The School of Education and Professional Studies (SEPS) is a professional school dedicated to the quality preparation of professionals in education and other human service settings. As an integral part of Central Connecticut State University’s history and traditions, the faculty in the school embrace the University’s mission and commitment to “encourage the development and application of knowledge and ideas through research and outreach activities.” The school is guided by the purpose of preparing leaders for service in our communities. Programs provide students with broad liberal arts and in-depth content area preparation, as well as the professional preparation necessary to practice in their chosen field. The school offers programs leading to the BS degree in education, nursing, physical education and athletic training, and social work. In addition, the school has a variety of programs that lead to Connecticut State Department of Education teacher certification. Currently the School of Education and Professional Studies is organized into eight academic departments:

- Counseling and Family Therapy
- Educational Leadership
- Nursing
- Physical Education and Human Performance
- Reading and Language Arts
- Social Work
- Special Education
- Teacher Education

The Departments of Educational Leadership, Counseling and Family Therapy, Special Education, and Reading and Language Arts offer graduate programs only. Information about these departments and their graduate programs can be found in the Graduate Catalog.

Undergraduate Degree Programs Without Teacher Certification

Three programs are offered which lead to a BS degree, but do not include any type of teacher certification. The Department of Physical Education and Human Performance offers a major in athletic training and an option in exercise science and health promotion. The Department of Nursing offers a major in nursing, and the Department of Social Work offers a major in social work.

Each of these programs has its own admission requirements. Students who are denied admission to the professional level may obtain a copy of the SEPS appeals process from the office of the dean.

Professional Program for Teacher Certification

Degree Programs and Certification

To fully understand the teaching programs in the School of Education and Professional Studies, the distinction between obtaining a degree from Central Connecticut State University and obtaining a teaching certificate from the state of Connecticut must be made. Also, it requires an understanding of the differences between completing a subject-matter major and completing a degree in education.

Central Connecticut State University has the authority to grant a bachelor’s degree to any student who successfully completes all the requirements of a particular program of study. A degree, however, does not automatically lead to a teaching certificate.

The state of Connecticut grants the teaching certificate after a candidate completes a bachelor’s degree and an approved program of professional study, passes required tests for teachers and is recommended by the Office of the dean of the School of Education and Professional Studies.

School teachers in the state of Connecticut are required to have a major in a particular subject field. This is referred to as the subject-matter major. The various subject matter majors are listed elsewhere in this catalog under elementary, secondary and all-level subjects education.

Teacher candidates at Central Connecticut State University, in addition to acquiring a subject matter major, are required to fulfill professional course work and fieldwork experiences in education which lead to a degree in education and to certification.

Conceptual Framework

The conceptual framework serves as the guiding document that is foundational to an understanding of our programs, our philosophy, and the standards that align with our programs. Directly linked to our curriculum, the conceptual framework also provides a basis for assessment, analysis, and improvement of our program outcomes.

The unifying theme for the conceptual framework is: Preparing Leaders for Service in Our Communities. The conceptual framework is comprised of the following themes (outcomes) and connected elements (proficiencies):

1. The education professional as active learner
   a. possesses strong content knowledge in the arts and sciences,
   b. communicates in multiple forms to diverse audiences,
   c. possesses pedagogical knowledge for content to be taught, and
   d. engages in habits of critical thinking and problem solving.

2. The education professional as facilitator of learning for all students
   a. applies knowledge of human development across the life span (including physical, cognitive, social, and emotional growth),
   b. respects and values all learners,
   c. addresses the diversity of learning environments, and
   d. understands the learning process and applies instructional and assessment strategies and technologies to facilitate learning.

3. The education professional as reflective and collaborative practitioner
   a. makes informed and ethical decisions,
   b. accepts responsibility for student learning,
   c. engages in opportunities for professional growth, and
   d. collaborates with colleagues, families, and the school community.
Title II Reporting
In response to the accountability measure mandated by Congress through its passage of Title II and the Higher Education Act of 1998, all institutions of higher education that receive federal financial aid monies and have teacher preparation programs must report the teacher certification-test pass rates 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 who form the CCSU cohort of program completers finish 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 304 program completers identified in the 2005–2006 cohort. They took a total of 1107 individual Praxis tests, passing 1063 of those tests. This yielded a summary institutional passing rate of 96%, comparable to the statewide rate of 98%.

Undergraduate Degree Programs Leading to Teacher Certification
The following programs lead to a BS degree and prepare a student for teacher certification in the state of Connecticut:

- Early childhood education (no applications are being accepted at the present time)
- Elementary education
- Secondary education in the following subjects: biology, chemistry, earth science, English, French, general science, German, Italian, mathematics, physics, social studies, Spanish
- All level subjects: art, music, physical education, technology education

The business education faculty offers programs to prepare students to teach business subjects in secondary schools. Students may complete some of their subject matter requirements while they are undergraduates.

Teacher preparation coursework, however, is done at the graduate level. Students who plan to seek teacher certification should complete an undergraduate major in business. Please contact the coordinator for business education to learn more about this program (860-832-2590).

Students who are interested in becoming special education teachers must complete teacher certification at the graduate level. Contact the Department of Special Education (860-832-2400), or refer to the Graduate Catalog for further information.

Although requirements vary from program to program, in general each undergraduate teacher preparation program has the following characteristics and procedures:

General Education
All teacher candidates are expected to satisfy the University’s General Education program. Most of this work is completed during the student’s first three years at CCSU, or through transfer credit.

Subject Matter Majors
All teacher candidates are required to complete a subject matter major. These requirements vary from subject to subject and are described in the Arts and Science and Technology sections of this catalog.

Selective Admission to Professional Program for Teacher Certification
The state of Connecticut requires that students be admitted to teacher preparation programs only after they have met admission criteria. These criteria and the admission process are described below.

Admission as an undergraduate student to CCSU does not automatically guarantee admission to a Professional Program. The selective admission process requires considerable advanced planning.

