**Central Teacher Education Committee (CTEC)**

**MINUTES for September 21, 2017, 3:15 – 5:00, 1849 Room, Student Center (upstairs, second floor)**

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| I.  II.  III.  IV.  V.  VI.  VII.  VIII.  IX. | **In attendance:**  \*M. Alfano; M. Horton; N. Hoffman; S. Ostrowski; D. Collins; L. Keazer; R. Fuentes; K. McGrath; M. Bigley; J. Kara-Soteriou; S. Drew; M. Nunn; C. Doyle; K. Kostelis; C. Ciotto; J. Nicoll-Senft; M. Mitchell; H. Abadiano;  \*Partners: N. Thacker (Wethersfield); T. Putnam (New Britain); L. Bronk (Meriden)  **CTEC meeting minutes** - \*Approved  The new **professional program admission and retention** standards are appended. Please check that all your program materials and your advising align with these!  Teaching a course with a **field experience**? It is imperative that students promptly complete the field experience placement form in Taskstream so we (a) know where they are and (b) send the early field experience dispositions forms to teachers!  **Undergraduate Open House** on Sunday, October 29, 11 to 2, Mary Pat needs to know who is representing you program ASAP!  **Fingerprinting** requirements are an evolving problem...more later.  \*Some districts are requiring additional fingerprints to be done.  Piloting the SEED-based **student teaching evaluation** this fall. Thanks to all who worked on this!  At the suggestion of our K-12 partners, CCSU is hosting regional, **monthly meet-ups** for beginning teachers of color—facilitated by school leaders of color. First one is next week and we await reports of attendance and value.  **ATLAS** is a database of hundreds of 15-20 minute classroom videos and related commentaries provided by national board certified teachers and indexed in a zillion ways. Dean Alfano purchased a three-year, 250 student subscription. To make use of this, please speak with Lauren Tafrate re: enrollment and how it works.  \*Partner districts are encouraged to request ATLAS access – contact Lauren Tafrate. |  |
| X. | **SEPS Dean update**  \*Minority recruitment --working on a project with the West Hartford school district and a teacher prep academy with New Britain to offer opportunity for dual enrollment with their high schools with an option for early decision and a focus on recruiting underrepresented teachers and shortage areas,  **\*** Holmes Scholars in CCSU MAT Program -- first 3 in this cohort (under-represented candidates). |  |
| XI. | **Proposed CTEC Goals for 2017-2018** are adopted.  See attached draft goals put forward by the steering committee.  \*Motion to approve by D. Collins, 2nd by C. Ciotto  **CTEC Goals for 2017-2018**   1. Fully engage with NNER to support engagement with our K-12 community partners and program redesign. 2. Integrate carefully sequenced tasks and assessments in our current programs to ensure candidate preparation for edTPA (national scoring required beginning Fall 2018; score consequential for certification by Fall 2019). 3. Redesign teacher preparation programs focusing on an integrated bachelor’s/master’s degree design. 4. Propose a new integrated bachelor’s/master’s degree program to certify candidates in special education. 5. Enhance recruitment and retention of teacher candidates with special focus on minority candidates and candidates in shortage areas. 6. Examine our data and practices in light of standards for CAEP accreditation. 7. Better define and more fully activate K-12 and University partnerships. 8. Update the CTEC by-laws. 9. Execute CTEC role in CCSU curriculum processes related to teacher education. 10. Examine ways to address student financial concerns related to Taskstream, fingerprinting, testing, etc. |  |
