

**Eastern Connecticut State University  
Education Unit  
Committee for Admission and Retention in Education (CARE)  
Policies and Procedures  
(Last Revised October 2011)**

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## **Committee for Admission and Retention in Education (CARE) Policies and Procedures**

### **I. INTRODUCTION**

#### **A. Mission**

The Committee for Admission and Retention in Education (CARE) at the Education Unit is an academic faculty committee that oversees the admissions process for teacher education certification programs, develops and revises admission and retention policies, and deliberates on admission and retention decisions.

#### **B. Duties and Responsibilities**

In carrying out its mission, the duties of CARE include the following, along with other necessary administrative duties that may arise as a result of changes in regulations and/or procedures for the certification and accreditation processes.

- develops and revises admission policies for certification programs
- develops and revises retention policies, including leaves of absence, dismissals, and readmission
- oversees the admission process for certification programs
- deliberates and adjudicates retention issues, including leaves of absence, dismissals, and readmission
- coordinates information for the CARE files
- deliberates and adjudicates requests for reduction in student teaching experiences, based upon recommendations from program faculty
- recommends candidates for outstanding student teacher awards to the Department

CARE policies will be submitted to the Education unit prior to final approval. CARE delegates to the faculty members within the certification programs the authority to recommend the substitution and waiver of courses.

#### **C. Membership**

The CARE Committee includes:

- A representative from each certification program:
  - Physical Education Pre-K-12
  - Early Childhood Education
  - Elementary K – 6
  - Secondary 7-12
- Department Chairs or designees from
  - Education Department

- Health and Physical Education Department
- Certification Officer
- Coordinator of Educational Experiences (non-voting)
- CARE Coordinator (non-voting)
- Dean (or designee) of the School of Education and Professional Studies (ex-officio member)

*Committee Chair.* The Committee will elect a Chair or Co-Chairs from its membership at the first meeting of each academic year, or when a replacement is needed.

*Secretary.* The CARE Coordinator will serve as the committee secretary.

*CARE Coordinator.* The duties of CARE Coordinator are carried out by a person appointed by the Dean of the School of Education & Professional Studies. Duties include:

- Act as *Secretary* of CARE meetings, preparing agenda, keeping minutes, etc.
- Calculate overall GPA for students applying for admission
- Advise students in matters of admission and retention
- Coordinate applications of admission
- Other duties as determined by the Dean

Because the personnel fulfilling these roles change periodically, the Education Department Office can provide contact information.

## II. ADMISSION

### A. Who Should Apply

Students interested in seeking initial teacher certification in one of the following program areas should apply for admission to the CARE program:

- Physical Education Pre-K-12
- Integrated Early Childhood/Special Education, N-K and Elementary 1-3 (also known as Early Childhood Education)
- Elementary K-6
- Secondary 7-12, which includes
  - English
  - Mathematics
  - History/Social Studies/Political Science
  - Environmental Earth Science
  - Biology

*Undergraduate Students.* Application guidelines for undergraduate students seeking initial certification are as follows:

- Early Childhood Education applicants may apply when they have completed a minimum of 45 credits.

- All other undergraduate applicants should apply during their Junior year, after earning a minimum of 60 credits.
- Undergraduate students with more than 90 credits should make an appointment with the CARE Coordinator for advisement on their plan of study.
- All applicants must adhere to the deadlines below.

*Graduate Students.* All teacher candidate applicants should apply immediately following provisional acceptance into the Graduate Division.

**B. Application Deadlines**

*Who.* The applicant is responsible for knowing and meeting the deadlines, gathering and completing all materials for submission, and submitting them to the appropriate office by the deadlines below.

*What.* All applications and supporting materials must be submitted at one time (see part C below). Only complete CARE applications will be accepted. The CARE Application Checklist will be completed at the time of submission, and a receipt will be provided to the applicant. Students interested in applying to CARE should review the prerequisites for their program of choice. These are available on program advisement sheets and application materials.

*Where.* All applications and supporting materials must be submitted to the Education Department Office (Webb Hall, Room 124) by the deadline.

*When.* All CARE applications and supporting materials must be submitted no later than 4:30 p.m. on the appropriate deadline listed below. If the deadline falls on a weekend or holiday, materials are due by 4:30 p.m. on the next business day.