Restricted Professional Course Work
Most courses offered in particular teacher preparation programs are open only to students who have been formally admitted to a Professional Program. Students who have not been admitted to a Professional Program may not enroll in restricted courses.

Retention Criteria
Once admitted to a teacher education Professional Program, a teacher candidate is expected to maintain a cumulative 2.70 grade-point average for all coursework completed at CCSU and elsewhere. If a candidate’s GPA drops below this level, he or she may be denied enrollment to restricted courses and student teaching until the GPA reaches the approved level. Students must receive grades of C or better in all professional education courses required by the School of Education and Professional Studies. Students may not proceed to the next sequence of courses unless courses are repeated and Professional Program courses may not be repeated without the consent of the chair of the Department of Teacher Education.

Performance Assessment
The School of Education and Professional Studies may require students to complete a departmental performance assessment in order to qualify for student teaching and to complete the Professional Program.

Students must maintain good standing in the program in order to qualify for student teaching and a recommendation from CCSU for state of Connecticut certification. In addition to academic good standing, students must demonstrate the following:

- Positive personal attitudes and attributes that affect her or his performance as a teacher;
- Conduct that demonstrates professional behavior appropriate to the context and shows realization that actions reflect directly upon the status and substance of the profession;
- Confidentiality of all information concerning colleagues and students obtained in the educational process; and
- Integrity and honesty in written and verbal communication, documentation and coursework related to the Professional Program for teacher certification.

Admission to a Teacher Preparation Professional Program
Many of the criteria and procedures for admitting students to a Professional Program leading to teacher certification are governed by state of Connecticut regulations. Admission in a timely fashion requires a degree of advanced planning on the part of teacher candidates. The procedures described below do not apply to programs in athletic training, health fitness, nursing, or social work. These programs have their own admission procedures which are described elsewhere in this catalog. For any aspect of the admission process that requires clarification, please contact the
office of the dean of the School of Education and Professional Studies.

The Professional Program is subject to change based on Connecticut regulations. Students must complete the Professional Program in place at the time they apply to the Professional Program, regardless of when they were admitted to the University.

The Admission Process

PHASE 1: PRE-APPLICATION

When students first enter the University, they select a program and subject matter major and pursue (under the guidance of an advisor in the department where the major is housed) course work in General Education and in the major. Toward the end of the second or in the third year of study, most full-time students are ready to apply for admission to a Professional Program. Prior to this application, students are required to:

- Complete 45 credits, of which 15 have been earned at Central Connecticut State University (with the exception of Elementary Education). Graduates of Connecticut community colleges may have this requirement waived; contact the office of the dean of Education and Professional Studies for details.
- Pass the Praxis I Pre-professional Skills Test (PPST; basic skills tests in reading, writing, and mathematics) or be qualified to have this test waived. This must be done at least one semester before application can be made to the Professional Program. Praxis I (PPST) may be waived if:
  1. SAT Waiver: A total score of 1,000 on the SAT, with neither the mathematics nor the verbal subtest scores below 400 points from any test administration on or prior to March 31, 1995, or a combined score of 1,100 or more with no less than 450 on either the verbal or the mathematics subtests from test administrations on or after April 1, 1995.
  2. Praxis I may also be waived based on ACT, Prueba De APTITUD Academica (PAA), or GRE scores. See the State Department of Education website at www.ctcert.org for details.
- The two recommendations should be on the program-approved recommendation form. One recommendation must be from a faculty member in the subject matter major. The other must come from a professional individual who has observed the student's work with children;
- Pass a second on-site departmental essay completed after Professional Program application is submitted; and
- Document 30 hours of quality experience with children on the program-approved experience documentation form.

Additional Program Specific Requirements

Art Education:
- Successfully complete ART 112, ART 113, ART 120, and PSY 236. Students may be enrolled in these courses at time of Professional Program application but must complete them before Professional Program admission will be granted;
- Pass departmental portfolio review; and
- Minimum overall 3.00 GPA calculated on all courses with the ART prefix (or its equivalent on transfer courses).

Biology, Chemistry, Earth Science, General Science, or Physics Education:
- An original laboratory report (or program-approved substitute) which the student has recently written and is the sole author; and
- Post-baccalaureate students also must have no more than three courses remaining in the certification content area at the time of Professional Program application.

Business Education:
The business education certification program is only offered at the graduate level. See the Graduate Catalog for details.

Elementary Education:
- Minimum overall 3.00 GPA calculated on all courses with the ANTH, ECON, GEOG, HIST, SOC, PS prefixes (or equivalent transfer courses);
- One of the two letters of recommendation must be from a CCSU English faculty member.