| XII. | **NNER**---we need to fully engage with this national network. The steering committee suggests a half-day retreat for K-12 partners and the larger CCSU faculty on the afternoon of December 14? Instead of a “regular” CTEC meeting…. Perhaps followed by a small celebration of survival? (Lauren Tafrate is representing us at the fall meeting.)\*Jan 14th is the back up date.  **SAVE THE DATE: Looks like we can have that NNER retreat on December 14--- we are planning an engaging event with formal invitations to CTEC members AND a set number of additional invitations for each member to distribute to their constituents (in the partner district, in your department, etc.) The CTEC Director will be offering special awards/prizes to every CTEC member who meets the goal of recruiting those additional attendees! And we are planning other attractions… stay tuned….NNER is SO aligned with our values!** |  |
| XIII. | **Partnership Subcommittee report**  Berlin and West Hartford have joined Cromwell, Meriden, Middletown, New Britain, Plainville, Wethersfield and the Bristol world language department as partner districts. Colchester has also reached out to us seeking partnership.    Quick overview of ideas for making more of our partnerships—Sally and Lauren  \*Possible change of timing so that they fall just before CTEC to optimize the partner’s time  Potential partner benefits:  •We are waiting to hear about an NCII grant-- we are a finalist. (Joan)  •Potential FREE professional development related to college going. (see attached invitation from Linda Clark)  • We are waiting to hear about a social studies grant proposal. (John Tully)  \*Wethersfield will offer something for families in response to Linda Clark’s offer  \*West Hartford will offer something to their guidance counselors  \*Dean Alfano will look into covering the cost of subs as necessary  \*On 10/5 partner districts will be highlighted in photos at the CCSU Community Engagement Conference |  |
| XIV. | **Curriculum Subcommittee report – Joan Nicoll-Senft**  Joan is working with Beth Merenstein to integrate CTEC feedback into the SEPS Dean’s curriculum review process. The proposed process will be on all curriculum subcommittee agendas in the upcoming cycle and Joan will attend those meetings. The proposed process meets our institutional commitment to faculty control of the curriculum AND meets our CAEP obligation to articulate the curriculum with input from K-12 partners. **Please brief your departmental curriculum committee representatives on the importance of this!** (The document is appended.)  \*Fully redesigned syllabi for EDTE 314 and 316 should be submitted by January |  |
| XV. | **Assessment Subcommittee report (edTPA and CAEP)** – Mel Horton  edTPA update, the latest data, etc. **SEE APPENDED edTPA DATA POWERPOINT SUMMARY**  CAEP timeline --- in case you have forgotten…..  \*SPA reports - Spring 2019  \*Self Study - Summer 2021  \*Site Visit - Spring 2022  We need to ensure we have designed, implemented, and gathered data from embedded signature assessments--- we can design these to help us meet CAEP requirements and also help us track our candidates’ readiness for Day 1 of teaching and edTPA. More on these as the year progresses!  Our informal, kind of messy but informative *Intro to edTPA* packet is available for any superintendents who are interested (Lauren Tafrate will be emailing this to all partner representatives.) |  |

