

Eastern Connecticut State University
Education Preparation Program Unit

Committee for Admission and Retention in Education (CARE)

Policies and Procedures

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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.

1. develops and revises admission policies for certification programs
2. develops and revises retention policies, including leaves of absence, dismissals, and readmission
3. oversees the admission process for certification programs
4. deliberates and adjudicates retention issues, including leaves of absence, dismissals, and readmission
5. coordinates information for the CARE files
6. deliberates and adjudicates requests for reduction in student teaching experiences, based upon recommendations from program faculty
7. recommends candidates for outstanding teacher candidate 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:

1. A representative from each certification program:
 - a. Physical Education Pre-K-12
 - b. Early Childhood Education
 - c. Elementary 1 – 6
 - d. Secondary 7-12

2. Department Chair or designee from Education Department
3. Certification Officer
4. Coordinator of the Office of Educational and Clinical Experiences (non-voting)
5. CARE Coordinator (non-voting)
6. 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:

1. Acting as *Secretary* of CARE meetings, preparing agenda, keeping minutes, etc.
2. Calculating overall GPA for students applying for admission
3. Advising students in matters of admission and retention
4. Coordinating applications of admission
5. 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:

1. Physical Education Pre-K-12
2. Integrated Early Childhood/Special Education, N-K and Elementary 1-3 (also known as Early Childhood Education)
3. Elementary 1–6
4. Secondary 7-12, which includes
 - a. English
 - b. Mathematics
 - c. History/Social Studies
 - d. Environmental Earth Science
 - e. Biology

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

1. All undergraduate applicants may apply when they have completed a minimum of 45 credits but no more than 60 credits¹.
2. Undergraduate students with more than 60 credits should make an appointment with the CARE Coordinator for advisement on their plan of study.
3. All applicants must adhere to the deadlines below.

Graduate Students. All graduate teacher candidate applicants must apply to the graduate school *and* the certification program separately. Until CARE admission is complete, they will be accepted into the graduate school as a non-degree applicant and therefore will not be eligible for financial aid.

The CARE committee adheres to [Eastern’s policy of non-discrimination](#).

B. Application Process and 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 electronically (see part C below). Only complete CARE applications will be accepted. 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 through the online submission process, by the deadline.

When. All CARE applications and supporting materials must be submitted no later than 11:59 PM on the appropriate deadline listed below.

Undergraduate Application Deadlines:

Health and Physical Education (HPE)	Oct 1/Feb 15/Dec. 1/Aug. 1
Early Childhood Education	Feb 15/Aug. 1 ²
Elementary Education	Feb. 15/Aug. 1
Secondary Education	Feb. 15/Aug. 1

¹ Community college transfer applicants with more than 60 UG credits must successfully complete all prerequisite courses from their certification program before the end of their first year of enrollment at Eastern.

² Application deadline for transfer students in ECE, ELE, and SEC with 60 or fewer credits

Graduate Application Deadlines:

Applications for all graduate certification programs (*i.e.*, ECE, ELE, and SEC) are due on the first day of each month. (*The October 1 deadline is identified as “Early Start Option Priority Admission.”*)

C. Applications and Supporting Materials

The following materials must all be submitted at one time. For an updated list of required materials and to access the application forms, please visit the [CARE website](#).

1. Completed electronic CARE Application
2. All candidates to the certification program must demonstrate their competency in Reading, Writing, and Mathematics prior to student teaching. Applicants can demonstrate this via the SAT, ACT, or GRE, with the following minimum scores:
 - For candidates who took the SAT or ACT *on or after* March 1, 2016:
 - SAT: Minimum score of **540** on Reading/Writing and **530** on Mathematics
 - ACT: Minimum score of **21** on Writing and **20** on English, and a score of **20** on Mathematics
 - For candidates who took the SAT or ACT *prior to* March 1, 2016:
 - SAT: Minimum score of 450 on each of the Verbal and Mathematics sections with a combined score of no less than 1080
 - ACT: Minimum score of 22 on Verbal and 19 on Mathematics
 - GRE: Minimum score of 150 on Verbal and 144 on Mathematics with a combined score of no less than 297; Analytic Writing score must be no less than 4.5

Candidates who do not have these minimum scores can a) retake the SAT, ACT, or GRE, as relevant; b) take the Praxis I Combined Test (5751)—see below for qualifying scores; or c) complete the Stage Two Writing Requirement in their academic major (or ENG 300 in the case of transfer students or graduate candidates) and/or an LAC Tier I Mathematics course (MAT 135, 135P, 139, 139P, 155, 155P, 195, or 243) with a grade of C or better.