History/Social Studies Education:
- Minimum overall 3.00 GPA calculated on all courses with the ANTH, ECON, GEOG, HIST, SOC, PS prefixes (or equivalent transfer courses);
- One of the two letters of recommendation must be a positive letter from a
full-time faculty member of the Department of History;
• All students must have a grade of “B” or better in HIST 301 or a department-approved equivalent. Undergraduate students must have met this requirement before applying to the Professional Program. Post-baccalaureate students may request a waiver from the history department to take HIST 301 in the semester of Professional Program application but the course must be completed before full Professional Program admission will be granted. Any student wishing to substitute a class from another university as an equivalent to either of these classes must get approval from the department before submitting a Professional Program application; and
• Additional post-baccalaureate student requirement only: Passing Praxis II (test 0081) scores to be submitted with the Professional Program application. Languages—French, German, Italian, or Spanish Education:
These programs have no special program requirements.
Mathematics Education:
• Minimum overall GPA of 2.70 calculated on mathematics courses counting toward major, with no more than two repeats;
• Completion of three mathematics courses at CCSU with a grade of C- or better in each. This requirement may be waived with prior department approval;
• Completion of Calculus II (MATH 221) with a grade of C- or better before applying to the Professional Program;
• One of the two letters of recommendation must be from a faculty member in the CCSU Department of Mathematical Sciences; and
• Pass a second mathematics essay written on the program-approved essay form.
Music Education:
• Pass at least 60% of piano proficiency exam; and
• Successfully complete MUS 101, MUS 216, MUS 222, and MUS 278 before applying to the Professional Program.
Physical Education:
• Minimum 3.00 GPA on all courses in the physical education major;
• Successfully complete EXS 213 (formerly PE 213), PE 111, and two skills courses in the Physical Education major before applying to the Professional Program; and
• Successfully complete PE 299 and EDTE 314. Student may be enrolled in these at the time of application but must complete them before admission will be granted.
Special Education:
The Special Education certification program is only offered at the graduate level. See the Graduate Catalog for details.
Technology and Engineering Education:
• Non-transfer undergraduate students must have completed or be enrolled in 15 credits at CCSU in TE, MFG, EMEC, GRT, or TC prefixed courses at time of Professional Program application;
• Undergraduate transfer students must have completed or be enrolled in nine credits at CCSU in TE, MFG, EMEC, GRT, or TC prefixed courses at time of Professional Program application;
• Post-baccalaureate certification students must have completed or be enrolled in six credits at CCSU in TE, MFG, EMEC, GRT, or TC prefixed courses at time of Professional Program application; and
• All students must have successfully completed TE 199 at time of Professional Program application.
TESOL:
The TESOL (Teaching English to Speakers of Other Languages) certification program is only offered at the graduate level. See the Graduate Catalog for details.

PHASE II: APPLICATION
Students should note the following information regarding application to a teacher preparation Professional Program, which is conducted twice a year.
• Applications are due September 10 or February 10 (or the next regular day of classes if the date falls on a weekend or holiday) and are submitted to the Office of the Dean (HB 203).
• Application packets are available in the information racks outside the dean’s office (HB 203) and on the CCSU School of Education and Professional Studies Web site at www.education.ccsu.edu.
• Once the application packet is submitted, it will be reviewed by the office of the dean. Fulfillment of Praxis I and a cumulative grade point average of 2.70 or better for all attempted college work will be verified. Students who fulfill these admission requirements will have their applications forwarded to the respective department.
• The office of the dean forwards the application to the appropriate department for evaluation and scheduling of an interview. Once the department completes their review, it then recommends, to the office of the dean, the admission status for each applicant. The assistant dean of the School of Education and Professional Studies makes the final decision.

PHASE III: ADMITTANCE
Students will receive a letter from the office of the dean sometime before the end of the semester they apply indicating whether the student has been admitted, deferred until certain requirements have been fulfilled, or rejected. Only officially admitted students may register for professional courses in education.

Revocation of Admission to the Professional Program
The dean of the School of Education and Professional Studies may revoke admission to the Professional Program for the following reasons:
• Overall or Professional Program GPA drops below 2.70,
• Falsification of information or documentation,
• Inappropriate or unprofessional behavior, attitudes, or attributes that negatively impact performance as a teacher,
• Inappropriate responses in various contexts that negatively affect performance as a teacher,
• Unacceptable performance during a field experience or student teaching,
• Unacceptable performance on performance assessments,
• Failure to adhere to the Connecticut Code of Professional Responsibility for Teachers,
• Failure to maintain confidentiality of all information concerning colleagues and students obtained during the educational process,
• Failure to demonstrate at all times integrity and honesty in written and verbal communications, documentation, and coursework related to the Professional Program,
• Conviction of crime of moral turpitude or crime that in the opinion of the University would impair the standing of the School of Education and Professional Studies, or
• Other due and sufficient cause.
Post-Baccalaureate Programs Leading to Teacher Certification Only

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. Students may 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
- All level subjects: art, music, physical education, TESOL, technology education
- Special education

Admission to a post-baccalaureate teacher certification Professional Program depends upon and follows admission to the School of Graduate Studies. Post-baccalaureate students must meet all course and fieldwork requirements specified in particular teacher preparation programs and governed by state of Connecticut regulations. This includes satisfying certain General Education and subject matter major requirements.

Post-Baccalaureate “Program of Study”

For students seeking certification in elementary and secondary education, a “Program of Study” is determined and filed with the School of Education post-baccalaureate advisor.

For students seeking certification in art, music, physical education, and technology education, a “Program of Study” is determined and filed with the chair of the department that offers their program. The “Program of Study” (that must be approved by the office of the School of Graduate Studies) ensures that all certification requirements are satisfied and becomes a contract between the student and his or her advisor.

Post-baccalaureate students must meet the following General Education requirements: at least 39 credits of liberal arts course work including a U.S. history survey course, and courses in each of the following areas: English, mathematics, natural sciences, and social sciences, and one course in foreign language or fine arts. Coursework in developmental or life span psychology is a prerequisite for the Professional Program.

For information regarding requirements and admission to the Professional Program, refer to page 84 of this catalog, under the section titled Admission to a Teacher Preparation Professional Program.

Repeat Policy

An exception to the course repeat policy (see page 40) exists in the Department of Teacher Education which requires that departmental permission be granted to repeat any Professional Program course. Students must submit the request for permission to repeat any of these courses to the chair of teacher education before adding the course to their schedule for a second time. Once students have the chair’s approval, the School of Education and Professional Studies will utilize the most recent CCSU GPA in its calculations of the 2.70 minimum total GPA requirement for continuation in the Professional Program.

Appeals Process for All Students and Professional Programs

Denial of admission to the Professional Program for Teacher Certification, removal from the Professional Program, denial of approval to participate in field experiences or Student Teaching, or removal from field experiences or Student Teaching are academic decisions which reflect careful and deliberate judgment by faculty. Factors which are considered in such decisions include, but are not limited to, the adequate development of the student, Professional Program requirements and performance standards, the Connecticut Code of Professional Responsibility for Teachers, professional performance standards and attributes mandated by the Connecticut State Department of Education, National Council for the Accreditation of Teacher Education standards, and the Professional Program’s unique responsibilities to children and schools.