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| XVI. | **Coming Attractions** |  |
|  | **CTEC meetings for 2017-2018 academic year** (all are3:15 – 5:00 in 1849 room of Student Center): September 21, October 19 , November16 , December 14, January 25, February 22, March 22, April 26, May 10.  **Fall 2017 CEEDAR conference** (September 29) in Cromwell. Come and hear Deborah Ball and Ken Zeichner talk about practice-oriented teacher education.  We are soon to receive a **national evaluation report** on outcomes of the CEEDAR grant work that Joan led \*in conjunction with the MAT program. |  |

**School of Education and Professional Studies**

**Professional Program for Teacher Certification (PPTC) Admission and Retention Requirements**

(CTEC approved 4/6/17; Academic Standards approved 04/18/17; Faculty Senate approved 05/01/17 for Fall 2017 implementation)

**ADMISSION TO THE PPTC**

1. **Undergraduate students: Completion of at least 45 credits,** 15 of which have been earned at CCSU. (Graduates of Connecticut community colleges may have this requirement waived; contact the Office of the Dean of Education and Professional Studies for details.)Post-baccalaureate certification students: hold a bachelor’s degree, be admitted to CCSU Graduate Studies, and complete or be currently enrolled in six credits at CCSU. (If recommended by a program, exceptions may be considered to accommodate program cycling.) Some programs have additional CCSU enrollment and class requirements. See requirements specific to each program for details.
2. **A minimum of 2.70 cumulative GPA** at CCSU and a minimum 2.70 cumulative GPA including all undergraduate coursework taken at all institutions (including CCSU), or a waiver of the GPA admission requirement (see School of Education and Professional Studies *PPTC Appeals Policy*) is required for admission consideration. Some programs have additional GPA requirements. See requirements specific to each program for details.
3. Submission of basic skills test scores in reading, mathematics, and writing that meet the following guidelines is required. Basic skills test scores provide one of several admission indicators of an applicant’s potential for academic success in the CCSU professional program for teacher certification. The basic skills testing requirements may be met in any one of the following ways:
4. A Praxis Core waiver issued by the CT State Department of Education prior to 2/1/2017;
5. SAT scores that include a writing score;
6. ACT scores that include a writing score;
7. Scores on Praxis Core reading, writing, and mathematics tests;
8. SAT scores that do not include a writing score PLUS a Praxis Core writing score;
9. ACT scores that do not include a writing score PLUS a Praxis Core writing score;
10. GRE scores that include a writing score and meet the institutional waiver standard;
11. GRE scores that do not include a writing score but meet the institutional waiver standard PLUS a Praxis Core writing score; or
12. PAA scores that meet the institutional waiver standard PLUS a Praxis Core writing score.

Students must submit credible evidence of the basic skills test(s) taken, the testing date(s), and the scores earned. This evidence must be submitted by the application deadline as part of the Taskstream application to the professional program. We will accept any combination of the following forms of evidence:

1. official test score report(s) showing test, score(s) earned, and date of testing;
2. a Banner web printout showing SAT or ACT scores and test date; or
3. a copy of the high school transcript showing SAT or ACT scores and test date.

CCSU Standards for a PPTC Basic Skills Test Waiver Based on GRE or PAA Scores

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Test** | **Date Taken** | **Combined V/M** | **Verbal/English** | **Math/Quant.** | **Analytic Writing** |
| **GRE** | Before 10/01/2002 | 1000 | 450 | 500 |  |
|  | On/After 10/01/2002 | 1000 | 450 | 500 | 4.5 |
|  | On/After 08/01/2011 | 297 | 150 | 144 | 4.5 |
| **Test** | **Date Taken** | **Combined V/M** | **Verbal/English** | **Math/Quant.** | **ESLAT/ TESOL** |
| **PAA** | All | Equivalent to 1000 | No less than 400 | No less than 400 | 510 |

NOTE: If the GRE was taken on more than one occasion, the highest verbal score and the highest mathematics scores will be combined.

1. Two recommendations(scan of signed originals) related to the student’s ability to work with children and adults. Some programs have specific recommendation requirements. See requirements specific to each program for details. In addition, all departments reserve the right to seek additional recommendations from faculty members concerning candidates for admission.
2. **A**n essaydemonstrating the student’s command of the English language, describing why the student wants to teach and enroll in the Professional Program for Teacher Certification, emphasizing experiences relevant to teaching. Some programs have additional or alternative essay requirements. See requirements specific to each program for details.
3. Pass an interview with a faculty teamdemonstrating an acceptable standard of knowledge, skills, and professional dispositions and behaviors important to effective teaching performance.
4. Post-baccalaureate certification students must be admitted to CCSU Graduate Studies and have a completed official planned program with appropriate signatures.

In addition, many professional programs have additional requirements specific to their program as outlined below:

**Art Education:**

1. Successful completion or current enrollment in the following courses:
   1. ART 112 *History of Art I*
   2. ART 113 *History of Art II*
   3. ART 120 *Design I*
   4. PSY 236 *Life Span Development*
2. Pass Art Department portfolio review.
3. Minimum overall 3.00 GPA on all courses with the ART prefix and any course accepted for the major.
4. Completion of EDTE 314 concurrently with ART 301 with grades of C or better. Students may be enrolled in these at the time of application but must complete before admission is granted.

