

Undergraduate Student Advising Guide

For Prospective Teachers

Preparing Leaders for Service in Our Communities



Office of Student Academic Services
School of Education & Professional Studies
Central Connecticut State University

Dear CCSU student,

We are very pleased that you have chosen to attend Central Connecticut State University and that you are seriously considering pursuing a career in education. We sincerely believe teaching is a noble profession, and Central's certification programs are among the best in the state.

To help you achieve your goal of becoming a certified teacher in Connecticut, we designed this advising guide. It is full of important information about our programs and policies. While, it may appear a bit overwhelming, please persevere. There is plenty of good advice and helpful tips to ensure successful completion of the teacher preparation program. Some of the information you will want to use immediately, and some you may want to store away for the future.

Although there is a lot to digest, we recommend reading through the advising guide in order to see what will be expected of you along the way. We know from experience that the students who plan ahead and stay organized tend to be the most successful in our programs.

One last thing- this advising guide is only one of many resources that can help you succeed at Central. The faculty, staff, and administrators in the School of Education and Professional Studies, as well as our colleagues across campus, are here for you. We welcome you into our community of learners and hope you find your experience here challenging and rewarding.

Most Sincerely,

Mary Pat Bigley, Associate Counselor

Mitch Sakofs, Dean

This advising guide is provided to students and applicants for their general information and guidance only. It does not constitute a contract, either express or implied, and is subject to revision at the University's discretion.

**School of Education and Professional Studies
Undergraduate Student Advising Guide**

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INTRODUCTION

The School of Education and Professional Studies offers a variety of programs that lead to teaching certification in the state of Connecticut. The aim of programs in the School is to prepare individuals who are both liberally educated and in command of the requisite professional knowledge to be able to provide exemplary practice in their chosen field. Programs and curricula draw their content from theoretical foundations in the arts and sciences, as well as from the world of professional practice.

MISSION

The faculty of the School of Education and Professional Studies constitute a professional school dedicated to the quality preparation of professionals in education and other human service settings. As an integral part of Central Connecticut State University's history and traditions, the faculty in the school embraces the University's mission and commitment to "encourage the development and application of knowledge and ideas through research and outreach activities." Guided by the purpose of *preparing leaders for service in our communities*, it is our mission to provide leadership for:

- Preparing beginning teachers to serve in the region, the State, and the nation;
- Providing advanced preparation to administrators, teachers, counselors, specialists, and other educational leaders;
- Providing advanced preparation to specialists in health fitness, family counseling, and nursing;
- Applying principles of learning and assessment through a variety of technologies to guide our own best practice and that of practitioners in the professions;
- Developing knowledge, skills and dispositions necessary for professional practice and community service through learning experiences that are rich in diversity of perspectives, values, attitudes and beliefs and enhanced by active reflection;
- Influencing educational and social policies at the local, state, and national levels.

CONCEPTUAL FRAMEWORK

- The education professional as active learner,
 - ◆ Possesses strong content knowledge in the arts and sciences
 - ◆ Communicates in multiple forms to diverse audiences
 - ◆ Possesses pedagogical knowledge for content to be taught
 - ◆ Engages in habits of critical thinking and problem solving

- The education professional as facilitator of learning for all students,
 - ◆ Applies knowledge of human development across the life span, including physical, cognitive, social, and emotional growth
 - ◆ Respects and values all learners
 - ◆ Addresses the diversity of learning environments
 - ◆ Understands the learning process and applies instructional and assessment strategies and technologies to facilitate learning

- The education professional as reflective and collaborative practitioner,
 - ◆ Makes informed and ethical decisions
 - ◆ Accepts responsibility for student learning
 - ◆ Engages in opportunities for professional growth
 - ◆ Collaborates with colleagues, families, and the school community

CONSIDERING TEACHING?

As you begin to think about becoming a teacher, there are a multitude of factors for you to consider.

To begin with, you might want to ask yourself questions like

- What subject(s) am I interested in teaching?
- What grade level(s) do I think I might enjoy teaching?

You may want to look ahead to see what your options will be like for employment. Ask yourself

- What are the job market projections in various fields and grade levels for the time I'll be looking for a job?
- What setting- urban, suburban, rural- am I interesting in teaching in?
- What area of the country would I like to teach in?

Naturally you might want to consider the competencies, skills, and behaviors of a good teacher. Ask yourself

- What skills will I need in order to be a successful teacher?
- What skills am I fairly strong in using and what skills do I need to develop?
- Can I live up to the expectations of the teaching profession?