The University recognizes that on occasions there may be an error or palpable injustice in the determination of denial of admission to the Professional Program, removal from the Professional Program, denial of approval to participate in field experiences or student teaching, or removal from field experiences or student teaching. A student who believes that an error or a palpable injustice has occurred in procedures in arriving at a decision may pursue an appeal. A copy of the full appeals policy may be obtained from the office of the dean of the School of Education and Professional Studies.

In addition to appeals based on error or palpable injustice, a student whose undergraduate cumulative GPA is below 2.70 may appeal for a waiver of the admission GPA requirements. Students who have been denied admission because of the GPA requirement may write a letter of appeal to the Dean of Education for a waiver of the GPA requirement presenting compelling evidence of both the following:

- Demonstrated academic ability in recent coursework with an exemplary GPA showing a different pattern of performance from prior undergraduate course work; and
- Intervening life experience, e.g., working with children or in a profession/vocation that has contributed to their growth and maturity as a prospective teacher.

The appeal will be reviewed by the School of Education and Professional Studies appeals committee. The committee will make a recommendation to the dean, who will make the final decision. The decision regarding the appeal of the GPA requirement will be communicated in writing to the student by the dean of Education and Professional Studies or designee and the department.

Students who are denied admission to the Professional Program for reasons other than GPA may contact the assistant dean to discuss issues concerning the application.

Connecticut Certification Procedures

To be eligible for Connecticut certification, a teacher candidate must be recommended by the office of the dean of the School of Education and Professional Studies. Although teacher candidates must complete a BS degree in an approved program and pass the Praxis II test applicable to the certification endorsement area they are seeking*, teacher candidates must apply for certification during the last semester of enrollment.

To apply for certification, undergraduate teacher candidates must:

- Obtain a Steps to Certification information sheet from the information rack outside of the dean’s office (HB 248). Complete and submit the state of Connecticut certification application to the dean’s office.
- Submit a copy of the appropriate passing Praxis II or ACTFL scores with the application.

* Teacher candidates must be certified by the school of education and professional studies where they are enrolled.
Counseling and Family Therapy
(Post-baccalaureate degrees only)

Faculty
C. Tait, Chair; R. Cohen, J. Fried, J. Rosenberg, D. Wiener (Dept. phone 860-832-2154)

Department Overview
The department offers a MS degree in counselor education and in marriage and family therapy, preparing students for careers in school counseling, student development in higher education, rehabilitation counseling, mental health counseling, drug and alcohol recovery counseling, and marriage and family therapy. See the Graduate Catalog for more information.

Educational Leadership
(Post-baccalaureate degrees only)

Faculty

Department Overview
The Department of Educational Leadership offers a MS in educational technology, a MS in educational leadership, a Sixth-Year Certificate leading to certification as an intermediate administrator or supervisor, and a doctoral program in Educational Leadership.

The department also offers graduate courses in curriculum development, research in education and undergraduate/graduate courses in educational technology.

Nursing

Faculty
C. G. Williams, Chair; M. Levis (Dept. phone 860-832-0032)

Department Overview
The department offers a baccalaureate program, the BS in nursing (BSN), designed to prepare a legally educated person to function as a professional nurse in a variety of roles and health care settings. The program requires 125 credits. The BSN is accredited by the Commission on Collegiate Nursing Education. Upon completion of this program, students must pass a national certification examination acceptable to the Connecticut Board of Nursing.

Admission
Applicants must: be licensed as a registered nurse by the Connecticut State Board of Examiners for Nursing; possess the educational background for post-baccalaureate study in nursing. Students with a solid background in different areas of nursing are admitted. A review of transcripts will determine the number of credits to be transferred. Full-time students require a total of 125 credits. No minor is required for this major.

PreNursing
This option enables students to complete prerequisites and General Education, and two nursing courses (NRSE 301 and 246), while awaiting acceptance into a community college nursing program. Students gain credit toward residence at CCSU and receive advisement from the Department of Nursing faculty once they are matriculated.

MINOR IN GERONTOLOGY
The minor in gerontology provides students with a solid background in different issues related to adult development and aging in order to prepare them to serve the aging population in various capacities. The minor incorporates courses from the schools of Arts and Sciences, Education and Professional Studies, and Technology. For more information, refer to page 112 of this catalog.
Physical Education and Human Performance

Faculty

Department Overview
The Department of Physical Education and Human Performance offers an undergraduate major in physical education for teacher certification, a non-teacher certifiable option in exercise science and health promotion and a non-teacher certifiable major in athletic training.

Programs

Physical Education
The physical education teacher preparation program prepares future teachers for public and private schools in the state of Connecticut. Those students who successfully complete the program are eligible for certification in pre-kindergarten through grade 12 physical education. The physical education program is accredited by the National Association for Sport & Physical Education (NASPE), an association of the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD).

Exercise Science and Health Promotion
A non-teacher certifiable program which prepares students for employment at fitness/wellness centers in corporate, non-profit, clinical, and sport settings. Students are given the necessary cognitive and practical experiences for pursuing certification by the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). Exercise prescription and implementing individualized fitness programs are emphasized.

The program is in the process of becoming accredited in exercise science and health promotion by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Athletic Training
A non-teacher certifiable program that prepares students for employment as certified athletic trainers in schools, colleges/universities, professional sports and sports medicine settings. Students in this program are given the necessary cognitive and psychomotor skills required for certification by the National Athletic Trainers Association Board of Certification (BOC). The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Students who complete this program meet the requirements for eligibility to take the written, practical and written simulation examinations administered by the BOC for certification as an athletic trainer.