**Undergraduate Deadlines:**

Health and Physical Education (HPE) (HPE transfer and post-bacc students may have additional deadline of Aug 15 and Jan 15 with the department approval)	Oct 1/Feb 15
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Early Childhood Education	Oct 1/Feb 15
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Elementary Education	Oct 1
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Secondary Education	Oct 1
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**Graduate Deadlines:**

Early Childhood Education	Oct 1/Feb 15
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Elementary Education	Oct 1/Feb15
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Secondary Education

Oct 1/Feb15

*All graduate applicants must be provisionally accepted into the Graduate Division before applying to CARE. All graduate teacher candidates must apply to CARE within one semester of being admitted into the Graduate Division.*

### **C. Applications and Supporting Materials**

The following materials must all be submitted at one time:

- Completed CARE Application with signed cover page
- Score sheet showing passing scores on Praxis I or Waiver from Connecticut State Department of Education
- Graduate Secondary Education Applicants (only) must submit a score sheet showing passing scores on Praxis II
- Three recommendations in sealed envelopes (recommendation forms are included in the application packet)
- Applicants who have attended only one university (including Eastern) must submit an Official Undergraduate Transcript indicating cumulative GPA of 2.7 or higher (transcripts must be official and include the name of the institution)
- Applicants who have attended more than one university (including Eastern) must submit Official Transcripts from ALL universities/colleges attended AND an overall GPA Calculation sheet must be completed and signed by the CARE Coordinator (transcripts must be official and include the name of the institution)
- Evidence that the applicant has completed a Background Check. This may include the Fingerprint Verification Letter which is presented to the applicant at the time of fingerprinting by the Regional Educational Service Center. (See Mandatory Background Check in Section III below)

### **D. Care Interviews**

*What.* Part of the application process includes an interview with representative academic faculty members from the CARE program, the Education Department, and Health & Physical Education. During this interview, the applicant is scored on four areas of proficiency:

- Motivation to Enter the Profession
- Knowledge and Respect for Diversity
- Knowledge of Professional Responsibilities

- Communication Skills and Interview Dispositions

Each applicant must receive a score of at least *Proficient* in all areas of the interview rubric.

*When.* At the time the applicant submits all application and supporting materials to the Education Department Office, the CARE interview will be scheduled. Be prepared to choose an interview date when you submit your materials.

### **E. GPA Requirement for Admission**

Connecticut State Department of Education Regulations (Section 10-145d-11) require that undergraduate and graduate applicants have a minimum grade point average of “B-”. CARE has interpreted this regulation to mean that all applicants to any teacher certification program must have a minimum **2.70 undergraduate GPA at the time of application.**

Therefore, at the time of application:

- *Undergraduate applicants* who are enrolled in an Eastern degree-seeking program must present Official Transcripts, including all coursework **from Eastern and all other institutions** where they earned undergraduate credit. Overall GPA must be 2.70 or higher. If the overall GPA is below 2.70, see below.
- *Applicants who hold an Associate’s Degree* must present an Official Transcript from an accredited two-year institution indicating the culminating degree (i.e., A.A., or A.S.). Overall GPA must be 2.70 or higher. If the GPA is below 2.70, see below.
- *Applicants who hold a baccalaureate or graduate degree* must present an Official Transcript from an accredited college or university indicating the culminating degree (i.e., B.A., B.S., B.S.Ed., M.A., M.S....). Overall GPA must be 2.70 or higher. If the overall GPA is below 2.70, see below.
- *All other applicants who believe that they do not fit into one of these categories* (have not earned an Associate, Bachelor, or other culminating undergraduate degree) should meet with the CARE Coordinator prior to submitting the CARE Application. The CARE Coordinator will complete a GPA analysis of all undergraduate coursework taken by the applicant to determine whether the overall GPA is 2.70 or higher.

In the case where the applicant does **not** have an overall calculated GPA of 2.70 or higher,

- *Undergraduate applicants* must do one of the following:
  - Take a sufficient number of undergraduate courses and arithmetically raise their overall undergraduate GPA to at least 2.70.

- Take at least 30 credits of undergraduate courses in residence at Eastern to establish a new Eastern undergraduate GPA of at least 2.70. These courses must be included on a plan of study developed by the applicant and a Teacher Education program advisor.
- *Graduate applicants* must choose one of the following:
  - Take a sufficient number of undergraduate courses and arithmetically raise their overall undergraduate GPA to at least 2.70.
  - Take at least 30 credits of undergraduate courses in residence at Eastern to establish a new Eastern undergraduate GPA of at least 2.70. These courses must be included on a plan of study developed by the applicant and an Education advisor.
  - In rare cases, an applicant who has a baccalaureate degree meets all other application requirements but does not meet the minimum GPA requirement. In that case, the applicant may submit a written request to CARE for a GPA waiver accompanied by the following:
    - Complete transcripts of all academic work from accredited institutions
    - A thorough written explanation of the reasons for the low GPA
    - A personal statement addressing the applicant's commitment to the field of education and/or teaching
    - Detailed documentation of life and/or work experiences or contributions to the field of education that attest to the applicant's potential for becoming an excellent teacher (i.e., performance reviews, recommendations, sample lesson plans, written and/or photo-journals, etc.)
    - Recommendations from employers and colleagues that attest to the applicant's exceptional professional performance and potential in the field of education.