As a teacher candidate, you will be expected to model professional behaviors for students and must live up to high standards and values established in both the *Connecticut Code of Professional Responsibility for Teachers* and in the School of Education and Professional Studies. Your behavior in courses and field placement school classrooms will reflect not only on yourself but on the university. Please read the *Connecticut Code of Professional Responsibility for Teachers* below to get a clear picture of the responsibilities of teachers in Connecticut.

Connecticut Code of Professional Responsibility for Teachers

Section 10-145d-400a of the Regulations of Connecticut State Agencies

Preamble

The code of Professional Responsibility for Teachers is a set of principles which the teaching profession expects its members to honor and follow. These principles set forth, on behalf of the teaching profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include commitment to the students, the teaching profession, and the community.

Consistent with applicable law, the *Connecticut Code of Professional Responsibility for Teachers* shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purpose of this code of professional responsibility, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the State Board of Education.

Responsibility to the Student

- (1) The professional teacher, in full recognition of his or her obligation to the student, shall:
 - (a) Recognize, respect and uphold the dignity and worth of students as individual human beings, and students as individual human beings, and therefore deal justly and considerately with students;
 - (b) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
 - (c) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion or sexual orientation;
 - (d) Foster in students the full understanding, application and preservation of democratic principles and processes;
 - (e) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
 - (f) Assist students in the formulation of value systems and worthy, positive goals;
 - (g) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire knowledge to achieve their full potential;
 - (h) Strive to develop within students' fundamental critical thinking skills and problem-solving techniques;
 - (i) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not lawfully discriminate; and
 - (j) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.
- (2) The professional teacher, in full recognition of his or her obligation to the student, shall not:
 - (a) Abuse his or her position as a professional with students for private advantage;
 - (b) Sexuality or physically harass or abuse students;
 - (c) Emotionally abuse students; or
 - (d) Engage in any misconduct which would put students at risk.

Responsibility to the Profession

- (1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:
 - (a) Conduct himself or herself as a professional, realizing that his or her action reflects directly upon the status and substance of the profession;
 - (b) Uphold the professional teacher's right to teach effectively;
 - (c) Uphold the principle of academic freedom;
 - (d) Strive to exercise the highest level of professional judgment;
 - (e) Assume responsibility for his or her professional development;
 - (f) Encourage the participation of teachers in the process of educational decision-making;
 - (g) Promote the employment of only qualified and fully licensed teachers;
 - (h) Encourage promising, qualified and competent individuals to enter the profession;
 - (i) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
 - (j) Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

- (2) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not;
 - (a) Obtain licensure or employment by misrepresentation or fraud;
 - (b) Misrepresent his, her or another's professional qualifications or competencies;
or
 - (c) Engage in any misconduct which would impair his or her ability to teach.

Responsibility to the Community

- (1) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:
 - (a) Be cognizant of the influence of teachers upon the community-at-large, and therefore shall not knowingly misrepresent facts or make false statements.
 - (b) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
 - (c) Promote the principles and ideals of democratic citizenship; and
 - (d) Endeavor to secure equal educational opportunities for all children.
- (2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:
 - (a) Exploit the educational institution for personal gain; or
 - (b) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.

EXPERIENCES TO HELP IN DECISION MAKING

- Work with children of a variety of ages, in both 'play' and 'work' settings, in which you have authority over them
- Observe students at all levels of school- elementary, middle, and high school
- Observe students in different school settings- urban, suburban, and rural
- Work in programs that allow you to observe how they design their 'curriculum' and the plans to implement it
- Work in programs that allow you to participate in designing some aspect of the curriculum
- Give presentations to different age groups of children
- Work in situations with children and/or other prospective teachers that enable you to do problem-solving, long-range planning, and evaluation of what you have done
- Whether by yourself or with others, take a 'self-inventory' from time to time to help identify your strengths and areas in which you would like to grow
- Spend time on the Internet becoming familiar with resources available to teachers
- Read educational journals and newspapers to keep abreast of current issues

UNDERGRADUATE PROGRAMS OF STUDY

CCSU grants a bachelor's degree to any student who successfully completes all of the requirements of a particular program of study. The state of Connecticut grants the teaching certificate after a candidate completes a bachelor's degree and an approved program of professional studies, passes required tests for teachers and is recommended by the Dean of the School of Education and Professional Studies.

The following programs lead to a Bachelor of Science degree and prepare a student for teacher certification in the state of Connecticut.

ELEMENTARY EDUCATION Kindergarten – Grade 6

Single Subject Matter Majors (33-39 cr.)

