# Sixth-Year Certificate in Professional Education

## Adult Learning

A program leading to the Sixth-Year Certificate in Adult Learning provides an opportunity for advanced students who have the master's degree to increase their professional competence through further study under the guidance of a faculty member.

The Adult Learning 6th year program in the Department of Educational Leadership prepares individuals to:

1. Identify issues that impact adult learning across a variety of contexts;
2. Critically examine important questions in the field using rigorous research methodologies and methods;
3. Construct theoretical models based on sound empirical research to guide practice and policy;
4. Lead organizations in assessing and meeting learning needs of individual adults, organizations, and communities;
5. Design supportive learning environments and systems;
6. Facilitate learning activities to optimize adult learning;
7. Apply lenses of social justice and organizational change to work in and with complex organizations.

Students must earn at least thirty credits in a planned program of professional education beyond the Master’s Degree, and complete a summary project or a comprehensive exam.

#### Required Core Courses (15 credits): EDLR 5201, 5204, 6313, 6467, 6050.

#### Adult Learning Courses (nine credits minimum):

Tract One courses focus on the Individual Learner. Examples of courses in this tract include: COMM 5101; EDLR 5202; HDFS 5215; PSYC 5251; PSYC 5567.

Tract Two courses focus on Designing Learning Environments. Examples of courses in this tract include:

COMM 5650; EPSY 5220, 5520, 5530; PP 5319.

#### Research Courses (six credits minimum): EDCI 6000, 6005; EDLR 6052; EPSY 5605, 5607; Other research courses as appropriate, such as EPSY 5610, 5613, 5621.

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## Educational Psychology

The Sixth Year Certificate in Educational Psychology can be earned in any one of the following areas of concentration: (1) Cognition, Instruction and Learning Technology (CILT), (2) Counseling, (3) Educational Technology, (4) Giftedness, Creativity and Talent Development, (5) School Psychology, and (6) Special Education.

### Cognition, Instruction and Learning Technology (CILT)

The CILT program approaches learning and instruction from an applied view of the Learning Sciences. It aims to prepare scholars and practitioners who are well versed in different perspectives on teaching and learning and capable of critically evaluating the effectiveness of instructional technologies and techniques across different populations and contexts (including virtual, traditional face-to-face, and blended). Applicants for the Sixth-Year must hold a Master’s degree in a related area.

**Sixth-Year Certificate Requirements.** The Sixth-Year Certificate requirements in CILT conform to the Graduate School requirements. Specific programmatic requirements and course sequences are described below. The Certificate in CILT requires a minimum of 30 credits comprised of core (see below) and elective courses. The Certificate requires a plan of coursework created with the student’s primary advisor and advising committee, followed by comprehensive examinations. The list below represents courses typically included in the plan of study for the CILT Certificate. Waivers and substitutions for these courses are allowed with approval from the student’s primary advisor and advising committee.

**Core Courses:** EPSY 5605, 5607, 5510, 5601, 5602, 5220, 5515, 5530, 5520.

### Counseling

The Sixth-Year Counseling Program is designed for those students whom have already completed a Master’s degree in a field of study not related to school counseling. These students complete the same sequence of courses and performance criteria as in the School Counseling Master’s Program, but are awarded the Sixth-Year Certificate.

**Practicum.**Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

**Internship.** School counseling students complete a supervised internship. As of December 1, 2017, the Connecticut State Department of Education will accept a minimum of 700 clock hours of internship over 10 school months to fulfill this requirement.

**Final Examination.** Students must pass a Comprehensive Exam in order to graduate from the University of Connecticut, School Counseling Program. The National Counselor Exam (NCE) is optional, and required only if students want to become a Nationally Certified Counselor and/or a Nationally Certified School Counselor.

**Required Courses. S**tudents in the Sixth-Year Counseling programs must complete all of the following courses with a grade of “B” or better: EPSY 5108, 5195, 5301, 5304, 5306, 5307, 5308, 5314, 5315, 5316, 5317, 5318, 5319, 5320, 5406, 5601.

### Educational Technology

The Department of Educational Psychology offers a Sixth-Year Certificate program in Educational Technology, featuring the Two Summers Sixth-Year Certificate online option and campus-based programs. The graduate program in Educational Technology prepares educators to put theory into practice in service to the wise integration of technology in formal and informal learning environments. Applicants for the Sixth-Year must hold a Master’s degree in a related area.