Upon receipt of this information, CARE will either deny the request for waiver or make a recommendation to the Dean for acceptance into the program. The Dean has final authority on such decisions.

#### **F. Students Who Fail to be Admitted to CARE**

Applicants who fail to be admitted by CARE will receive a letter from the Chair(s) of CARE detailing the reason(s) behind the denial of application.

If applicants wish to reapply by the next deadline for application, they can do so by submitting a letter to the Chair(s) documenting how the deficiencies in the letter of denial have been addressed.

However, if a full academic year has passed without acceptance, the applicant must submit a new application, including new supporting materials (i.e., new letters of recommendation and updated Official Transcripts). Applicants will also be re-interviewed by CARE.

### **G. Deferral of the Onset of Undergraduate CORE or Continuation of CORE**

Should an accepted candidate wish to defer the onset—or interrupt the continuation of—the professional CORE, the candidate must follow these guidelines:

- make a written request to the chair(s) of CARE
- include the reason(s) for the deferral request
- provide the anticipated semester of onset or continuation

Failure to make a formal request will lead to dismissal from the program. Deferrals may last for up to a year. In order to return to the core courses after a deferral, the candidate must inform the Chair(s) of CARE in writing by mid-term of the semester prior to the anticipated reentry date, stating when the candidate expects to return.

If a candidate has been granted a deferral for any part of the certification program and allows such a deferral to lapse beyond the one year limit, the candidate will be dismissed from the program (see Dismissal). The candidate must reapply to CARE, including a complete application packet, a letter explaining the absence from the program, and a new interview. The reapplication letter should be developed in consultation with the candidate's education program advisor.

### **H. Early Start (Senior Permission) Option for Elementary and Secondary Education Graduate Certification Program**

Undergraduate students who consider enrolling in one of the graduate elementary or secondary certification programs may request enrollment in approved graduate courses during their senior year.

Undergraduate students wishing to apply under this provision must complete the CARE application process. Additionally, they must submit the following materials to the Graduate Division by October 1:

- Unofficial transcripts showing a status of senior and cumulative GPA of 3.00 or higher
- A personal statement of intent and accomplishments
- Written consent of the major advisor
- Consent of the instructor(s) of the requested course(s)

Undergraduate students will be allowed to enroll in graduate level courses upon approval by the Dean of the School of Education and Professional Studies. Approval is not guaranteed. If granted Senior Permission by the Dean, the student will be allowed to enroll in graduate courses in the spring semester as well as in the following summer and fall semesters. In order to retain their

enrollment in those courses, they must graduate at the end of the Spring Semester of their senior year.

NOTE: Graduate credits earned prior to completing an undergraduate degree will be applied to the undergraduate degree and will *not* be counted as credits toward a master's degree. Graduate programs at Eastern require at least 30 graduate credits after receiving an undergraduate degree. Upon full admission to the Graduate certification program, the candidate and the candidate's graduate advisor will develop a plan of study which will include at least 30 graduate credits beyond those applied toward the undergraduate degree.

### **I. Transfer and Post-Baccalaureate Students Requesting CARE admission and Student Teaching Approval in the Same Semester**

In rare cases students transfer to Eastern from another university with few remaining courses, or return to Eastern seeking teacher certification with few remaining courses. In order not to penalize those students by making them wait for test scores or the next round of student teaching applications, there is an option for applying to CARE and applying for Student Teaching in an alternate schedule set by the recommending advisor and the Coordinator of Educational Experiences.

Students requesting admission to CARE and Student Teaching using alternative deadlines must:

- Receive approval from an advisor in their major program
- Receive approval from the Coordinator of Educational Experiences
- Complete the CARE application and submit by the agreed upon deadline
- Complete Student Teaching Application and submit by the agreed upon deadline
- Be interviewed by program representative to CARE and one other faculty member
- Be accepted by CARE Committee during the second meeting of the semester

Only after all requirements have been met, will the Coordinator of Educational Experiences begin to seek a student teaching placement.

