for capstone and ED 598; EDTE 510 for EDTE 502. (Note: The University is currently not accepting applications to the Summer Through Summer Post-Baccalaureate Certification Program in Elementary Education.)

Capstone Requirement (6 credits)

Special Project, Plan E: EDEL 591 and EDEL 592 (*all* students are required to enroll in Plan E unless they are exempted for Plan A, the thesis option). Capstone requires the completion of all core and professional courses and at least 6 credits in specialization area. Students are strongly discouraged from taking any other coursework concurrent with EDEL 591. Under no circumstances may students take a course concurrently with EDEL 592.

Program Sequence:

Students should complete the core requirements before enrolling in the professional and specialization courses. Courses in the professional and specialization areas may be taken concurrently with courses from the core with permission of advisor. All core and professional courses, as well as 6 credits in the specialization block, must be completed prior to taking EDEL 591.

In the case of a student who is not employed in a professional setting with children during the capstone semesters, the student may opt to fulfill Plan A, Thesis Capstone (3 credits). In this case, the student must take an additional course, with advisor counsel, to complete the 33 credits

in the planned program. The student must also find a faculty member in the department to supervise the thesis work.

Note: A maximum of six credits in 400-level courses may be taken, with the approval of the graduate advisor.

Post-Master's Study

A 30-credit planned program of post-master's study is available in elementary education. Programs are planned with a faculty advisor on an individual basis to meet the professional development aspirations of the student.

POST-BACCALAUREATE TEACHER CERTIFICATION PROGRAMS

Students who already hold a bachelor's degree may pursue teacher certification through our post-baccalaureate programs. These programs prepare students for teacher certification and do not result in a master's degree. Additional policies governing these certification programs are found in the *Undergraduate Catalog*. Students can seek certification in the following fields.

- Elementary Education
- Secondary Education in the following subjects: Biology, Business, Chemistry, Earth Sciences, English, French, General Science, German, History, Italian, Mathematics, Physics, Social Studies and Spanish
- NK-12 Education in the following subjects: Art, Music, Physical Education, TESOL, Technology and Engineering Education

Information on admission to the post-baccalaureate programs can be found on page 62.

Students may enroll part time or full time, extended over a number of years in any certification field. Each student will, together with an advisor, submit a planned program of graduate study which would satisfy all certification requirements. Each planned program is individualized, based on the student's previous college course work, CCSU program requirements, and state certification requirements.

SUMMER THROUGH SUMMER POST-BACCALAUREATE CERTIFICATION PROGRAM IN ELEMENTARY EDUCATION

56 credits

Note: The University is currently not accepting applications to the Summer Through Summer Post-Baccalaureate Certification Program in Elementary Education.

Contact: Nancy Hoffman (860-832-2425)

21 of the 56 credits are later applicable to a Master of Science in Elementary Education

* Indicates course that carries graduate credit toward a M.S. in education degree.

First Summer (14 credits):

| | |
|----------|---|
| EDTE 420 | Practicum in Elementary Education II |
| EDTE 510 | Methods of Inquiry into Pedagogy and Leadership in Diverse Communities (field experience required)* |
| RDG 315 | Comprehensive Reading Instruction I |
| RDG 316 | Comprehensive Reading Instruction II |
| EDT 490 | Instructional Computing |
| EDTE 540 | Advanced Seminar in Leadership and Learning Communities* |

Fall (17 credits):

| | |
|----------|--|
| EDTE 315 | Principles of Learning: Elementary (field experience required) |
| SPED 315 | Introduction to Educating Learners with Exceptionalities |
| RDG 412 | Literacy in the Elementary School |
| SCI 555 | Teaching of Science in the Elementary School* |
| EDTE 540 | Advanced Seminar in Leadership and Learning Communities* |
| MATH 531 | Basic Concepts of Elementary School Mathematics* |

Spring (13 credits):

| | |
|----------|--|
| EDEL 430 | Elementary Education Student Teaching |
| EDTE 540 | Advanced Seminar in Leadership and Learning Communities* |
| EDEL 422 | Elementary Education General Methods |

Second Summer (12 credits):

| | |
|---------|--|
| EDF 415 | Educational Foundations |
| FA 490 | Integrating the Fine Arts for the Young Learner* |
| ED 545 | Integration of Methods of Research and Assessment* |

OFFICE OF FIELD EXPERIENCES

Student Teaching

Holly Hollander, Director (860-832-2417)

All students in elementary, all level, secondary, and special education programs who are seeking initial certification by the State of Connecticut are required to complete full-time student teaching. Prospective student teachers must complete a student teaching application form which is available on the Office of Field Experiences Web site. The application and its related materials must be submitted by the given dates. To student teach in the fall semester, applications must be submitted no later than February 15 in the preceding spring semester. Applications to student teach in the spring semester must be submitted no later than September 15 of the preceding fall semester. Students must include their letters of acceptance to the Professional Program of the School of Education and Professional Studies with their applications for student teaching. Please refer to the website at <http://www.ccsu.edu/ofe> for information on additional materials that must accompany application. Applications are accepted by appointment only.

Student teaching courses (EDEC 430, EDEL 430, and EDSC 414, 415, 417, 419, 420, 421, 428, 429 and 435) may not be taken or repeated without permission of the Director of Field Experiences, as well as the chairs of the student's major department and teacher education. Students may not take any additional courses while student teaching except for the related seminar.

SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES CENTERS

The **Center for Multicultural Research and Education** (Barnard Hall 231) provides a variety of professional development programs and opportunities for K–12 and university faculty that support development of education that is multicultural. Additional goals of the Center include serving as a resource center in the dissemination of research information, articles and curriculum materials, and supporting efforts to recruit students representing diverse cultural backgrounds to the teacher preparation and professional programs.

The **Center for Innovation in Teaching and Technology** (CITT), located in Barnard Hall 308, provides faculty and students with opportunities to create learning outcomes through using state-of-the-art technology in multi-media, computer-based instruction and other technological delivery systems.

The **Literacy Center** (Barnard 219) provides a setting for reading and language arts teachers to help children develop reading and language arts skills. Faculty of the Department of Reading and Language Arts direct the operations of the clinic and supervise the activities of students working in the clinic.