MAJOR IN PHYSICAL EDUCATION, BSED
82 credits in physical education skill and lecture courses as follows:

Lecture Courses (46 credits)
PE 111 Orientation to Physical Education
EXS 210 Personal and Community Health
EXS 213 Anatomy and Physiology in Human Performance I
EXS 214 Anatomy and Physiology in Human Performance II
EXS 216 Kinesiology
PE 299 Psycho-Social Aspects of PE
PE 300 Developmental Movement
PE 305 Evaluation in Physical Education
PE 405* The Curriculum Process in K-12 PE
PE 406* Adapted Physical Education
PE 408* Physical Education for Exceptional Students

EXS 410* Exercise Physiology
PE 416* Organization & Administration of PE
PE 417* Secondary Methods in Physical Education
PE 420* Lifespan Motor Development
PE 422* Motor Learning

Skill Courses (17 credits)
PE 219 Methods of Teaching Golf
PE 273 Tumbling and Gymnastics
PE 277 Outdoor Adventure Activities
PE 278 Methods of Teaching Games
PE 279 Methods of Teaching Team Sports
PE 280 Methods of Teaching Racquet Sports
PE 374 Methods of Teaching Fitness

DAN 272 Creative Dance in Education
DAN 377 Modern Dance and Theory

Professional Education Courses (19 credits)
EDT 315* Educational Technology in the Secondary School Classroom
EDTE 314 Applied Learning Theories, K–12 Programs
EDF 415* Educational Foundations
EDSC 417* Student Teaching, Elementary PE
EDSC 419* Student Teaching, Secondary PE

*Require admission to the Professional Program prior to enrollment

Required General Education Courses:
BIO 111 or BIO 121 or BMS 111, CHEM 111 or CHEM 150 or CHEM 161/162, ENG 110, HIST 161, HIST 162, STAT 104, PHYS 111, PSY 236, and COMM 115.

Major in Physical Education: Exercise Science and Health Promotion, BS (not certifiable for teaching)
64 credits in Physical Education as follows:

Lecture Courses (59 credits)
EXS 110 Concepts in Fitness
EXS 113 Introduction to Exercise Science
EXS 210 Personal and Community Health
EXS 213 Anatomy and Physiology in K–12 Programs
EXS 214 Anatomy and Physiology in Human Performance II
EXS 216 Kinesiology
EXS 217 Care and Treatment of Athletic Injuries
EXS 307 Human Nutrition
EXS 311 Stress Management
EXS 331 Measurement and Evaluation in Exercise Science
EXS 380 Leadership in Exercise and Wellness
EXS 383 Recreation and Physical Activity for the Aging

or
EXS 215 Physiological Aspects of the Human Performance of the Aging

Note: No minor is required with this major.

Note: For information on admission to the Professional Program, see page 84.

MAJOR IN PHYSICAL EDUCATION: EXERCISE SCIENCE AND HEALTH PROMOTION, BS
EXS 398 Exercise for Special Populations
EXS 412 The Application of Tort Law to Physical Activity
EXS 414* Physiology of Sport and Exercise
EXS 415* Fitness Assessment and Exercise Prescription
EXS 421* Pharmacology in Sports Medicine
EXS 425* Implementation and Evaluation of Health Promotion Programs
EXS 450* Practicum in Exercise Science
EXS 470* Internship in Exercise and Health Promotion

Skill Courses (5 credits)
EXS 201 Teaching Aerobics: Dance, Step, and Aqua
EXS 375 Training for Sport Performance

* Require admission to the Professional Program prior to enrollment

Required General Education Courses:
BIO 111 or BMS 111 or BIO 121, CHEM 111 or CHEM 150 or CHEM 161/162, ENG 110, HIST 161, HIST 162, STAT 104, CS 115, PHYS 111, PSY 112, 236, COMM 140.

Note: No minor is required with this major.

Applying for Admission into the Exercise Science and Health Promotion Program
Undergraduate applicants seeking admission to the exercise science and health promotion program are required to submit a file of materials for review by the Department of Physical Education and Human Performance. The applicant's completed file should be submitted prior to September 21 for fall candidates and February 21 for spring candidates of the second semester sophomore year. Applications for admission may be obtained in the Department of Physical Education and Human Performance, Kaiser Hall, Room 0180.

Requirements for Admission
The following are departmental requirements for admission to the exercise science and health promotion program:
• Completion of application to the Professional Program for exercise science and health promotion;
• Completion of 45 credits of academic work;
• Successful completion of 5 credits of required physical education lecture courses including EXS 213 and 2 credits of required skill courses;
• University GPA of 2.50;
• Departmental GPA of 2.50;
• Two letters of recommendation (from persons who can best assess the candidates potential);
• The presentation of an essay demonstrating command of the English language, setting out the reasons for wanting to enroll in the program; and
• An interview with the Personnel Committee of the Department of Physical Education and Human Performance

Retention Policy
The following requirements must be maintained in order to remain in good standing within the exercise science and health promotion program.
• Students must maintain a University GPA of 2.50; and
• Students must maintain a Departmental GPA of 2.50.

Note: Internship assignments require the student to be in good standing by having both a University and a major GPA of 2.50.

MAJOR IN ATHLETIC TRAINING, BS
(not certifiable for teaching)
69 credits as follows:

Lecture Courses (54 credits)
EXS 110 Concepts in Fitness
EXS 112 Introduction to Athletic Training
EXS 210 Personal and Community Health
EXS 213 Anatomy and Physiology in Human Performance I
EXS 214 Anatomy and Physiology in Human Performance II
EXS 216 Kinesiology
EXS 217 Care and Treatment of Athletic Injuries
EXS 218 Scientific Basis for Athletic Training
EXS 307 Human Nutrition
EXS 317 Therapeutics in Athletic Training
EXS 332 Psychological Aspects of Sport
EXS 398 Exercise for Special Populations

EXS 413* Organization and Administration of Athletic Training
EXS 414* Physiology of Sport and Exercise
EXS 415* Fitness Assessment and Exercise Prescription
EXS 421* Pharmacology in Sports Medicine
EXS 440 Therapeutic Modalities in Athletic Training
BMS 380 Emergency Medical Technician (EMT)

Practicum Courses (15 credits)
EXS 315* Practicum in Athletic Training I
EXS 316* Practicum in Athletic Training II
EXS 319* Practicum in Athletic Training III
EXS 375 Training for Sport Performance
EXS 445* Internship in Athletic Training

* Require admission to the Professional Program prior to enrollment.