### **J. Articulation students and PATHWAYS students**

Students who are articulating from community college programs or from PATHWAYS should consult the CARE Coordinator for advisement regarding admission.

## **III. MANDATORY BACKGROUND CHECKS**

### **A. Background of the Policy:**

Any candidate who wishes to be admitted into a preparation program, complete preparation requirements for the issuance of an educator certificate, including **any clinical field experiences**, must complete a criminal history background check and fingerprinting. Clinical experiences include field experiences, practicum, student teaching, or internships.

**Connecticut General Statute** (C.G.S. SEC. 10-221d) requires that each local or regional board of education shall require each worker ... “on and after July 1, 2010, in a nonpaid, non-certified position completing preparation requirements for the issuance of an educator certificate pursuant to chapter 166... who performs a service directly involving student contact must submit to state and national criminal history background checks within 30 days from the date that the worker begins to perform such service.” In addition, if the local or regional board of education receives notice of a **conviction** of a crime by a person, on and after July 1, 2010, in a non-paid, non-certified position completing preparation requirements for the issuance of an educator, the local or regional board of education shall send such notice to the State Board of Education. The background checks must be completed in accordance with Sec. 29-17a of the C.G.S. through the Connecticut Department of Public Safety. Background checks completed by private companies do not fulfill the requirements of the statute.

The following may apply to Candidates who hold a **Durational Shortage Area Permit (DSAP)**: SECTION 153 OF THE ADAM WALSH ACT OF 2006, P. L. 109-248 sets forth the requirements for public or private elementary or secondary schools, local or state education agencies and child welfare agencies, as well as volunteers and contractors of such agencies, to submit fingerprints to the FBI and receive the results of the criminal record check.

**CARE Policy** requires disclosure of any **arrest or incident** that appears on the background check (i.e., DUI, Disturbing the Peace, Underage Drinking, Accelerated Rehabilitation, Status Offenses, etc.) **even if they did not result in conviction**. CARE investigates these to ensure that there is not a pattern of behavior that violates our disposition policies. These incidents will also appear on the results received by hosting districts, so the student may be required to disclose and explain the incidents again.

### **B. Background Check Responsibilities:**

The candidate should be fingerprinted through the Regional Educational Service Center (RESC) in which the field and clinical experiences will take place so that a variety of the districts in that region will be able to confirm that the background check has been completed. Fingerprinting by a local police department is NOT acceptable because these prints will only be released to the public school in the town and cannot be shared with other public school systems in other towns where a candidate may be placed.

Eastern Connecticut State University may schedule EASTCONN to provide this service at Eastern; however, **it is the applicant’s sole responsibility to complete this requirement prior to admission to CARE. Failure to do so in a timely manner will result in a delay of being placed in a school district for the following semester and may result in a lower grade for required in-school work that is not completed within the timeframe.**

### **C. General Procedures (more detail follows):**

1. Candidate/applicant completes the fingerprinting/background check at RESC.
  - a. After admission (for application during 2010-2011)

b. Prior to admission (for application after February 2011)

2. Candidate requests results of background check be forwarded to the school district

In the event that Eastern receives an Incident Report from CT State Dept. of Education:

3. Ad hoc committee reviews Incident Report and requests documentation from the candidate

4. Ad hoc committee deliberates on documentation and makes a recommendation to CARE

5. Candidate receives formal notification of CARE’s decision

**D. Background Check and the CARE Application:**

The signed CARE application signifies that the candidate has read and agrees to uphold the Code of Professional Responsibilities for Educators, available at [http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/ethics/tchr\\_code.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/ethics/tchr_code.pdf).

All applicants must also respond to the following questions on the CARE Application and provide relevant documentation for any “yes” responses:

Have you ever been *arrested or convicted* of **any** crime, excluding minor traffic violations? YES NO

Have you ever been dismissed for cause from any position? YES NO

Have you ever surrendered a professional certificate, license, permit or other credential (including, but not limited to, an education credential); had one revoked, suspended, annulled, invalidated, rejected or denied for cause; or been the subject of any other adverse or disciplinary credential action? YES NO

**NOTE 1:** Please notice that the candidate must disclose *arrests and/or convictions*, which may include Accelerated Rehabilitation cases, etc. By statute, all arrests, even those not leading to conviction, must be disclosed for review by the CARE committee.

**NOTE 2:** If the applicant answers “YES” to any of the above questions, applicant must attach a signed statement of explanation. If there are multiple incidents within each question, applicant must list and explain each separately. Submit **official** copies of court or administrative record(s), including disposition of each case.