- English
- Geography
- History
- Mathematics
- Interdisciplinary Science:
 - Specialization in Biology
 - Specialization in Earth Science

Dual Subject Matter Programs (42-43 cr.)

*Primary Subject Matter Area (24-25 cr.) and
Complementary Subject Matter Area (18 cr.)*

- English/Geography
- History/English (Linguistics)
- History/English (Writing)
- Mathematics/Biology
- Mathematics/Earth Science

SECONDARY EDUCATION Grade 7 – Grade 12

- Biology
- Chemistry
- Earth Science
- English
- French
- German
- History
- General Science
- Italian
- Mathematics
- Physics
- Social Sciences
- Spanish

ALL LEVEL SUBJECTS Pre-Kindergarten – Grade 12

- Art Education
- Music Education
- Technology Education
- Physical Education

ADVISING and COURSE REGISTRATION

WHAT IS ACADEMIC ADVISING?

Academic advising is a process that assists you in the development of your educational plans and in the clarification of your career and life goals. Academic advising at Central Connecticut is an on-going process. Advising is done through gathering information from our website and this Advising Guide, reading the college catalog, meeting in small groups with an advisor and other students at freshman orientation, meeting with the counselor for the School of Education and Professional Studies (SEPS), meeting with an advisor in the Center for Advising and Career Exploration (CACE) or meeting individually with your faculty advisor.

The SEPS website as well as this Advising Guide provides accurate, up-to-date information about institutional and SEPS policies, procedures, resources, deadlines and programs. Information is provided in a variety of ways and includes advice from faculty and upper-level students.

Of course not all academic advising is about gathering information. Each student at Central Connecticut is assigned at least one academic advisor whom they meet with on a regular basis. Academic advisors provide a personal relationship that is important and somewhat constant throughout your college career here at CCSU. Your advisor should be knowledgeable about your specific curriculum and program and will assist you in developing decision-making skills. Advisors will help you successfully negotiate the university system and will encourage you to set realistic goals. Your advisor will evaluate your progress toward your established goals and University expectations.

Students in the School of Education and Professional Studies (SEPS) have multiple advisors. After the initial advising and course registration that takes place during the summer academic advising program, students are assigned to an advisor in the Center for Advising and Career Exploration (CACE). Your CACE advisor will help you with your adjustment to college, guide you in career exploration of the teaching profession, and help you develop an academic plan. Your CACE advisor will help you choose classes for your second semester at CCSU. Once your CACE advisor determines that you are successfully on your way towards admission to the Professional Program for Teacher Certification, you will be assigned a faculty advisor in your subject major department. Some advisors contact their advisees; however, most students need to contact the department to find out the name of their advisor along with the advisor's office hours, and then make an appointment to see their advisor. Continuing students register for upcoming semesters using the University's Central Pipeline system. During advising sessions, students obtain a PIN number from their advisor, which allows them access to Central Pipeline system.

Once a student has been admitted to the Professional Program and formally becomes a teacher candidate in the School of Education and Professional Studies, they are assigned a second advisor in the Department of Teacher Education. This advisor will assist students as they plan to complete the Professional Program.

Finally, all students have access to the Office of Student Academic Services in SEPS for supplemental advising. Here you can get answers about requirements and policies, assistance in resolving academic issues, and help with long-term academic and career planning.

A Note on Disability Services

If you are a student with a disability, it is in your best interest to register with the Office of Student Disability Services located in Room 241, Copernicus Hall. Call 832-1900 to make an appointment to meet with the Coordinator to determine reasonable accommodations for your courses and field experiences.

COURSE REGISTRATION & CENTRALPIPELINE

All matriculated undergraduate students at CCSU are encouraged to register for classes themselves using the web registration program called CentralPipeline. Exceptions to this are incoming freshmen who are pre-registered by academic advisers.

The University sets aside two weeks each semester for priority registration. Priority is based on the number of credit hours you have earned not including the credit hours for which you are currently enrolled. Students with the most credits are given the first priority date. Students with fewer credits are given later priority dates within the two week window. Incoming transfer students are given priority dates right alongside our currently enrolled students.

Students are issued an Alternate PIN number each semester they enroll in classes. The Alternate PIN number is essentially a password required to actually register for classes on CentralPipeline. This PIN number changes each semester and must be obtained through your academic adviser. Incoming transfer students obtain the PIN number during their initial advising appointment with the Office of Student Academic Services in SEPS.

CentralPipeline allows you to search the system for classes, add and drop classes, confirm your enrollment in classes immediately, and print your schedule. Once the two week priority week has passed, all students have continuous access to the system, with a few minor block-out periods when the system is shut down for maintenance. The system is very user-friendly and a full Registration Guide for Students is available on the web. Priority dates and up-to-date instructions can be found on the Registrar's Office website.