Required General Education Courses:
BIO 111 or BMS 111 or BIO 121, CHEM 111 or CHEM 150 or CHEM 161/162, ENG 110, STAT 104, CS 115, PHYS 111, PSY 236, COMM 140.

No minor is required for this major.

Clinical Experience
All students in the athletic training education program are required to complete four semesters of clinical experience in Central's athletic training facility, one preseason experience at CCSU that typically runs from early August to the first day of classes, and a fifth semester in an off-campus affiliation. The BOC and CAATE require a minimum of two years clinical rotation (four semesters) which will be under the direct supervision of a certified athletic trainer. Emphasis is placed on mastery of the educational competencies over the five semesters of clinical experience.

Applying for Admission into the Athletic Training Education Program
Undergraduate applicants seeking admission to the athletic training education program are required to submit a file of materials for review by the Department of Physical Education and Human Performance. The applicant’s completed file should be submitted prior to September 21 for fall candi-
dates and February 21 for spring candidates of the second semester sophomore year. Applications for admission may be obtained in the Department of Physical Education and Human Performance, Kaiser Hall, Room 0180.

Requirements for Admission
The following are departmental requirements for admission to the athletic training education program. Acceptance into the Professional Program should be completed by the second semester sophomore year. Students not meeting this deadline must meet with the program director to continue in the Professional Program.

• Completion of application to the Professional Program for athletic training;
• Successful completion of 200 observation hours in the clinical aspect of athletic training at CCSU;
• Completion of 45 credits of academic work at CCSU as an athletic training major;
• Successful completion of EXS 112, EXS 213 and 217 (at CCSU), with a grade of C- or better in all courses;
• Successful completion of BMS 380;
• University GPA of 2.50;
• Departmental GPA of 2.50;
• Two letters of recommendation (from persons who can best assess the candidates potential);
• The presentation of an essay demonstrating command of the English language, setting out the reasons for wanting to enroll in the program, and emphasizing experiences related to athletic training (500–750 words); and
• An interview with the Personnel Committee of the Department of Physical Education and Human Performance, including at least one clinical supervisor.

Technical Standards for Admission
The technical standards set forth by the athletic training educational program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). All students admitted to the Professional Program in athletic training must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for admission to the Professional Program in athletic training at CCSU must demonstrate:
• The demonstrated ability to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
• Evidence of sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and the demonstrated ability to accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients;
• The demonstrated ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, ability to maintain a professional demeanor, establish rapport with patients, and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;

Retention Policy
Once admitted to the Professional Program, the following requirements must be maintained in order to remain in "good standing" within the athletic training education program.

• Students must maintain a University GPA of 2.50;
• Students must maintain a departmental GPA of 2.50;
• Students must successfully demonstrate required clinical skill competencies; and
• Students must have a current state of Connecticut or National Registry EMT-B Certification.

A student who believes that they have a disability that may impact admission to or successful completion of this program should contact the Student Disability Services in Copernicus, Room 241, 860-832-1900, TTY 860-832-1954. Special Disability Services will evaluate the student's documentation to determine if the stated condition qualifies as a disability under applicable laws and so notify the program director of the athletic training education program and the chair of the Department of Physical Education & Human Performance.

If a student with a qualified disability states he/she can meet the technical standards with accommodation, then the student and appropriate University personnel will discuss what accommodation(s) may be effective and whether the accommodations requested are reasonable, taking into account clinician/patient safety, and whether the requested accommodations would fundamentally alter the nature of the program, including academic standards.

Note: Revisions to the athletic training education program may occur in order to maintain compliance with national accreditation standards. Students should check with the program director and/or the CCSU athletic training education website regarding the possibility of new requirements. All practicum courses and internship assignments require
the student to be in “good standing” in addition to having a current state of Connecticut or National Registry EMT-B Certification.

Transfer Students Policy
Transfer students must meet the same course requirements and application procedures as CCSU students. Transfer students are required to complete a minimum of 15 credits “in residence” at CCSU prior to applying to the Professional Program. The 15 credits for transfer students may be in General Education and/or within the athletic training education program and must include, at CCSU, EXS 112 Introduction to Athletic Training and EXS 217 Care and Treatment of Athletic Injuries.

Currently, all requests for transfer into the athletic training education program, either by students from other universities or by CCSU students looking to change majors, are handled on a case-by-case basis. The number of students accepted in this manner depends on the number of openings available in a given year.

For acceptance into the athletic training education program, transfer students must complete a required (minimum) 200 clinical hours.

MINOR IN GERONTOLOGY
The minor in gerontology provides students with a solid background in different issues related to adult development and aging in order to prepare them to serve the aging population in various capacities. The minor incorporates courses from the schools of Arts and Sciences, Education and Professional Studies, and Technology. For more information, refer to page 112 of this catalog.

Reading and Language Arts
(Post-baccalaureate degrees only)

Faculty
H. Abadiano, Chair (Barnard 245); B. Davies (emeritus), E. Demos, C. Kurkjian, C. Mulcahy, J. Turner, L. Valerie, K. Weiss (Dept. phone 860-832-2175)

Department Overview
The Department of Reading and Language Arts offers both undergraduate and graduate courses in teaching reading and language arts.

At the undergraduate level, required courses are provided for students preparing to become teachers.