If the candidate misrepresents any criminal record and/or background information during the application process, the candidate will not be admitted to the teacher certification program and/or will be dismissed from the program. Once admitted into the teacher certification program the

candidate will need to uphold the Connecticut Code of Professional Responsibility for Educator (Sec. 10-145d-400a).

*It is the responsibility of the candidate to disclose all criminal history with the placement school district to ascertain whether or not the district agrees to host the candidate.*

#### **E. Review Process in the Event of Incident Report:**

If the Certification Officer receives notification of a positive response to one of the above questions on a candidate's background check (whether or not it has been previously disclosed), the Certification Officer will contact the candidate to set up a preliminary discussion of the incident and set up a timeline for resolution. The Certification Officer will then convene an *ad hoc* committee for each case, made up of the following:

- one of the Co-Chairs of CARE
- the Coordinator of Education Experiences
- the Certification Officer.

These members will request a meeting with the applicant/candidate to review the situation. It is the responsibility of the candidate to disclose all criminal history with the school district to ascertain whether or not the district agrees to host the candidate. Based upon the review of the documentation provided below, the *ad hoc* committee will recommend that the application to the teacher preparation program be accepted or rejected by the CARE committee, or, in the case of candidates who are already in the teacher preparation program, whether the candidate should be retained or dismissed.

The candidate, to receive a preliminary review to determine if a prior conviction(s)/incident will impact eligibility to be issued a Connecticut educator certificate or permit, **must** submit the following materials to the ***ad hoc* committee**:

- the individual's written explanation of the circumstances which led to the conviction, evidence of professional and/or personal responsibility since the conviction, and an attestation that there have been no other incidents;
- the official court disposition of the arrests/conviction(s);
- verification that any probation, rehabilitation, and/or community service requirement was successfully completed; and
- three letters of recommendation, signed and dated within the last six months specifically addressing character, potential success as an educator, and/or degree of rehabilitation (letters of recommendation for employment are not acceptable).

The ad hoc committee will make a recommendation to CARE at its next meeting. At all times all aspects of this review process will be held in the strictest confidence as required by law.

#### **IV. CANDIDATE DISPOSITIONS OR PROFESSIONAL RESPONSIBILITIES**

The Committee for Admission and Retention in Education (CARE) may dismiss a candidate from the program based on concerns regarding their dispositions, also referred to here as professional responsibilities for educators.

Concerns regarding candidate demonstration of professional responsibilities may be brought to the CARE Committee based on multiple sources of information, including, but not limited to:

- The CARE Professional Responsibilities Rubric
- A Program-designed rubric
- An instructor's class rubric or evaluation
- The student teaching evaluation rubric
- Candidate interactions (e.g., phone, email, etc.)
- Reports by others (e.g., feedback from staff, host teachers, cooperating teachers, school administrators, etc.)

#### **Procedures:**

After a disposition issue is documented in writing it is brought to the candidate's education advisor. If a staff person or instructor has addressed the concern with the candidate, but still has a concern based on an interaction or a third party report, it should be reported to the candidate's advisor so that a fulltime faculty member manages the concern.

**STEP 1:** The advisor documents the concern and shares the concern with the candidate. If the candidate responds appropriately the process ends, but the advisor maintains documentation until the student exits the program. If the candidate's disposition remains a concern, the advisor informs the students and proceeds to Step 2.

**STEP 2:** The advisor presents concerns to the Program Committee. The Program Committee offers feedback to the advisor and determines whether to forward the concern to the CARE Committee. The advisor informs the candidate of the Program Committee feedback and maintains documentation of the feedback until the candidate exits the program. If the candidate's disposition continues to be an issue the case proceeds to Step 3.

**STEP 3:** Program Coordinator presents the Program Committee concerns to CARE chair(s), and the CARE will convene an ad hoc Professional Responsibilities Committee (see ad hoc committee under Mandatory Background Check). The ad hoc committee will meet with the candidate, solicit relevant information regarding the concerns, and present their recommendation to the CARE regarding the implementation of an intervention plan or dismissal from the program. CARE decisions are forwarded to the Dean and the Chair of the Department to which the student belongs.

Decisions by the CARE will be in accordance with the attached CARE Professional Responsibilities Rubric.