Minimum qualifying scores for the Praxis I tests are as follows:

- Reading (5712): 156
 - Writing (5722): 162
 - Mathematics (5732): 150
3. Graduate Secondary Education Applicants (only) must submit an official score sheet showing passing scores on Praxis II
 4. Three recommendations in sealed envelopes (recommendation forms are available online) submitted to the CARE Coordinator, or emailed to care@easternct.edu

5. Applicants who have attended only one university (including Eastern³) must submit an Official Undergraduate Transcript indicating cumulative GPA of 2.70 or higher⁵ (transcripts must be official and include the name of the institution)
6. Applicants who have attended more than one university (including Eastern³) 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)
7. Evidence that the candidate has completed a minimum of 20 hours of service working with PreK-12 grade learners in an established educational organization. Approximately half of the experiences should be voluntary in an effort to promote a diversity of experiences. Hours can begin at any time as long as the appropriate form is signed by a supervisor and contact information is included. Au Pair work must be completed through an educational agency.

D. CARE Interviews

What. Part of the application process includes an interview with representative academic faculty members from CARE and the Education Department. During this interview, the applicant is scored on four areas, including content knowledge, communication skills, and professional disposition. Each applicant must receive a score of at least *Acceptable* in all areas of the interview rubric.

When. After the applicants submit all application and supporting materials to the Education Department Office, they will be invited to sign up for CARE interview. CARE interviews will be conducted within two weeks after each application deadline.

E. GPA Requirement for Admission

The minimum GPA requirement for admission is 2.70 overall **undergraduate** GPA **at the time of application**. The average GPA of the admission cohort must be at least 3.00.

Therefore, at the time of application:

1. *Undergraduate applicants* who are enrolled in an Eastern degree-seeking program must present Official Transcripts, including all coursework **from Eastern³ 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.

³ Transcripts from Eastern may be unofficial.

2. *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.
3. *Applicants who hold a baccalaureate or graduate degree* must present an Official Transcript from ALL accredited colleges or universities that they have attended, including one from the institution affording the culminating degree (i.e., B.A., B.S., B.S.Ed., M.A., M.S....). Overall calculated GPA must be 2.70 or higher. If the overall GPA is below 2.70, see below.
4. *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,

1. *Undergraduate applicants* must do one of the following:
 - a. Take a sufficient number of undergraduate courses and arithmetically raise their overall undergraduate GPA to at least 2.70.
 - b. 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.
2. *Physical education applicants* may (re-)establish an Eastern GPA by taking at least 9 credits at Eastern under the direction of a Teacher Education program advisor.
3. *Graduate applicants* must choose one of the following:
 - a. Take a sufficient number of undergraduate courses and arithmetically raise their overall undergraduate GPA to at least 2.70.
 - b. 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.
 - c. Take a minimum of 9 graduate credits in Education at Eastern and earn a minimum GPA of 2.70.

F. GPA Waiver

In rare cases, an applicant may meet all other application requirements except for the minimum GPA requirement. In that case, the applicant may submit a written request to CARE for a GPA waiver accompanied by the following:

1. Complete transcripts of all academic work from accredited institutions
2. A thorough written explanation of the reasons for the low GPA
3. A personal statement addressing the applicant's commitment to the field of education and/or teaching
4. 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.)
5. 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 granting a GPA waiver. The Dean has final authority on such decisions. Applicants admitted with a low GPA will be granted two terms to demonstrate academic improvement and to meet the minimum overall GPA standard.

G. Students Who Fail the CARE interview

Applicants who do not pass the CARE interview will be denied admission. Such applicants will be directed to the Chair of CARE for further guidance and counseling. The Chair of CARE will discuss the applicant's performance at the interview, using the rubric and any other documentation submitted by the faculty interviewers. The Chair of CARE will also invite the applicant to reflect on the process. After this meeting, the applicant may choose to request a second interview. A second interview will be arranged with two other faculty interviewers (one of whom cannot be the Chair of CARE), at the earliest convenience of the faculty. Should the applicant pass the second interview, they will be admitted into the program at the next CARE meeting. Should the applicant fail the second interview, they will be denied admission. It is the applicant's responsibility to seek counseling from the Chair and to request a second interview. Should this process delay the applicant's entry into the program, they will need to wait for the next available start of program.

H. 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, appropriate to their program, they may 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.

I. Deferral of the Onset of Undergraduate CORE or Continuation of CORE

Should an accepted candidate wish to defer or voluntarily withdraw from the onset or the continuation of the professional COREs, the candidate must follow these guidelines:

1. complete the [deferral form](#) and submit to the chair(s) of CARE
2. include the reason(s) for the deferral or withdrawal request
3. 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.

J. 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, including any paperwork related to receiving senior permission from the Dean's office. Candidates choosing to switch from their undergraduate elementary program into the Early Start Option (ESO) must complete the entire ESO program.