At the graduate level, the department offers master’s degree, sixth-year degree, and advanced official certificate programs that can lead toward certification as a remedial reading and language arts teacher or reading and language arts consultant.

Social Work

Faculty
C. R. Baratta, Chair; P. Hensley (Dept. phone 860-832-3129)

Department Overview
The social work program is accredited at the undergraduate level by the Council on Social Work Education. The purpose of the social work major is to prepare students for beginning generalist social work practice. Social work is a field that deals extensively with sensitive social issues and people’s personal well-being; therefore, students will be carefully evaluated not only academically but for professional skill. Students must apply and be accepted into the social work major when they have completed SW 226 and 227. Applications from all students will be taken October 1 and March 1. Acceptance into the University does not guarantee acceptance into the social work program.

Students admitted to the social work major must maintain an average of 2.30 (C+) or better in all social work courses, as well as a grade of C or better in all prerequisites required for the major. Potential for professional skill must be demonstrated in field experiences which are required in all social work courses. The faculty will evaluate the field experience, along with the academic achievement, of the student each semester. Ideally, students entering the University as pre-social work majors take the beginning courses with the expectation of continuing into the social work major. All social work majors are expected to satisfy the University’s General Education program. Most of this work is completed during the student’s first three years at CCSU or through transfer credit. It is expected that all General Education requirements will be completed prior to the start of a student’s senior field education experience. However, it is possible that the student and/or instructor conclude that a student is not fully motivated toward an understanding of the professional, as well as the academic, responsibilities this major requires. If a student does not meet academic or professional standards (as a pre-social work or social work major), he or she will be placed on provisional status. Written notification will be given and conditions for full completion of the major discussed with the student. Students will be given the opportunity to correct the problem(s); however, if the student does not demonstrate improvement, he or she will not be allowed to complete the major.

The social work program is a member of Phi Alpha Honor Society. The chapter name is Chi Upsilon.

Note: This program may have revisions to comply with national accreditation standards. Students should check with the department chair regarding the possibility of new requirements.

Program

MAJOR IN SOCIAL WORK, BA
51 credits as follows: 42 credits in social work core courses, including SW 226, 227, 360, 361, 362, 368, 374, 426, 450, 451, 452, 453; 6 credits of social work electives; and 9 credits of related courses, including SOC 110 or ANTH 140; SW 100 or SOC 111, SOC 233. Social work majors are also required to complete the following as part of their General Education requirements: BIO 111; PS 110 or 230; ECON 200; and STAT 215.

No minor is required for this major.

Special Education

Faculty
M. Beck, Chair; J. Foshay, J. Nicoll-Senft, E. Pancsofar (Dept. phone 860-832-2400)

Department Overview
The Department of Special Education prepares teachers to work with learners who have special needs. At the undergraduate level, the department offers courses about exceptionalities that are required for certification of regular education teachers. Students who are interested in becoming special education teachers are encouraged to pursue teacher certification at the undergraduate level in elementary or secondary education, and then seek cross endorsement in special education at the graduate level. Contact the
Teacher Education

Faculty
S. Seider, Chair; A. Ayalon, Assistant to Chair; E. Aaronsohn, R. Casella, B. Clark, G. Cueto, L. George, N. Hoffman, M. Howell, L. Klein, M. Matthews, D. Mulcahy, K. Riem (Dept. phone 860-832-2415)

Department Overview
The Department of Teacher Education is committed to the preparation and continuing professional education of students involved in early childhood, elementary, all-level, and secondary education teaching programs.

The department offers certification programs at the following levels:
• Early childhood education (no applications are being accepted at the present time);
• Elementary education;
• Secondary education; and
• All-level (K–12).

Note: For information on admission to the Professional Program, see page 84.

Programs
MAJOR IN EARLY CHILDHOOD EDUCATION, BS
Contact person: M. Howell (860-832-2422) This program is not currently accepting applications.

Program Requirements (130 credits)
General Education requirements as follows: ENG 110, MATH 113, MATH 213 and BIO 211 or other biology course with a laboratory, HIST 161 or 162, and PSY 236 and 361.

Subject matter major (42–43 credits)
Students must complete a dual subject matter major including a 24–25 credit primary subject area and an 18 credit complementary subject area of human growth and development. Students may choose a primary subject area in either English, mathematics, or general science. (See School of Arts and Science sections for specific course requirements.) The required human growth and development courses are: PSY 112, PSY 200, PSY 239, PSY 361, PSY 365, and SOC 233.

Professional education (42 credits)
Courses are taken in clusters as follows:
EDTE 210 Education and Teacher Leadership in Diverse Learning Communities
EDT 210 Introduction to Educational Technology

Enrollment in the following courses requires acceptance to the Professional Program in the School of Education and Professional Studies. Applications are accepted in the second week of the fall and spring semesters. Courses are offered on an annual cycle.

EDEC 413 Principles of Early Childhood Education
RDG 315 Comprehensive Reading Instruction I

EDEC 423 Methods and Curriculum for Early Childhood
RDG 316 Comprehensive Reading Instruction II
SPED 423 Assessment, Instruction and Curricular Adaptations for Preschoolers
EDTE 310 Early Childhood Field Experience Practicum

SCI 456 Teaching Science to Young Children

EDT 415 Developing Instructional Materials
EDF 415 Educational Foundations

EDTE 420 Practicum in Elementary Education II
MATH 410 Early Childhood Mathematical Methods
RDG 423 Literacy for Early Childhood
EDEC 426 Integrated Curriculum for Early Childhood

EDEC 430 Early Childhood Student Teaching
EDTE 430 Topic Seminar in Leadership and Learning Communities

The completion of a minor is not required.

MAJOR IN ELEMENTARY EDUCATION, BS
Coordinator: S. Seider (860-832-2429)

Program Requirements (130 credits)
General Education requirements as follows: ENG 110, MATH 113, MATH 213 and BIO 211, HIST 161 or 162, PSY 236, ESCI 111, or any other ESCI course. Elementary education majors are also required to take either PSY 362 or 361.