Running a Degree Evaluation (CAPP audit)

This is a new feature available to students on CentralPipeline and is a very useful advising tool. You enter your student ID number, degree and major, and the system compares your requirements to your transcript and tells you which requirements you have met and which ones you still need to complete. It is not perfect and you may find discrepancies. You can speak with your advisor about the audit and resolve any discrepancies with her or him or with the Registrar's Office, if necessary. Directions for running a CAPP audit are on the Registrars' website or below.

1. After logging into CentralPipeline, click on the Student tab.
2. From the WebCentral-Banner Web for Students channel, click on the Degree Evaluation link.
3. If prompted, select the current Term and click on the Submit button.
4. On the Degree Evaluation screen, click on one of the following:
 - a. View Previous Evaluations – to view evaluations that have been run.
 - b. Generate New Evaluation – to run a new evaluation.

- c. What-if Analysis – to run an evaluation for a different Program (this is used to determine how classes you’ve already taken will count in a different Program if you choose to switch).

Viewing a Previous Evaluation

After selecting View Previous Evaluations:

1. From the View Previous Evaluations screen, click on the Program name under Current Evaluations.
2. From the Degree Evaluation Display Options screen, click on the radio button next to Detail Requirements, then click on Submit. Your Degree Evaluation will be displayed.

Generating a New Evaluation

After selecting Generate New Evaluation:

1. On the Generate New Evaluation screen, click on the radio button next to Program.
2. Select the current term.
3. Verify that Use In-Progress Courses is checked, then click on Generate Request.
4. At the Degree Evaluation Display Options screen, click on the radio button next to Detail Requirements, then click on Submit.

Creating a What-If Analysis

After selecting What- If Analysis:

1. Select an Entry term (this should be the term that you declare that particular major). Click *Continue*.
2. Select a Program: choose the desired program in the drop down list, and click *Continue*. (Elementary Ed students → locate your subject matter major with an EL designation (i.e. Biology (EL))
3. Select a Major: click on the drop down list for the appropriate major. (Note: most programs only have one major.)
 - a. **Interdisciplinary Science majors** also choose a minor or a concentration in the particular major (either Biology or Earth Science) by clicking *Add More*. You will first be prompted to add a concentration in that particular major.
4. Click *Submit*, then *Generate* to run a degree evaluation for that major & concentration.
5. To add a minor, click *Add More* and select a minor from the drop down list. Elementary Ed students do **not** need a minor. After adding a minor, click *Submit*, then *Generate*.
6. At the Degree Evaluation Display Options screen, click on the radio button next to Detail Requirements, then click *Submit*.

The Degree Evaluation results will be displayed. You can print the results by clicking on File → Print (or the Print icon)

FOUR YEARS AT A GLANCE

YEAR 1

Begin your academic career at CCSU

- Take appropriate courses
 - ◆ General Education courses including:
 - First Year Experience (FYE) course
 - PE 144 Fitness and Wellness
 - ENG 099 (if necessary) and ENG 110 Freshmen Composition
 - Required mathematics courses
 - ◆ courses in the Major
 - ◆ pre-requisite courses (varies by Major) to the Professional Program
- Meet your academic advisor
- Prepare for, take and pass PRAXIS I tests
- Maintain a minimum 2.70 grade point average (GPA)
- Consider joining the Education Club
- Familiarize yourself with individual program admission requirements (see page 14)

YEAR 2

Continue making academic progress and prepare to apply to the Professional Program in the second semester or next year

- Maintain a minimum 2.70 overall GPA
- Continue taking appropriate courses
 - ◆ General Education courses
 - ◆ courses in the Major
 - ◆ pre-requisite courses to the Professional Program
- For Elementary Education
 - ◆ take Pre-Professional Program courses EDTE 210 and EDT 210
 - ◆ complete 30 hours experience working with children
 - ◆ apply to the Professional Program in the second semester
- For Art Education, Music Education, Physical Education, and Technology Education
 - ◆ take Pre Professional Program courses EDTE 314 and ART 301, MUS 310, PE 299 or TE 399
 - ◆ apply to the Professional Program in the second semester

YEAR 3

Continue making academic progress and begin the Professional Program

- Maintain a minimum 2.70 overall GPA
- Continue taking appropriate courses
 - ◆ General Education courses
 - ◆ courses in the Major
 - ◆ professional education courses including field experience in the K-12 schools
- For Secondary Education
 - ◆ apply to the Professional Program first semester
- Apply for a degree audit and for graduation (in the Office of the Registrar)
- Begin Student Teaching Application process in the second semester