**Dance Education:**

1. Minimum of 3.00 GPA in all courses in the Dance Education major
2. Successful completion of EXS 207, DAN 272, and 2 skill area courses in the Dance education major *before* applying to the professional program
3. Pass an audition (performed after the application is submitted)

**Elementary Education**:

1. Completion of at least 18 credits in the subject matter major.
2. Grade of “C” or better in the following courses:
   1. ENG 110 or ENG 105 & 105P *Freshman Composition*
   2. HIST 161 *American History to 1877* or HIST 162 *American History 1877 to Present (*or other qualifying American History course if a history major)
   3. MATH 113 *Number Systems*
   4. MATH 213 *Probability and Geometry*
   5. PSY 236 *Life Span Development*
   6. PSY 361 *Psychology of Early Childhood* or PSY 362 *Child Psychology*
   7. EDF 215 *Education in a Multicultural Society*
   8. BIO 211 *Concepts in Biology*
   9. SCI 211 *Earth and Physical Science*
3. The two recommendations must be on the *Elementary Education Recommendation* form. One must be from a faculty member in the student’s subject matter major and one from someone, preferably a professional, who has observed the student’s work with children.
4. Pass an on-site departmental essay.
5. Document 15 hours of quality experience with children on the Elementary Education *Statement of Experience with Children* form.

**English Education:**

1. One of the two letters of recommendation must be from a CCSU English faculty member.
2. Minimum overall 3.00 GPA on all courses with the ENG and LING prefix.
3. Successful completion of LING 200 *Introduction to Linguistics*; ENG 220 *Shakespeare;*

ENG 298 *Introduction to Literary Studies*; and four sophomore survey courses (ENG 203 or 204, 205, 210, and one additional course from among ENG 203, 204, and 211).

**History/Social Studies Education:**

1. Minimum overall 3.00 GPA on all courses with the ECON, GEOG, HIST, and PS prefixes (or equivalent transfer courses).
2. One of the two letters of recommendation must be a positive letter from a full-time faculty member of the CCSU History Department.
3. Grade of “B” or better in HIST 301 *The Historical Imagination*. A grade of B- or lower does NOT meet the requirement. (Post-baccalaureate students may be enrolled in this course at the time of application.)
4. Post-baccalaureate certification students: Passing scores on Praxis II (~~test 0081~~) test 5081.

**Mathematics Education:**

1. Minimum overall GPA of 2.70 in mathematics courses required by the major, with no more than 2 repeats.
2. One of the two letters of recommendation must be from a faculty member in the CCSU Mathematics Department.
3. Completion of 3 mathematics courses at CCSU with a grade of C- or better in each course. (May be waived by the Mathematics Department).
4. Completion of MATH 221 *Calculus II* with a grade of C- or better.
5. A second essay. See *Math Essay* form available in Taskstream.

**Music Education:**

1. Pass at least 60% of piano proficiency exam.
2. Successful completion of the following courses:
   1. MUS 101 *Practicum in Music Education*
   2. MUS 216 *Aural Skills IV*
   3. MUS 222 *Music Theory IV*
   4. MUS 278 *Applied Music for Majors II*
3. Pass the Sophomore Review
4. Completion of EDTE 314 concurrently with MUS 310 with grades of C or better. Students may be enrolled in these at the time of application but must complete before admission is granted.

**Physical Education**:

1. Minimum of 3.00 GPA on all courses in the Physical Education major.
2. Successfully complete the following courses prior to applying:
   1. EXS 207 *Anatomy and Physiology in Exercise Science I*
   2. PE 111 *Orientation to Physical Education*
   3. Two skill courses in the Physical Education major
3. Completion of EDTE 314 concurrently with PE 299 with grades of C or better. Students may be enrolled in these at the time of application but must complete before admission is granted.

