

Guidelines for Curricular Proposals Regarding Teacher Education at CCSU

What submissions need to be reviewed by the Central Teacher Education Network (CTEN)?

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 Network (CTEN). 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 CTEN 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 CTEN review process is advisory to the SEPS Dean and precedes the SEPS Dean signing off on curricular proposals related to teacher education.

CTEN 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 CTEN Director (Joan.Nicoll-Senft@ccsu.edu) no later than one week prior to the regular Curriculum Committee submission deadline. **To facilitate CTEN review and avoid postponements, please submit proposals at least one week before the regular Curriculum Committee deadline.**

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

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

Advance Consultation Recommended

The CTEN 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 CTEN Director and the Chair of the CTEN Curriculum Subcommittee will facilitate consultation as needed.

CTEN Director, Joan Nicoll-Senft, Joan.Nicoll-Senft@ccsu.edu

CTEN Curriculum Sub-Committee Chair, Jim Delaura, Delaura@ccsu.edu

CTEN Curriculum Proposal Review Checklist

The following information is expected for all courses that CTEN 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](#) 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 InTASC Standards 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 CTEN review of any course that includes field experience.

Please copy and complete the table below to ensure all needed information is available for CTEN 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](#) (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;

CTEN Suggested Syllabus Template

Course Designator, Number, and Title:

Catalog Course Description

Course Outcomes, Program Outcomes, Standards, and Assessments Alignment

<i>Course Learning Outcomes</i>	<i>Program Outcomes</i>	<i>Standards (Common Core of Teaching, InTASC, & relevant SPA Standards)</i>	<i>Key Assignments/Tasks</i>	<i>Key Course Assessment(s)/ % of Final Grade</i>
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%)
<i>Add additional rows as needed....</i>				

*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](#) (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.