YEAR 4

Continue making academic progress and prepare for graduation and certification

- Apply for Student Teaching by October 1 (in the Office of Field Experience, HB 334)
- Continue taking appropriate courses
 - ◆ most courses will be professional education courses
- Student teach second semester
- Take appropriate PRAXIS II test(s) and submit scores to the Dean's Office (HB 203)
- Apply for State of Connecticut Certification (in the Dean's Office)
- Register with Career Services and attend workshops
 - ◆ Resume writing
 - ◆ Interviewing
- Attend career fairs

PROFESSIONAL PROGRAM ADMISSION

The state of Connecticut requires that students be admitted to programs in teacher education only after they have met certain criteria. Admission and completion of the undergraduate program in a timely fashion requires considerable advanced planning on the part of teacher candidates. The requirements and admissions process are described on the pages following.

Students can make application to their specific program, generally referred to as “the Professional Program”, twice a year. Applications and accompanying documents are submitted to the Office of the Dean of the School of Education and Professional Studies. Toward the end of the second or in the third year of study, most full-time undergraduate students are ready to apply to a teacher education program. Part-time undergraduate students generally are ready after they have completed at least 45 credits.

Students who have satisfactorily completed the Praxis I, met the GPA requirements, and completed the prerequisite courses will be considered for admittance to the Professional Program. Since effective communication is essential to teaching, applicants to the program are expected to demonstrate excellent oral and written communication skills through essays and interviews. Applicants are also expected to demonstrate the interpersonal skills and dispositions that are associated with effective and equitable teaching practice. Admission to CCSU does not automatically guarantee admission to a teacher education program.

The application deadlines to the professional program are

Fall Semester	September 10
Spring Semester	February 10

or *next* regular day of classes if the date falls on a weekend or holiday

Students admitted to the Professional Program in these semesters will be eligible to register for education courses in the following semester.

CRITERIA FOR ADMISSION TO THE PROFESSIONAL PROGRAM

- 1 Completion of at least 45 credits, 15 of which have been earned at CCSU for secondary and all- level programs. Graduates of Connecticut community colleges may have this requirement waived; contact the Office of the Dean of Education and Professional Studies 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).

3 Passing scores for Praxis I (PPST) or official SAT waiver.

The Connecticut General Statutes require a series of teacher assessments to assure that every prospective teacher has (1) essential skills in mathematics, reading and writing; (2) subject knowledge competence; and (3) professional knowledge competence.

The Praxis I PPST series of tests is designed to be taken early in a student's college career. By state law, all individuals seeking formal admission to a teacher education program in the state of Connecticut must take and pass the Praxis I PPST in reading, writing, and mathematics OR meet the requirements for and obtain a formal waiver.

➤ *Waivers*

A waiver may be granted if a student has done any of the following:

- ❑ completed the SAT [College Board] tests prior to March 31, 1995 with a total score of 1000 or more with no less than 400 on either the Math or Verbal subtests.
- ❑ completed the SAT [College Board] tests on or after April 1, 1995 with a total score of 1100 or more with no less than 450 on either the Math or Verbal subtests.
- ❑ completed the Prueba de Aptitud Academica or the ACT battery with comparable scores.

Visit the web address below for further information and waiver applications.

http://www.state.ct.us/sde/dtl/cert/certform/ed_192.pdf

The Praxis I tests are basic skills tests in reading, writing, and mathematics. The tests can be taken one, two, or all three at a time. Praxis I may be taken as many times as necessary to achieve passing scores. You may take a Praxis I test once per calendar month up to 6 times in a 12-month period. An official score report for all three tests is mailed to the student within six weeks.

Students have two options for taking the PPST, as outlined below.

➤ *Pencil and paper tests*

- ❑ The Reading and Mathematics tests are one-hour multiple-choice tests. The Writing test includes both a 30-minute multiple-choice and a 30-minute essay section.
- ❑ This form of the PPST is offered six times a year at sites throughout Connecticut. Students must pre-register for this test online at the ETS Website (www.ets.org) or by mail using the Praxis Series Registration Bulletin
- ❑ Fees:
 - \$40 each test
 - A one time, nonrefundable registration fee of \$50 covers all paper-based tests taken in the same testing year

➤ *Computerized tests*

- ❑ These tests contain computer-delivered questions that require selecting single responses, highlighting or providing a constructed response. Each testing session is two hours to allow sufficient time for tutorials on computer use, the test itself, and the collection of background information for score reporting.
- ❑ This form of the PPST is offered at 3 sites in Connecticut. Appointments can be made by calling the test site directly
 - Glastonbury 860-633-7236
 - Hamden 203-287-9677
 - Norwalk 203-847-0031