**Science Education (including Biology, Chemistry, Earth Science, and Physics):**

1. Biology and Earth Science majors must have a GPA of at least 3.00 in all of their major courses. Physics and Chemistry majors must have a GPA of at least 2.70 in all of their major courses.
2. Ability to design, conduct, and report investigations within a science discipline as demonstrated by a *recent original laboratory report*.
3. Completion of an on-site essay at the time of the interview
4. Post-baccalaureate certification students: no more than 3 courses remaining in the certification content area.

**Technology & Engineering Education**

1. Non-transfer students must complete at least 15 credit hours in TE, ENGR, MFG, CET, or ET courses taken at CCSU with grades of C- or better. Students may be enrolled in 15 credits at the time of application but must complete the credits before admission will be granted.
2. Transfer students must complete at least 9 credits in TE, ENGR, MFG, CET, or ET courses taken at CCSU with grades of C- or better. Students may be enrolled in the 9 credits at the time of application but must complete the credits before admission will be granted.
3. Completion of EDTE 314 concurrently with TE 299 with grades of C or better, Students may be enrolled at the time of application but must complete before admission will be granted.

**CONTENT KNOWLEDGE TESTING REQUIREMENTS**

The content knowledge tests required by the state of Connecticut include Praxis II tests, ACTFL tests (world languages), and the Connecticut Foundation of Reading test (elementary and special education). The CSDE *Guide to Educator Assessments* identifies the state’s current test and score requirements for each certification area.

Relevant content knowledge tests need to be completed prior to student teaching with the expectation rolled in on the following schedule. These expectations will apply to elementary education; special education; secondary English, history/social studies, mathematics, and sciences; and all-level art education and technology education. World languages, music education, and physical education are considering how their programs might be adjusted to support this timeline.

|  |  |  |
| --- | --- | --- |
| Student teaching semester | Content testing score requirement | Date scores would need to be submitted |
| Spring 2018 | Student must take all content knowledge tests prior to start of student teaching | Submit evidence documenting that all Praxis II tests were taken (test scores or test registration) prior to January 8, 2018 |
| Fall 2018 | Student must submit Praxis II scores with the student teaching application | Submit test scores for all Praxis II test(s) with the student teaching application which is due February 15, 2018 |
| Spring 2019 and after | Student must submit passing Praxis II scores with the student teaching application | Submit passing test scores for all Praxis II test(s) with the student teaching application which is due September 15, 2018 |

**edTPA REQUIREMENTS**

In fall 2018 and spring 2019 every CT student teacher MUST submit the edTPA for national scoring in order to receive CT teacher certification although the state passing scores will not be established until the following year. All CCSU student teachers in 2018-2019 must meet the following minimum score standards to be recommended for teacher certification.

|  |  |  |
| --- | --- | --- |
| Number of edTPA rubrics | Minimum score required | National performance levels |
| 15 rubrics | 37 with no more than three scores of 2 or lower in any of the three tasks | 2015 - 2016 Mean = 44.4 (N = 30,908) |
| 13 rubrics | 32 with no more than two scores of 2 or lower in Tasks 1 and 3 and no more than three scores of 2 or lower in Task 2 | 2015 – 2016 Mean = 36 (N = 815) |
| 18 rubrics | 44 with no more than three scores of 2 or lower in Tasks 1, 2, and 3 and no more than two scores of 2 or lower in Task 4 | 2015 – 2016 Mean = 53.8 (N = 6,292) |

When the CT State Board of Education sets state passing scores for edTPA, those scores will become the CCSU PPTC standard.

**Guidelines for Curricular Proposals Regarding Teacher Education at CCSU**

**What submissions need to be reviewed by the Central Teacher Education Committee (CTEC) before the SEPS Dean will sign them?**

A curricular proposal that involves any program or course whose sole audience or primary purpose is students completing a teacher education program requires the signature of the Dean of Education and Professional Studies who is advised on this decision by the Central Teacher Education Committee (CTEC). This requirement is relevant to any course or program proposal related to an undergraduate or graduate teacher education program that prepares students for a Connecticut teaching license in elementary, secondary, or all level education (PE, art, dance, music, technology education, TESOL, special education).