**Requirements.** The Sixth-Year Certificate in Educational Technology requires 30 credits. For the “Two Summers Sixth-Year Certificate” online option, students work in a cohort program to fulfill the program requirements.

**Two Summers Requirements:** EPSY 5198, 5215, 5220, 5225, 5235, 5245, 5339, 5510, 5520, 5601.

### Giftedness, Creativity, and Talent Development

The Sixth-Year Certificate in professional education is for students who have already earned a Master’s degree and wish to pursue further education in the area of Giftedness, Creativity, and Talent Development. The Sixth-Year Certificate program mirrors the Master of Arts (M.A.) degree and prepares individuals for specialization in teaching in gifted and talented programs, as well as for leadership roles in creativity and gifted education as program coordinators, curriculum development specialists, and regional or state gifted education agency directors. The program of study includes coursework on strategies and program models for developing student talent and field experiences in school settings.

**Requirements.** The Sixth-Year Certificate requirements in Giftedness, Creativity, and Talent Development conform to the requirements of the Graduate School and the Department of Educational Psychology. Specific course requirements include those listed below as well as requirements determined by the student’s major advisor and program faculty consistent with the minimum requirements. The Sixth-Year Certificate requires satisfactory completion of at least 30 credits maintaining at least a “B” average. The required courses include those listed below; the remaining credit hours come from elective courses approved by the student’s major advisor.

**Required Courses:** EPSY 5092, 5194, 5601, 5710, 5720, 5750; at least oneof the following, at the direction of the major advisor: EPSY 5740, 6770.

**Required Examinations.** Students must complete required computer-based examinations near the completion of their required coursework. Passing scores on the examinations are required for degree completion.

### School Psychology

The Sixth-Year Certificate program is designed to prepare qualified school psychologists to practice in public schools or related educational settings. The program is accredited by the Connecticut State Board of Education and is approved by the National Association of School Psychologists and the National Council for Accreditation of Teacher Education (NCATE). It requires a student to already hold a Master’s degree in School Psychology or related area. The Sixth-Year Certificate in School Psychology requires 45 credits beyond those required for the Master’s degree, including practica and internship. In addition to the courses required for the Master of Arts (M.A.) in School Psychology, described separately, to receive the Sixth-Year Certificate in School Psychology, students must satisfactorily complete the required courses listed below.

**Required Courses:** EPSY 5194 (when offered as Academic Intervention), 5405, 5406, 5408, 5425, 5440, 5445, 5450; EPSY 5092 for three semester hours per semester, for two semesters, for a total of six semester hours beyond the M.A. practicum; EPSY 5491 School Psychology Internship for 6-12 semester hours per semester, for two semesters.

**Portfolio Requirement.**Prior to doing the required internship, students must prepare a pre-internship portfolio, which consists of work samples completed throughout the program in coursework and practica, professional documents, practicum and self-evaluations, and other relevant program-related documents.

**Examination Requirement*.*** Students are also required to take the Praxis Series - School Psychologist (code 5402), which is administered by the Educational Testing Service. Students take the examination after admission to the Sixth-Year program; after completing approximately 42 hours of their coursework in the combined Master's/Sixth-Year program; and prior to beginning their internship.

Practica Requirements. Students are required to complete practicum experiences in a school or related educational setting. The practica sequence was developed in accordance with American Psychological Association (APA) and National Association of School Psychologists (NASP) guidelines that require planned supervised experiences that include direct service and formally scheduled supervision. This requirement is met through the EPSY 5092 requirement included in the coursework list above.

**Internship Requirements**. Students are also required to satisfactorily complete an internship. The internship in school psychology complies with American Psychological Association (APA) and National Association of School Psychologists (NASP) standards. It is designed to enhance the development of competencies and professionalism and to be the culminating experience in the student’s program. To be eligible for the internship, the student must have met all the requirements prior to signing any contract or internship agreement with an internship site.

### Special Education

The Sixth-Year program in Special Education is designed for a broad range of professionals (e.g., general or special education teachers, graduates in related fields) to provide in-depth learning and experiences related to supporting children and adults with disabilities and at risk for learning and behavioral difficulties. This program provides advanced study in three areas: Literacy Supports for Students at Risk for Learning Difficulties; School-wide Positive Behavior Supports (SWPBS); and Transition and Postsecondary Supports. Students also may design an individualized plan of study with the approval of their advisor. Students completing the Sixth-Year program develop an individualized plan of study that includes at least 30 credits in special education and related areas.