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 certification program but 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.

K. 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:

1. Receive approval from an advisor in their major program
2. Receive approval from the Coordinator of Educational Experiences
3. Complete the CARE application and submit by the agreed upon deadline
4. Complete Student Teaching Application and submit by the agreed upon deadline
5. Be interviewed by program representative to CARE and one other faculty member
6. 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.

L. 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 candidates who wish to be admitted into a teacher preparation program, complete teacher preparation requirements for the issuance of an educator certificate, including **any clinical field experiences**, must self-report if they have ever been *arrested or convicted* of **any** crime, excluding minor traffic violations. They may need to submit to a criminal history background check and fingerprinting based on district policy for clinical placements. Clinical experiences include field experiences, practicum, student teaching, or internships.

CARE Policy requires disclosure of any **arrest or incident** (*e.g.*, DUI, Disturbing the Peace, Underage Drinking, Accelerated Rehabilitation, Status Offenses, etc.) **even if they did not result in a 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 candidate may be required to disclose and explain the incidents again.

B. Candidate Responsibilities:

Candidates admitted to CARE and assigned to a clinical placement must contact appropriate personnel at each clinical site to inquire about and complete potential required background checks/fingerprinting protocols. This process may include multiple districts, and each of their requirements must be met. Please consult the Education and Clinical Experiences website for more information on district policies and contact information. Policies are subject to any Connecticut State Department of Education changes, and changes may take effect immediately.

C. General Procedures:

Contact the Office of Educational and Clinical Experiences.

D. Criminal History/Background Checks and the CARE Application:

The signed CARE application signifies that the candidate has read and agrees to uphold the Code of Professional Responsibility for Educators, available at <http://teachercodes.iiep.unesco.org/teachercodes/codes/America/USA/Connecticut.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. 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 candidate discloses a positive response to one of the above questions, a representative of CARE will contact the candidate to set up a preliminary discussion of the incident and create a timeline for resolution. The CARE Coordinator will then convene an *ad hoc* committee for each case, made up of the following:

1. a representative of CARE
2. the Coordinator of Educational and Clinical Experiences
3. 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**:

1. 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;
2. the official court disposition of the arrests/conviction(s);

3. verification that any probation, rehabilitation, and/or community service requirement was successfully completed; and
4. 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:

1. The CARE Professional Responsibilities Rubric
2. A Program-designed rubric
3. An instructor's class rubric or evaluation
4. The student teaching evaluation rubric
5. Candidate interactions (e.g., phone, email, etc.)
6. 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.

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 the successful completion or failure of the clinical experience are determined by the university supervisor or the course instructor, 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 the successful completion of the student teaching experience are determined by the university supervisor or the course instructor, 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. Student Teaching for Experienced Professionals

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 must complete the [reduced student teaching form](#) and submit 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:

1. 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 1-6, Secondary 7-12, and/or Physical Education PreK-12);
2. Evidence that the experience(s) occurred within the past five (5) years;
3. Evidence that at least one experience lasted a minimum of seven (7) weeks; **and**
4. 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:

1. *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.
2. *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.
3. *Reflection* on his/her own teaching, especially in recognizing student needs and designing teaching strategies to meet those needs.

4. *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.
5. *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.

J. Duration Shortage Area Permit (DSAP)

A Durational Shortage Area Permit (DSAP) allows a teacher candidate to teach in a district while completing their initial certification. A DSAP may be authorized in a designated shortage area by the Connecticut State Department of Education (CT SDE) or to fulfill a high need in a district.

1. Candidates wishing to obtain a Durational Shortage Area Permit (DSAP) must fulfill the following requirements at Eastern:
 - i. Be enrolled in a graduate teacher certification program at Eastern and have an approved Plan of Study
 - ii. Successfully complete at least 12 credits of coursework in education, including at least one clinical experience or professional equivalent (e.g., substitute teaching) for at least one semester
 - iii. Maintain a minimum 3.0 GPA in their graduate studies
 - iv. Maintain an appropriate professional disposition according to the CT Code of Professional Responsibilities for Teachers
2. The candidate must meet with the Coordinator of the Office of Educational and Clinical Experiences (OECE) to ensure the candidate has an appropriately diverse clinical experience, and to ensure the candidate has met the above criteria at a minimum.
3. Candidate must submit a copy of the ED 177 Application Form to CARE.
4. Candidates must obtain approval from the Coordinator of OECE, CARE, and the Eastern Certification Officer. During school intersessions and other non-working days, the CARE Chair (or designee) may approve the candidate's application, pending full committee approval.
5. The cooperating district must be within 35 miles of Eastern.
6. Approved candidates
 - i. May apply their experience to their Pre-Student Teaching/Clinical II and Student Teaching experiences

- ii. Must be assigned a University Supervisor and complete all University clinical requirements, such as successful demonstration of competencies per the Clinical Rubric, meet regularly with the University Supervisor, complete an appropriate number of observations, etc.
- iii. Must continue to take courses in the certification program, per their approved Plan of Study and in accordance with CT SDE regulations.