**How does the CTEC review process work?**

Curricular proposals related to teacher education are subject to the normal CCSU curriculum review process, including review by the SEPS curriculum subcommittee. The CTEC review process is advisory to the SEPS Dean and precedes the SEPS Dean signing off on curricular proposals related to teacher education.

CTEC typically reviews electronic proposal submissions; however, if there is any possibility that the electronic proposal is not accurate or complete, please email an electronic copy of an accurate and complete proposal to the CTEC Director (hoffmann@ccsu.edu) no later than one week prior to the regular Curriculum Committee submission deadline. To facilitate CTEC review and avoid postponements, please submit proposals at least one week before the regular Curriculum Committee deadline.

The CTEC review considers CAEP accreditation and state licensure requirements as well as overall program cohesion. The appended *CTEC Curriculum Proposal Review Checklist* summarizes the typical foci for CTEC review. A suggested syllabus template is also appended. CTEC expects to review a complete syllabus for new or substantially revised courses.

If the CTEC Curriculum Subcommittee has questions or concerns, they will contact the program representative who submitted the proposal.

**Advance Consultation Recommended**

The CTEC Curriculum Subcommittee encourages departments to consult with them in advance to facilitate approval of curricular proposals. CCSU teacher education programs typically involve three academic schools and are subject to numerous regulations and accreditation standards—early consultation increases the probability that a proposal will move forward smoothly. The CTEC Director and the Chair of the CTEC Curriculum Subcommittee will facilitate consultation as needed.

CTEC Director, Nancy Hoffman, [hoffmann@ccsu.edu](mailto:hoffmann@ccsu.edu)

CTEC Curriculum Sub-Committee Chair, Joan Nicoll-Senft, [joan.nicoll-senft@ccsu.edu](mailto:joan.nicoll-senft@ccsu.edu)

**CTEC Curriculum Proposal Review Checklist**

**The following information is expected for all courses that CTEC reviews:**

Catalogue description

\_\_\_\_\_ To ensure appropriate progress through the program, any prerequisites or corequisites must be clearly stated in the course description.

Syllabus review

Faculty submitting curricular changes pertaining to teacher certification should also upload a syllabus including, but not limited to, the following information:

\_\_\_\_\_ Proposed course designator and number

\_\_\_\_\_ Proposed catalogue description

\_\_\_\_\_ [*Taskstream*](http://web.ccsu.edu/seps/teacherCert/apply.asp)information (if applicable)

\_\_\_\_\_ Alignment of course learning outcomes, program outcomes, relevant standards, tasks, and assessments is clearly defined. (See suggested alignment table format below; live links to key standards are included in the table.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Learning Outcomes** | **Program Learning Outcomes** | **Standards** | **Key Assignments or Tasks** | **Key Course Assessments and % of Final Grade** |
|  |  | [Common Core of Teaching](http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320862)  [InTASC Standards](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)  SPA Standards |  |  |

To facilitate the development of syllabi that clearly address accreditation expectations, a suggested syllabus template is appended.

**If the course includes any off-campus experience in K-12 settings, please also address the next section.**

**The following information is expected for CTEC review of any course that includes field experience.**

Please copy and complete the table below to ensure all needed information is available for CTEC review. Although this table would not be part of a syllabus distributed to students, it may be appended to the submitted syllabus in order to facilitate the review process.

|  |  |
| --- | --- |
| Course Designator and Number |  |
| Required or Recommended  Concurrent Courses |  |
| What certification program(s) will participate in this? |  |
| # of Field Hours Required |  |
| Expected Scheduling (ex. Two mornings/week) |  |
| Who makes the placements? |  |
| Placement parameters (grade level, content area(s), DRG levels, etc.) |  |
| Anticipated placement sites? Explain any site involvement in planning this proposal. |  |
| How will the field experience be supervised? |  |
| Field expectations for students | . |
| Field expectations for host teachers |  |
| How will FE performance be evaluated? |  |
| How will FE performance be factored into course grade? Into progress in the program? |  |