Appointments can also be made by calling:

- Prometric Candidate Services at 800-853-6773
- ❑ Students may use a credit card and register over the phone or over the Internet: www.ets.org, or pay by check using a voucher request form. People with learning and/or physical disabilities, as well as, individuals for whom English is a second language, should read and follow the directions in the Praxis Registration Bulletin for special testing arrangements.
- ❑ Fees:
 - 1 test: \$ 80
 - 2 tests: \$120
 - 3 tests: \$160
 - combined tests (single testing session) \$130

➤ *Test Preparation*

For test descriptions, sample questions with answers, and test-taking strategies, check out the Test Preparation section on the ETS website (www.ets.org/praxis/prxorder). We recommend preparing for the tests.

ETS published study guides are available in the Office of Student Academic Services in Barnard Hall, Room 201. Materials may be checked out for one week. Additional test preparation books are available at national bookstores, though these materials have not been reviewed by the CCSU School of Education.

4 An essay demonstrating a command of the English language, describing why you want to teach and enroll in the professional program, emphasizing experiences relevant to teaching.

Your personal essay gives the departments a taste of who you are, how well you express yourself, and what motivated you to become a teacher. When writing your essay, remember to pay attention to connecting your ideas, use complete sentences, check your spelling, and details matter! Some of the departments may ask you to expand on ideas from your essay during your interview. If your area of concentration asked a second question, please make certain you adequately address this question as well.

Elementary Education Majors:

Teacher Education Timed Essay – With your personal essay, you had plenty of time to perfect your answer! Now it is time to see how you think on your feet. There are many times when you will need to effectively communicate your thoughts to students, parents, administrators, and the community spontaneously. You won't always have unlimited time to think through your answers to difficult questions before being asked to support your viewpoint. For this reason, you will not have the writing prompt ahead of time. You will be assessed on your use of language (i.e. creativity and effectiveness), development of ideas, how you support ideas, how you connect different ideas, sentence structure, grammar and mechanics --and you'll have to do it all without spell check!

5 A successful interview demonstrating an acceptable standard of knowledge, skills, and professional dispositions important to effective teaching performance.

The interview is an opportunity for you to show your stuff! Most departments are interested in how you present yourself, which includes attire, appropriate body language, enthusiasm, & verbal communication skills. Be prepared to talk about what you have studied so far and make connections to classroom teaching. Take the time to think about your personal teaching philosophy, what you would like to learn to improve your skills, and how your knowledge and experiences connect to both theory and practices.

Elementary Education Majors:

The Teacher Education Department posts the interview questions ahead of time, so MAKE CERTAIN you utilize this opportunity to develop a personal perspective to your answers that connects your experiences to theoretical knowledge. This is a group interview. You may be asked questions individually or as a group. Speak up! Don't be afraid to be the first to respond. Of course, not everyone can be first, so connect to and expand on the existing conversation when it's your turn.

Modern Language Majors:

The Modern Language Department will also ask you to speak in the language that you are intending to teach so that they can assess your readiness to move on to the next phase of your education.

6 Satisfactory completion of or, in some cases, enrollment in, prerequisite courses AND additional departmental requirements as outlined below.

Art Education

- ART 112, ART 113, ART 120 and PSY 236
- Art Department portfolio review
- A minimum overall GPA of 3.00 in all ART courses
- *Complete EDTE 314 concurrently with ART 301 with a grade of C or better.*

Elementary Education

- Completion of (or enrollment in) the following with a grade C or better required
PSY 236 EDT 210 MATH 113 or 213 ENG 110
PSY 361 or 362 EDTE 210 HIST 161 or 162 (or for History majors, upper level American History course)
- A minimum overall GPA of 2.70 in the subject matter major, calculated on a minimum of 15 semester hours. Students may be enrolled in the 15 credits of subject matter courses at the time of application but must complete the 15 credits before admission will be granted.
- 30 hours of quality paid or volunteer experience with children or young adults. Acceptable experiences include such things as childcare teacher or assistant teacher, camp counselor, paraprofessional, classroom volunteer, work in an after-school program, or work in a Scout or YMCA program. Baby-sitting or parenting experience is not acceptable.