## **V. CLINICAL EXPERIENCES**

### **A. Placement**

All clinical experience placements for candidates in CARE take place in an accredited Connecticut school with an experienced teacher chosen by the Coordinator of Educational Experiences and the school Principal. Because of the potential for conflicts of interest and other impediments to a successful learning experience for the candidate, the Coordinator will not place teacher candidates in situations where they may come into contact with their immediate relatives (i.e., parents, spouse, siblings, or children). When making clinical assignments, the Coordinator will consider the needs of the CARE candidate; however, the Coordinator makes the final decision regarding the candidate's placement.

### **B. Success or failure**

All decisions about clinical experience success or failure are ultimately made by CARE, based on appropriate documentation such as the *Observation Evaluation*, cooperating teacher reports, and other related evaluation instruments.

### **C. Administrative Withdrawal from Clinical Experiences**

1. Major concerns regarding teaching and professional performance of CARE candidates should be documented by the hosting/cooperating teacher, clinical experience supervisor and Coordinator of Educational Experiences. An official review, conducted by the Coordinator of Educational Experiences, the clinical experience supervisor, the chair of the CARE Committee, and the Department chair (or designee) will occur in a timely manner prior to official action. This ad-hoc committee will make recommendations to CARE on the next steps pertaining to the teacher candidate.
2. CARE will address major concerns regarding teaching and professional performance, using documentation provided by the ad hoc committee, the disposition rubric, and any other input requested by the Committee. Action related to administrative withdrawal or non-admittance to clinical experiences should occur by mid-semester.

## **VI. STUDENT TEACHING**

### **A. Assignments**

All student teachers are assigned to an accredited Connecticut school with a TEAM-trained teacher. Assignments are made through the Coordinator of Educational Experiences for candidates who have already been accepted by CARE. Because of the potential for conflicts of interest and other impediments to a successful learning experience for the candidate, the

Coordinator will not place teacher candidates in situations where they may come into contact with their immediate relatives (i.e., parents, spouse, siblings, or children). When making student teaching assignments, the Coordinator will consider the needs of the teacher candidate; however, the **Coordinator makes the final decision regarding the candidate's placement.**

### **B. Success or Failure**

All decisions about student teaching supervision and success or failure are ultimately made by CARE, based on appropriate documentation, such as the *Student Teaching Rubric*, the *Post-Observation Evaluation*, lesson plans, and other related evaluation instruments.

Regularly updated guidelines for student teaching are available in the *Student Teaching Handbook*.

### **C. Reduced Student Teaching**

All teacher candidates must enroll in at least 12 weeks of full-time student teaching as the standard for satisfactory completion of the teacher education program. Some teacher candidates, however, have a significant amount of job-related experience and thus a reduced student teaching placement may be appropriate. For example, teacher candidates with durational shortage area permits (DSAP) are only required to complete ten (10) weeks of student teaching.

Teacher candidates requesting a reduced student teaching placement should do so in writing to their education program advisor within the first month of the semester prior to their anticipated student teaching (i.e., September for student teaching in spring semester, or February for student teaching in fall semester). Requests for reduced student teaching must include the following documentation:

- Evidence of full-time experience(s) in state approved public and/or private schools or early care and education centers and in the certification area being sought (Integrated Early Childhood/Special Education N-K and Elementary 1-3, Elementary K-6, Secondary 7-12, and/or Physical Education PreK-12);
- Evidence that the experience(s) occurred within the past five (5) years;
- Evidence that at least one experience lasted a minimum of seven (7) weeks; **and**
- Evidence that the experience(s) was (were) regularly supervised by a certified PreK-12 teacher or administrator.

Education program advisors will share the teacher candidate's documentation with other program faculty. The recommendation for a reduction in the number of weeks for student teaching will be made by the program faculty and forwarded to the CARE committee for its consideration. A copy of CARE's decision will be placed in the teacher candidate's file and shared with the teacher candidate, the program advisor, the registrar's office, the certification officer, and other concerned parties.

#### **D. Teacher Candidates Requiring Additional or Extended Student Teaching**

CARE, in consultation with the cooperating teacher, university supervisor and coordinator of educational experiences, may require an extension of student teaching for a candidate who has not fulfilled the student teaching competencies.

#### **E. Incompletes in Student Teaching**

In compliance with Eastern Connecticut State University policy on assigning the grade of "Incomplete," teacher candidates may be granted an "Incomplete" in student teaching for approved reasons (i.e., verifiable emergency) in consultation with the Coordinator of Educational Experience, the education program faculty, and the CARE committee. These teacher candidates must complete their student teaching within six (6) weeks of the beginning of the next semester to receive "Credit". If a teacher candidate is unable to complete student teaching by the deadline, an official grade of "No Credit" will be recorded. In unusual cases, the Coordinator of Educational Experiences may request from the Dean, School of Education and Professional Studies, an extension of time for the student teaching experience.