Catalogue description

\_\_\_\_\_ For courses that require field experience, the catalog course description must address the setting and number of required hours and include the following statement: *CT law requires fingerprinting and a criminal background check for the field experiences in this class.  Fingerprinting must be completed prior to the beginning of class.*

Syllabus review

*\_\_\_\_\_* For courses that require field experience, the syllabus must include the following statement:

*Should the Background Report reveal an issue, your field experience may be delayed, precluded, or terminated and you may not be able to complete the course.*

*\_\_\_\_\_* For courses that require field experience, the syllabus must include a link to current [fingerprinting information](http://web.ccsu.edu/seps/teacherCert/fingerprinting.asp) (SEPS website).

For courses that require field experience, the syllabus must include a full description of the field experience that addresses the following elements:

\_\_\_\_\_ the number of hours required in the school setting;

\_\_\_\_\_ the type of setting (e.g. in certification area, secondary level, etc.);

\_\_\_\_\_ field experience expectations for students including tasks required and any scheduling requirements (e.g. one morning each week);

\_\_\_\_\_ how the field experience performance will be reported, evaluated, and supervised;

**CTEC Suggested Syllabus Template**

**Course Designator, Number, and Title:**

**Catalog Course Description**

**Course Outcomes, Program Outcomes, Standards, and Assessments Alignment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Course Learning Outcomes* | *Program Outcomes* | *Standards (Common Core of Teaching, InTASC, & relevant*  *SPA Standards)* | *Key Assignments/Tasks* | *Key Course Assessment(s)/*  *% of Final Grade* |
| Example\*: |  |  |  |  |
| Identify and explain policies and practices that address and attempt to correct inequity and inequality in U.S. public schools. | Support learning for all students | InTASC 2(j) understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.  CCT (b.1.H) Remain steadfast in guaranteeing equal opportunity for quality education for all  students; | Educational and community observations  Policy analysis jigsaw  Policy history and analysis paper | Policy history and analysis paper (20%)  Final examination (10%) |
|  |  |  |  |  |
| *Add additional rows as needed….* |  |  |  |  |

\*Note that this example is not specific to one content area and therefore does not address SPA standards.

**Required Texts and Materials**

A *Taskstream* account is required for professional program courses. (Available for purchase online or at the campus bookstore.) Please indicate what assignments/assessments will be completed in *Taskstream*.

**List of Required Readings**

**Assignments and Assessments**

**Grading System**

**Class Attendance Policy**

**Students with Disabilities Policy**

**Student Code of Conduct**

**Field Experience Expectations (if relevant)**

For courses that require field experience, the syllabus must include the following statement:

*Should the Background Report reveal an issue, your field experience may be delayed, precluded, or terminated and you may not be able to complete the course.*

Please include a link to [current fingerprinting information](http://web.ccsu.edu/seps/teacherCert/fingerprinting.asp) (SEPS website) in the syllabus.

For courses that require field experience, the syllabus also needs to include

* the number of hours required in the school setting;
* the type of setting ( e.g. in certification area);
* field experience expectations for students including tasks required and any scheduling requirements (e.g. one morning each week); and
* how the field experience performance will be reported, evaluated, and supervised.

**Tentative Course Calendar**

|  |  |  |
| --- | --- | --- |
| Date | Topic | Assignment Due |
|  |  |  |
|  |  |  |
|  |  |  |
| Date and Time | Final Exam |  |

**Course Calendar Change Policy**

The syllabus reflects expectations for the course; however, the instructor may find it necessary to make minor changes in the calendar after the course begins. In such cases, students will be notified accordingly.