English – Secondary Education

- Complete LING 200, all four required sophomore surveys (ENG 205, 210, 203 or 204, and one additional course from among 203, 204, 206, 211), ENG 220 & ENG 449. Students may be enrolled in 1 course at time of application, but it must be completed before admission is granted.
- A minimum overall GPA of 3.00 in all ENG and LING courses

History/Social Science – Secondary Education

- A minimum overall GPA of 3.00 in all ANTH, ECON, GEOG, HIST, SOC, and PS courses
- HIST 301 with a grade of “B” or better

Mathematics – Secondary Education

- Minimum overall GPA of 2.70 in all MATH courses required by major, with no more than 2 repeats
- Completion of three mathematics courses at CCSU with a grade of C- or better in each. (This requirement may be waived by the Department of Mathematics)
- MATH 221 Calculus II with a grade of C- or better

Music Education

- MUS 101, 216, 222, and 278 • Sophomore Review
- Pass at least 60% of piano proficiency exam
- *Complete EDTE 314 concurrently with MUS 310 with a grade of C or better.*

Physical Education

- Minimum of 3.00 GPA in all courses in the Physical Education major.
- Successful completion of EXS 213, PE 111 and 2 skill courses in the Physical Education major before applying to the Professional Program.
- Successful completion of PE 299 and EDTE 314. Students may be enrolled in these at the time of application but must complete them before admission will be granted.

REQUIRED AT TIME OF SUBMISSION OF APPLICATION

- ❑ Completed Application including a signed Statement of Understanding.
- ❑ Praxis I PPST passing score report or a copy of Praxis I waiver letter.
- ❑ Recommendations: Each candidate must have two recommendations (with original signatures) related to the applicant's ability to work with children and adults.
- ❑ Essay that demonstrates a command of the English language, describing the reasons why the applicant wants to teach and enroll in the Professional Program for Teacher Certification. The essay should emphasize experiences that are relevant to teaching.
- ❑ Transcripts: An official transcript must be submitted from every college/university attended by the applicant, excluding CCSU. These official transcripts must be submitted with the application and cannot be obtained either from the registrar or from the admission office here at Central; they should be obtained directly from the college or university previously attended.
- ❑ Course and work schedule indicating availability for interviews.
- ❑ Additional requirements from specific departments as follows:

Biology, Chemistry, Integrated Science or Physics – Secondary Education

- An original laboratory report written solely by the student, which demonstrates his/her ability to design, conduct, and report a scientific investigation and apply mathematics in analyzing and presenting data.

Elementary Education

- Resume that includes the student's educational and work experiences.
- Statement of Experience with Children form documenting 30 hours of quality experience with children
- One of the recommendation letters must be from a faculty member in the student's subject matter major department

English – Secondary Education

- One of the letters of recommendation must be from a CCSU English faculty member

History/Social Science – Secondary Education

- One of the letters of recommendation must be from a full-time member of the CCSU History Department

Mathematics – Secondary Education

- A letter of recommendation from a member to the CCSU Mathematics Department
- A second essay. See *Math Essay* form available outside Barnard 203

PROCESS AFTER SUBMISSION OF APPLICATION

- ❑ The application is reviewed by the Assistant Dean to confirm that the applicant has met the cumulative 2.70 GPA for all undergraduate coursework and that the applicant has passed the Praxis I PPST tests or has a waiver.
- ❑ The application is forwarded to the appropriate department for review.
- ❑ Elementary students only:
 - Students are required to write an impromptu, timed essay. Students should sign up for an essay date and time in the Teacher Education Department immediately after application submission.
 - The interview schedule is set by the Teacher Education Department and is posted in the showcase outside of 227 Barnard Hall within three weeks of application submission.
- ❑ An interview is scheduled for the student with the department faculty committee. All departments will contact students three weeks after the application submission to set up an interview time.
- ❑ The department faculty committee makes a recommendation concerning the student's acceptance to the Assistant Dean of the School of Education and Professional Studies.
- ❑ A letter regarding a student's admission status is sent to the student by the Office of the Dean of Education.

Professional education courses are open only to students who have been formally admitted to the Professional Program. Students may not take restricted courses prior to admission to the Professional Program. In many programs, particularly those in Early Childhood Education and Elementary Education, courses are taken in clusters. In some instances, these clusters are only available in one semester, either fall or spring. This can have a significant effect on course planning and graduation expectations.

APPEALS PROCESS

Students who are denied admission to the Professional Program because of the GPA requirement may write a letter of appeal to the Dean of Education for a waiver of the GPA requirement presenting compelling evidence of both of the following:

- Demonstrated academic ability in recent coursework with an exemplary GPA showing a different pattern of performance for prior undergraduate course work and
- Intervening life experience, e.g., working with children or in a profession/vocation that has contributed to their growth and maturity as a prospective teacher.