7. Exceptions to any of the above may be made at the discretion of CARE.

VII. DISMISSAL FROM PROGRAM

Any candidate may be dismissed by CARE if they are removed from their clinical placement by the district.

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

1. If their overall GPA falls below 2.70
2. If their semester GPA falls below 2.70 in any two consecutive semesters after being admitted by CARE.
3. If they receive a grade of “C-” or below in an education course required for certification
4. If they demonstrate unsatisfactory professional dispositions (see Candidate Dispositions section on this policy)
5. If they have failed to enroll in courses required for certification for one semester without making a formal deferral request
6. 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:

1. If their overall graduate GPA falls below 2.70
2. If a full-time student’s semester graduate GPA falls below 2.70, in any two consecutive semesters after being admitted by CARE.
3. If they receive a grade of “C-” or below in an education course required for certification
4. If they demonstrate unsatisfactory professional dispositions (see Candidate Dispositions section on this policy)
5. If they have failed to enroll in courses required for certification for one semester without making a formal deferral request
6. 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.

It is the responsibility of the teacher candidate to monitor their GPA and course grades in order to remain on current status with CARE.

A. Permission to Retake Courses / Readmission

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

1. 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
2. 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
3. Submit evidence of successful completion of the *Readmission Plan* to CARE
4. 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 2.70, within one year the candidate must:

1. 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.)
2. Write a letter to CARE elaborating on the circumstances that led to the dismissal and what actions have been taken to remedy the deficiencies
3. Receive written approval of the *Readmission Plan* from the CARE committee
4. Submit evidence of successful completion of the *Readmission Plan* to CARE and a new CARE application; **and**
5. Receive a letter from CARE acknowledging that the student has completed the requirements of the *Readmission Plan* and has been readmitted to CARE

Candidates dismissed by CARE due to two consecutive semester GPAs below the minimum standard may be readmitted if they complete a 3 credit course relevant to their program during Summer or Wintersession in which they earn a minimum grade of 3.00. Candidates must also complete a Plan of Action for Readmission approved by their advisor and/or the Education Department Chair and the CARE Coordinator.

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).

IX. UPDATED GUIDELINES FOR TEACHER CANDIDATES

Regularly updated guidelines for students seeking CARE admission will be available in ***the Education Department and online.***

X. APPENDICES

A. Recent CARE Policy changes

The following changes to the CARE Policies have been enacted during AY 2021-2022:

- Date of change:** September 2021
- New CARE policy:** *“Candidates who receive a W in a course but continue to be enrolled in at least one other certification course during that semester should not be dismissed from CARE.”*
- Impact:** Effective Fall 2021.
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- Date of change:** September 2021
- New CARE policy:** *“Applicants who began taking courses at any accredited university prior to Spring 2021 must have a minimum GPA of 2.70.”*
- Impact:** Effective Fall 2021.
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- Date of change:** October 2021
- New CARE policy:** *“KPE candidates shall be dismissed from the certification program if their overall GPA falls below 2.70, or if their semester GPA falls below 2.70 in any two consecutive semesters after being admitted by CARE.”*
- Impact:** Effective Fall 2021. This policy is superseded by the overall minimum GPA application requirement outlined below.
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- Date of change:** November 2021
- New CARE policy:** *“Candidates dismissed by CARE due to two consecutive semester GPAs below the minimum standard may be readmitted if they complete a 3-credit course relevant to their program during Summer or Wintersession in which they earn a minimum grade of 3.0. Candidates must also complete a Plan of Action for Readmission approved by their advisor and/or the Education Department Chair, and the CARE Coordinator.”*
- Impact:** Effective Spring 2022. This policy is intended to allow candidates to complete additional coursework to maintain progress in the program.
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- Date of change:** March 2022
- New CARE Policy:** *“Applicants admitted with a low GPA will be granted two terms to demonstrate academic improvement and the meet the minimum overall GPA standard.”*
- Impact:** Effective immediately. This policy is intended to allow candidates an additional semesters to raise their GPA is admitted with a GPA waiver.

Date of change: May 2022

New CARE Policy: *“The minimum GPA requirement for admission is 2.70 overall at the time of application as long as the cohort average is at least 3.00. Once admitted, all candidates must earn a grade of C or higher in all courses required for certification and maintain an overall GPA of at least 2.70.”*

Impact: Effective immediately.