EASTERN CONNECTICUT STATE UNIVERSITY
EDUCATION DEPARTMENT

ADVISEMENT GUIDE FOR UNDERGRADUATE SECONDARY TEACHER CERTIFICATION

This form supersedes catalog requirements and previous forms.

Standards for teaching are set by the profession and by the State and are outlined in the Connecticut Common Core of Teaching. Eastern Connecticut State University has a State-approved teacher education program designed to prepare students to be certified professionals in education. This plan of study is an outline of requirements set by the University and by the State for the teacher certification program. This outline represents minimum requirements. Each student is encouraged to take the initiative to exceed these requirements in preparing to be the best professional possible.

ENTRANCE INTO THE TEACHER EDUCATION PROGRAM:

1. All applicants must pass the Praxis I CBT or Praxis I PPST exam (a State competence exam in reading, writing and mathematics). A Praxis waiver is also available to applicants meeting State Department of Education criteria for scores on the Scholastic Aptitude Test (SAT), American College Testing (ACT), or Graduate Record Examination (GRE) exams (see http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/certform/ed_192.pdf for further information). The Praxis I exam should be taken early enough so that scores will be available when application is made to the teacher education program. Applications and information on the exam are available in the Education Department.

2. Applications to the teacher education program are obtained in the Education Department and are submitted to the Committee on Admission and Retention in Education (C.A.R.E.). Specific requirements, including a minimum 2.70 cumulative grade point average, are noted on the cover of the application. Application to the program should be made during the semester prior to beginning Core I of the program.

NOTE: Application deadline: October 1. Elementary Certification Program only begins in the Spring semester.

STATE GENERAL EDUCATION REQUIREMENTS:
The following requirements may be met by general education courses taken at ECSU. The State will require these courses before it certifies an individual as an educator:

UNDERGRADUATE
Natural Science (6 cr.)
Mathematics (6 cr.)
English (6 cr.)
Social Science (3 cr.)
Arts (3 cr.)
Foreign Language (6 cr.)
(if not met in High School)

U.S. History (3 cr.) (HIS 120, HIS 121 or HIS 310) or other approved courses listed on CT State Department of Education website (http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&q=321384)
HPE 201 (1 cr.) or HPE 210 (3 cr.)

ACADEMIC MAJOR

ECSU is authorized to offer a certification program in the following areas of secondary education: English, Math, Biology, Environmental Earth Science, and History/Social Studies. (A major from another Social Science with 18 credits in History and the specific history/social studies coursework listed on page 3 may also qualify. Please see Dr. Leslie Ricklin for advisement on this option.) The requirements of the above mentioned majors at ECSU meet minimum requirements for State certification in those areas. There are further specifications mandated in English and in History/Social Studies. These specifications are as follows:

Secondary English Certification requires:
ENG 203 Writing for English Majors
ENG 329 Adolescent Literature
ENG 340 History and Development of the English Language OR ENG 341 Modern American Grammar

Secondary History/Social Studies Certification requires 39 credits:
Minimum of 18 credits in History (including U.S. History, Western History, and Non-Western History) and the coursework listed on page 3.

PROFESSIONAL COURSES IN EDUCATION

PRE-ADMISSION COURSES:
EDU 200 Child and Adolescent Development and Exceptionalities 3 credits
EDU 210 Foundations of US Education 3 credits
EDU 360 Technology in the Classroom 1 credit

STRONGLY RECOMMENDED –EDU 360/250, COM 250, CSC 250–Pending approval as Tier II courses

Updated on 7/11/08
CURRICULUM COURSES

Prerequisites include admission by the CARE Committee and EDU 200, EDU 210 and EDU 360. The courses of each "Core" are to be taken as a block. One "Core" per semester. The Cores are designed to be taken consecutively.

For Undergrads: The Cores should be taken during the last three semesters of one's bachelor's program when one has almost completed all major requirements as well as general education requirements.