#### **F. Voluntary Withdrawal from Student Teaching**

In compliance with Eastern Connecticut State University policy regarding course withdrawals and their deadlines, teacher candidates may withdraw from student teaching and receive a "W" (graduate students) or "WP"/"WF" (undergraduate students) for student teaching if they withdraw for approved reasons before the university deadline. Withdrawal from student teaching must be done in consultation with the Coordinator of Educational Experiences, the university supervisor, the teacher candidate's advisor, and the CARE committee. The university supervisor will determine the specific grade that will appear on the teacher candidate's official transcript.

#### **G. Administrative Withdrawal from Student Teaching**

1. Major concerns regarding teaching and professional performance of CARE candidates should be documented by the public school teacher, student teaching supervisor and Coordinator of Educational Experiences. An official review, conducted by the Coordinator of Educational Experiences, the student teaching supervisor, the Chair(s) of the CARE Committee, and the Department chair (or designee) will occur in a timely manner prior to official action. This ad-hoc committee will make recommendations to CARE on the next steps pertaining to the teacher candidate.
2. Administrative withdrawal of student teachers based on major concerns regarding teaching and professional performance should occur by mid-semester.
3. Teacher candidates administratively withdrawn from student teaching will receive a grade of "No Credit."

## H. Repeating Student Teaching

1. If a candidate has received a “No Credit” for student teaching and wishes to repeat the experience, the candidate must complete a Readmission Plan and then reapply for student teaching, in writing, to CARE and complete the entire student semester experience.
2. After reviewing the documentation of the unsuccessful student teaching experience, the Coordinator of Educational Experience, the university supervisor, the Chair(s) of the CARE Committee, and the Department chair or designee will recommend to CARE whether the teacher candidate be placed for a second student teaching experience. **No teacher candidate will be permitted to repeat student teaching more than once.**
3. The teacher candidate’s placement will be at the discretion of CARE. The teacher candidate assigned a second placement will complete a new student teaching application, including a letter of introduction regarding previous teaching experiences.
4. The cooperating teacher of the proposed second placement will be informed of the circumstances surrounding the first placement and assured that the university supervisor and Coordinator of Educational Experiences will work closely with him/her in supervision of the student teacher.
5. A full-time or a highly experienced part-time faculty member will serve as the university supervisor for the second placement. Every effort will be made to provide constructive feedback to ensure that the teacher candidate successfully meets competencies.
6. Observations and documentation will occur weekly until it is determined that the teacher candidate is progressing toward the successful completion of the student teaching experience.
7. If it is determined by the university supervisor, the cooperating teacher, and the Coordinator of Educational Experiences that the teacher candidate is not making progress toward successful completion of the student teaching experience, they will make a documented recommendation to CARE. The teacher candidate will be administratively withdrawn at mid-semester with no further opportunity to complete student teaching. The teacher candidate will receive a grade of “No Credit.”

## I. Outstanding Teacher Candidate Awards

Cooperating teachers and university supervisors are invited to nominate their student teachers for outstanding teacher candidate awards. The nominations will be addressed and forwarded to the education Program Coordinators no later than the last Education Unit meeting of the semester. The program faculty members will review and make their recommendations to CARE. CARE will make a final decision on these awards at its last meeting of the semester.

Nominations for outstanding teacher candidate awards must come from both the teacher candidate's cooperating teacher and university supervisor and should be in the form of a letter of recommendation addressed to the education program faculty. Outstanding teacher candidates are honored at a reception at the end of each semester.

To be nominated for an outstanding teacher candidate award, teacher candidates must exhibit **exemplary behavior** in all of the following ways:

- *Commitment to the profession* as evidenced by participating in educational meetings beyond the school day (e.g., school board meetings), coordinating special events (e.g., intramurals, organizing field trips), and collaborating with community agencies.
- *Professional behavior* demonstrated through such qualities as maintaining confidentiality for students and their families; displaying fairness toward and respect for students and colleagues; and engaging actively with students, their families, and colleagues.
- *Reflection* on his/her own teaching, especially in recognizing student needs and designing teaching strategies to meet those needs.
- *Teaching competency* as seen in the exceptional/creative way the student teacher prepares materials and lessons (e.g., uses an interdisciplinary approach, integrates materials across the curriculum); selects and identifies resources beyond the textbook(s); and demonstrates exceptional knowledge of subject matter being taught.
- *Communication* as demonstrated by asking challenging questions; involving supervisor in dialogue between cooperating teacher and himself/herself; initiating dialogue with parents; and listening and responding appropriately to recommendations.