The appeal will be reviewed and decided upon by the Assistant Dean, Chair of Teacher Education, Dean of Education, and academic department chair/faculty and representatives of the SEPS Governance Council. The dean or designee may call a meeting with the applicant to discuss the appeal in person. The decision regarding the appeal of the GPA requirement will be communicated in writing to the student by the Dean of Education or designee.

Students who are denied admission the Professional Program for reasons other than the GPA requirement may meet with the Assistant Dean of Education to discuss issues concerning the application and the appeals process.

WORDS OF WISDOM FROM SUCCESSFUL STUDENTS

- “Plan ahead. Don’t just plan semester by semester. Look at the big picture.”
- “School should always come first. Schedule work and social activities around your class and study schedule.”
- “Don’t let a low GPA be the reason why you don’t become a teacher. A 2.7 is a B- average.”
- “You need to specialize in a specific area. Start taking your subject matter courses as soon as possible.”
- “Develop relationships with your professors. Visit them during their office hours and talk to them your progress, expectations, and concerns.”
- “The application to the Professional Program requires the gathering of a lot of materials. If you stay organized right from the beginning, it is not as intimidating as it appears to be.”
- “Save copies of all signed forms and documents you submit to offices on campus. You’ll never know when you need an extra copy.”
- “Form relationships from other education students, because they will be working with you towards a degree. It is like team work; everyone helps each other out.”
- “Many people don’t pass Praxis on the first try, but keep trying until you pass all three parts.”
- “There is a preparation program for Praxis I called Learning Plus in the Learning Center.”
- “Your transfer credit evaluation is not necessarily set in-stone. Talk to department chairpersons about course substitutions.”
 - “Don’t rely on your friends when it comes to academic advice. Ask your advisor!”

A WORD OR TWO ABOUT REFERENCES

You will need them! Start cultivating relationships with your professors, employers, volunteer supervisors, etc. Some of the departments require that you have at least one recommendation from a professor at CCSU in your subject area. Take the time to talk with your professors so that when you need a recommendation letter, they know something about you besides your grades in their classes. The same advice applies if you are working or volunteering in a situation where you are interacting with children. The folks that supervise your work under these circumstances are excellent references. Make certain when you ask someone for a recommendation letter that you allow plenty of time for the person to write the letter (at least a month) and provide them with a resume and any personal information that would be useful and relevant. Recommendation letters do not have to be in a sealed envelope and it is in your best interest to pick them up yourself and turn them in with your application. Recommendations from educators who know you professionally are preferable, but if you haven’t had this kind of experience, letters from employers are acceptable, providing they have known you long enough to give good feedback. Avoid securing recommendations from family, neighbors and friends.



RETENTION CRITERIA

Once admitted to the Professional Program, a teacher candidate is expected to maintain a cumulative 2.70 grade point average for all coursework completed at CCSU and elsewhere. If a candidate's GPA drops below this level, he or she may be denied enrollment to restricted courses and student teaching until the GPA reaches the approved level. In addition, teacher candidates must receive grades of C or better in all professional education courses. Students may not proceed to the next sequence of courses until such grades are earned. Professional Program courses may be repeated only with the consent of the chair of the Teacher Education Department. In addition to academic good standing, students must demonstrate the following:

- Personal attitudes and attributes that positively affect her or his performance as a teacher
- Conduct that demonstrates professional behavior appropriate to the context and shows realization that actions reflect directly upon the status and substance of the profession
- Confidentiality of all information concerning colleagues and students obtained in the educational process
- Integrity and honesty in written and verbal communication, documentation and coursework related to the Professional Program for teacher certification
- Understanding and adherence to the Connecticut Code of Responsibility for Teachers

REVOCATION OF ADMISSION TO THE PROFESSIONAL PROGRAM

The Dean of the School of Education and Professional Studies may revoke admission to the Professional Program if the student has:

- A cumulative grade point average below 2.70
- Demonstrated unprofessional behavior or an inability to respond appropriately in various contexts which affects her or his performance as a teacher
- Falsified or misrepresented any documentation or information provided for programmatic, academic or professional qualification/competency purposes
- Unacceptable performance in field experiences or student teaching
- Achieved an unacceptable standard on the performance assessments required by the School of Education and Professional Studies
- Been convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that in the opinion of the university would impair the standing of the School of Education and Professional Studies Professional Program
- Failure to adhere to the Connecticut Code of Responsibility for Teachers
- Other due and sufficient cause

SCHOOL OF EDUCATION & PROFESSIONAL STUDIES FACULTY/STAFF DIRECTORY

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