Subject matter major (33–43 credits)
Students must choose either a single subject matter major (33–39 credits) or a dual subject matter major (42–43 credits). Single subject matter majors include English, geography, history, mathematics, general science with a specialization in biology, or general science with a specialization in earth science. Dual subject matter majors require completion of a 24–25 credit primary area and a 18 credit complementary area. Dual subject matter majors include:
• English with a complementary area of geography;
• History with a complementary area of English/linguistics or English/writing; and
• Mathematics with a complementary area of biology or earth science.

See School of Arts and Science sections for specific course requirements.

Professional education (49 credits)
Courses are taken in clusters as follows:
EDTE 210 Education and Teacher Leadership in Diverse Learning Communities
EDT 210 Introduction to Educational Technology

Enrollment in the following courses requires acceptance to the Professional Program in the School of Education and Professional Studies. Applications are accepted in the second week of the fall and spring semesters.

RDG 315 Comprehensive Reading Instruction I
EDTE 315 Principles of Learning: Elementary
SPED 315 Introduction to Educating Learners with Exceptionalities
General Education requirements for secondary programs are as follows: 6 credits in English (ENG 110 is required), HIST 161 or 162, PSY 236, 6 credits of science, and 6 credits in mathematics. For all-level program requirements, students should consult the chair of their major department to determine the recommended General Education courses.

Minor (18–24 credits)
The completion of a minor or a certifiable minor is required unless specifically noted in the individual major. Options for certifiable minors for science majors include biology, chemistry, earth science, and general science. Specific course requirements for minors can be found in the School of Arts and Sciences sections.

Major Methods Course in conjunction with the major academic department

EDTE 320 Practicum in Elementary Education I
EDTE 420 Practicum in Elementary Education II
FA 412 Fine Arts Across the Curriculum
MATH 412 Elementary Mathematical Methods
RDG 412 Literacy in the Elementary School
SCI 412 Elementary Science Methods
EDEL 415 Elementary Social Studies Methods

EDEL 430 Elementary Education Student Teaching
EDTE 430 Topic Seminar in Leadership and Learning Communities

The completion of a minor is not required.

MAJOR IN SECONDARY EDUCATION AND ALL-LEVEL SUBJECTS, BS
Coordinator: A. Ayalon (860-832-2135)

Program Requirements (130 credits)

Major (36–57 credits)
Students in secondary education programs can be certified to teach in specific areas of specialization as follows:
- Secondary: biology, chemistry, earth science, English, French, general science, German, history & social studies, Italian, mathematics, physics, Spanish, and
- All-levels: art, music, physical education, technology and engineering education

See Schools of Arts and Sciences or Technology sections for specific course requirements.

Minor (18–24 credits)
The completion of a minor or a certifiable minor is required unless specifically noted in the individual major. Options for certifiable minors for science majors include biology, chemistry, earth science, and general science. Specific course requirements for minors can be found in the School of Arts and Sciences sections.

Professional education (24–34 credits)

Enrollment in the following courses requires acceptance to the Professional Program in the School of Education and Professional Studies.

RDG 440 Literacy in the Secondary School
EDTE 316 Principles of Learning (Sec/K–12)
or
EDTE 314 Applied Learning Theories (K–12 Programs)
SPED 315 Introduction to Educating Learners with Exceptionalities
EDSC 375 Principles and Evaluation in Education (All levels)
or
EDSC 425 Principles of Secondary Education
EDEL 415 Educational Foundations
EDSC* Student Teaching
Major Methods Course in conjunction with the major academic department

Course numbers and availability of student teaching vary based on certification field.

Additional professional education course work is required in the academic discipline to be taught.

Field Experiences and Student Teaching
Director: Holly Hollander (860-832-2144)

All students in early childhood, elementary, secondary education, special education, and NK–12 programs are required to complete student teaching. In order to student teach, a student must:
- be accepted to the Professional Program prior to submitting an application;
- have and maintain a 2.70 cumulative GPA;
- complete a student teacher application and necessary paperwork;
- submit student teacher application with all accompanying documents by the following deadlines—October 1 for the spring semester; March 1 for the fall semester (Note: All-level and technology engineering education deadline is Sept. 15 for spring and Feb. 15 for fall);
- satisfactorily complete all prerequisite courses prior to student teaching with a C or better; have and maintain a 2.70 cumulative GPA;
- have satisfactorily completed any incomplete grades received in major area of study or a Professional Program course; and
- register for student teaching.

For other office of Field Experience policies, including removal from student teaching, please refer to the Student Teaching Handbook, available online at the office of Field Experience website and in Barnard Hall, Room 309.

Additional student teaching requirements are outlined in the student teaching application that is available at www.ccsu.edu/ofe/ or from the office of Field Experiences. Applications are taken by appointment only; appointments may be made in person in Barnard Hall, Room 309A.

Withdrawal from Student Teaching:
Students may withdraw from student teaching (EDEC 430, EDEL 430, EDSC 412, 414, 415, 417, 419, 420, 421, 428, 429, 435) with the consent of the University supervisor and the director of Field Experiences by filing a "Request to Withdraw from Courses" form with requisite signatures. Students who withdraw from student teaching after the placement has commenced may not be eligible for a second student teaching placement.

Furthermore, a request to repeat student teaching in another school setting may be granted at the discretion and consent of the chair of the Department of Teacher Education, the director of Field Experiences, and the academic department related to the certification area sought. Such consent will be based on the reasons for the withdrawal from the original student teaching placement, the timing and availability of alternative student teaching placements, and evidence of improvement of relevant knowledge, skills, and/or dispositions.
School of Education and Professional Studies Centers

The Literacy Center (Barnard 234) 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 center and supervise the activities of students working in the clinic.

The Center for Multicultural Research and Education (Barnard Hall 260) 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 333, 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.