CORE I (taken as a block) (Spring only)
EDU 300 Learning and Teaching in the Elementary and Secondary Classroom 4 credits ________
EDU 410 Reading in the Content Area 3 credits ________
EDU 301 Core I Field Experience 1 credit ________

CORE II (taken as a block) (Fall only)
EDU 372 Perspectives on Developmental Diversity 3 credits ________
EDU 401 Core II Field Experience 1 credit ________

And one of the following according to major (3 cr.):
EDU 460 Principles and Practices of Teaching Biology and Environmental Earth Science ________
EDU 462 Principles and Practices of Teaching English ________
EDU 463 Principles and Practices of Teaching History/Social Studies ________
EDU 464 Principles and Practices of Teaching Mathematics ________

CORE III (taken as a block) (Spring only)
EDU 425 The Secondary School 3 credits ________
EDU 471 Student Teaching 9 credits ________

PRAXIS II EXAM

Prior to applying for certification, one must pass the designated PRAXIS II exams corresponding to one's content area of teaching. Applications and information on the exam are available in the Education Department.

CONNECTICUT'S COMMON CORE OF TEACHING FOUNDATIONAL SKILLS AND COMPETENCIES

I. TEACHERS HAVE KNOWLEDGE OF:

Students
1. Teachers understand how students learn and develop.
2. Teachers understand how students differ in their approaches to learning.

Content
3. Teachers are proficient in reading, writing and mathematics.
4. Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach.

Pedagogy
5. Teachers know how to design and deliver instruction.
6. Teachers recognize the need to vary their instructional methods.

II. TEACHERS APPLY THIS KNOWLEDGE BY:

Planning
1. Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community.
2. Teachers select and/or create learning tasks that make subject matter meaningful to students.

Instructing
3. Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a commitment to students and their successes.
4. Teachers create instructional opportunities that support students' academic, social and personal development.
5. Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry.
6. Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.

Assessing and Adjusting
7. Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.

III. TEACHERS DEMONSTRATE PROFESSIONAL RESPONSIBILITY THROUGH:

Professional and Ethical Practice
1. Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145D-400a) of the Connecticut Certification Regulations).
2. Teachers share responsibility for student achievement and well-being.

Reflection and Continuous Learning
3. Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
4. Teachers seek out opportunities to grow professionally.

Leadership and Collaboration
5. Teachers serve as leaders in the school community.
6. Teachers demonstrate a commitment to their students and a passion for improving their profession.
Advisement Sheet for History/Social Studies Teacher Certification  
(Aligned with the National Council for the Social Studies Standards)

<table>
<thead>
<tr>
<th>Date Taken</th>
<th>LAC (applies to anyone admitted in Fall, 2007 or after)</th>
<th>Required Courses</th>
<th>Fulfills Major in</th>
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<td>Tier I: Nat. Science</td>
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<td>Tier II: Nat. Sciences</td>
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<td>Tier II: Indiv. &amp; Society</td>
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<td>Bio 200 Ecology and the Environment</td>
<td>VIII</td>
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<td>EES 315 Environmental Science and Society</td>
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<td>EES 222 Water and Society</td>
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<td>Tier I: Social Sciences</td>
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<td>Eco 100 Political Economy of Social Issues</td>
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<td>Eco 200 Principles of Macroeconomics</td>
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<td>Tier I: Social Sciences</td>
<td>Geo 100 Intro to Geography</td>
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<td>Tier I: Hist. Perspectives (not in LAC)</td>
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<td>His 116 Modern World History</td>
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<td>His 255: History of Latin America</td>
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<td>His 310 Great Issues: Survey of U.S. History</td>
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<td>His 200 His. Research &amp; Writing</td>
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<td>Psc 210 Pol. Sci. Research Methods</td>
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<td>Tier II: Cultural Perspectives</td>
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<td>His 230 Western Civ. before 1500</td>
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<td>His 231 Western Civ. since 1500</td>
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<td>Tier I: Social Sciences</td>
<td>Psc 110 American Government &amp; Politics</td>
<td>VI, X</td>
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<td>Tier I: Social Sciences</td>
<td>Psy 100 General Psychology</td>
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<td>Tier I: Social Sciences</td>
<td>Soc 100 Intro. to Sociology</td>
<td>V</td>
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Revised May 12, 2008 in consultation with the Dept. of History and the Dept. of Political Science, Philosophy, and Geography

Updated on 7/11/08