## VII. DISMISSAL FROM PROGRAM

*Undergraduate candidates* will be dismissed by CARE for one or more of the following reasons:

- If their overall GPA falls below 2.70
- If their semester GPA falls below 2.70
- If they receive a grade of "C-" or below in an education course required for certification
- If they demonstrate unsatisfactory professional dispositions (see Candidate Dispositions section on this policy)
- If they have failed to enroll in courses required for certification for one semester without making a formal deferral request
- If they omit or misrepresent any of their criminal record and/or background information

*Graduate candidates* will be dismissed by CARE for one or more of the following reasons:

- If their overall graduate GPA falls below 3.00
- If a full-time student's semester graduate GPA falls below 3.00
- If they receive a grade of "C-" or below in an education course required for certification
- If they demonstrate unsatisfactory professional dispositions (see Candidate Dispositions section on this policy)

- If they have failed to enroll in courses required for certification for one semester without making a formal deferral request
- If they omit or misrepresent any of their criminal record and/or background information

*Undergraduate and graduate candidates* who have been dismissed by CARE will be unable to register for or complete student teaching and/or additional educational courses. Candidates will be administratively withdrawn from any education course(s) for which they are registered. They will be returned to “student” status and no longer be enrolled as a teacher candidate. If a student has already registered for teacher education courses in which he/she is no longer eligible to enroll, he/she must drop the courses immediately and consult with his/her advisor. Candidates must complete and submit a readmission plan for CARE approval. Candidates may resume certification coursework once the readmission plan has been successfully completed and they have been formally readmitted by CARE.

If the candidate receives a “C-” or below in an LAC course required for certification, the student must raise this grade above “C” before certification. It is the candidate’s responsibility to ensure that all of their grades meet the minimum requirements.

#### **A. Permission to Retake Courses / Readmission**

For a grade of “C-” or below in education, certification, required LAC courses, within one year the candidate must:

- Meet with the instructor of the course (if instructor is not available, the Department Chair) to complete the *Readmission Plan of Action*, which addresses the grade deficiencies
- Upon approval of the *Readmission Plan* by CARE, the candidate may enroll *only* for the education course(s) for which they received the C- or below
- Submit evidence of successful completion of the *Readmission Plan* to CARE
- Receive a letter from CARE acknowledging that the student has completed the requirements of the *Readmission Plan* and has been readmitted to CARE

For a GPA below 2.7 for undergraduates, 3.0 for graduates, within one year the candidate must:

- Meet with their education program advisor to complete the *Readmission Plan*, which addresses the GPA/grade deficiencies (i.e., plans to retake the course(s) for which a “C-” or below was earned, plans to complete courses for which grades of “Incomplete” were earned, other plans to raise the GPA to the requisite level, etc.)
- Write a letter to CARE elaborating on the circumstances that led to the dismissal and what actions have been taken to remedy the deficiencies
- Receive written approval of the *Readmission Plan* from the CARE committee

- Submit evidence of successful completion of the *Readmission Plan* to CARE and a new CARE application; **and**
- Receive a letter from CARE acknowledging that the student has completed the requirements of the *Readmission Plan* and has been readmitted to CARE

Dismissed candidates who do not resolve their deficiencies within one year of dismissal must reapply to CARE and complete the entire application process again. This includes providing a new application, updated transcripts, new letters of references, and a new interview by CARE.

## VIII. CERTIFICATION

### A. Criteria Determined by Connecticut State Department of Education

Candidates who have been admitted to CARE and who complete the required course work for an approved teacher education program may apply for a recommendation for certification. Eastern may recommend candidates for certification to the Connecticut State Department of Education (SDE) based on current SDE regulations.

### B. Recommendations for Certification:

All candidates must submit a *Request for Teacher Certification Application* form and an ED 170A to the certification officer located in the Office of the Dean, School of Education and Professional Studies (Webb Hall, Room 160). For additional information about the certification process, please call (860) 465-0778 or visit [www.easternct.edu/depts/edu/dept/place4mentforms.html](http://www.easternct.edu/depts/edu/dept/place4mentforms.html).

## IX. UPDATED GUIDELINES FOR TEACHER CANDIDATES

Regularly updated guidelines for students seeking CARE admission will be available in *the Education and Health and Physical Education Departments and online at* <http://www.easternct.edu/depts/edu/care.html>.