

Teacher Candidate Professional Review Committee Handbook
Teacher Education Program, University of Northern Iowa

Table of Contents

I.	The UNI Teacher Education Program	2
A.	Teacher Education Senates: By-laws governing TCPRC	3
B.	TCPRC: Responsibilities and Membership	3
C.	Description of Program	4
D.	Progressing Through the Program	5
II.	Appeals	7
A.	Alternative Admission Policy/Appeals Procedures	7
B.	Filing Appeals	8
C.	Hearing Student Appeals	9
D.	Program Obligations	10
III.	Teacher Education Referral System	12
A.	Process	12
B.	How to File	13
C.	Duties of Associate Dean of Teacher Education to Monitor Referrals	14
D.	Receive and Act Upon Teacher Education Referrals	15
IV.	Conditions for Continuation in the Teacher Education Program	18
V.	Suspension and Re-admission Procedures	19
VI.	Appendices	23
A.	TCPRC Committee/Senate Decision Appeal Form	23
B.	Application for Probationary Re-admission to the Program	25
C.	Authorization to Release Information to Parents/Guardians	27

Section I: The University of Northern Iowa Teacher Education Program

- A. Teacher Education: By-laws Governing the Teacher Candidate Professional Review Committee

BYLAWS OF THE TEACHER EDUCATION

UNIVERSITY OF NORTHERN IOWA

Excerpted sections, pertinent to the Teacher Education standing committee *Teacher Candidate Performance Review Committee* and its role in “Monitoring Student Progress:”

Article IV, section 1:

Responsibilities

The Teacher Education Senates shall be the principal representative agencies of the Teacher Education Faculty. The Senates shall have power to act for the Teacher Education Faculty on policy and curricular matters related to teacher education and shall oversee ongoing assessment and improvement of the Teacher Education Program. The Senates and the Associate Dean of Teacher Education have the responsibility of making recommendations to the Executive Council regarding resources and support for curriculum, instruction, assessment and program management. The Executive Council shall have responsibility and final authority regarding policies, procedures, curriculum and support in matters of compliance regarding Chapter 79 of the Iowa Code.

Article IV, section 2:

Membership

Members of the Teacher Education Faculty consist of voting and nonvoting members. Membership is based on the nature of the teaching assignment. The following categories constitute the Teacher Education Faculty membership:

- a. Required voting faculty membership:* All faculty who regularly teach Professional Education Sequence courses or methods courses in any College or supervise Professional Education Sequence field experiences are required voting members and are identified/confirmed each year by the Educator Preparation Faculty Chair.
- b. Voluntary voting membership:* Faculty outside of the above areas who are involved in coursework in teacher education, content-area coursework, research, academic advising, or administration, as well as term instructor, adjunct, and Professional and Scientific personnel, and others whose responsibilities regularly make a significant contribution to the program may apply to be voluntary voting faculty members of the TEF. Applications are submitted to the Educator Preparation Faculty Chair who will jointly review the applications and present membership recommendations to their respective Senates for approval. Each applicant shall be notified by the Educator

Preparation Faculty Chair of his/her membership and voting status. If an application is denied, the letter shall include information regarding the reason for denial. Applicants may then submit a letter to the Teacher Education Executive Council, requesting reconsideration.

- c. Non-voting Affiliates:* University employees can become Affiliate members by asking the Educator Preparation Faculty Chair to add them to the TEF-All electronic listserv in order to receive communication, updates, and other important information pertaining to Teacher Education.

Article IV, section 5:

FUNCTIONS The Teacher Education Senates shall carry out the following functions as related to teacher education matters: policy formation; integration and coordination; consultation; adjudication; and oversight, monitoring and enhancement of the Teacher Education Program.

Article IV, section 6:

COMMITTEES OF THE SENATES AND THE TEACHER EDUCATION FACULTY
Except when otherwise directed by the faculty, all ad hoc Teacher Education Faculty committees and all standing and ad hoc Teacher Education committees shall report to and be accountable to the Senates.

B. Teacher Candidate Professional Review Committee: Responsibilities and Membership

Teacher Candidate Professional Review Committee 2024

Responsibilities:

- Review and recommend academic policies regarding admission and continuance in the Teacher Education Program and recommendation for licensure.
- Review/update hearing procedures for the Teacher Education Referral process.
- Hear appeals concerning teacher candidate admittance and continuance in the Teacher Education Program and recommendation for licensure.
- Receive and act upon Teacher Education Referral from the Elementary or Secondary Associate Dean of Teacher Education, and follow the designated procedures.

Membership:

- Associate Dean of Teacher Education
- CATS Office Representative
- 2 Representatives of the Elementary/ Secondary Faculty
- Representative of the Clinical Experiences

Additional members as necessary during the process [for eg. Department Head and/or designee for Academic Department, Student's Academic Advisor, a student advocate, etc.]

C. Description of the UNI Teacher Education Program

Teacher Education at UNI begins campus-wide with students gaining a UNI Foundations Inquiry of knowledge that integrates with future work in students' majors and with their professional education sequence of course work. Secondary and K-12 teaching majors receive their specialty area content proficiencies in their respective colleges, while elementary majors work mostly in the College of Education. Pre-student teaching field experiences for all majors occur in area schools.

In addition to the UNI Foundations Inquiry and the major content specialty course work, all education majors complete the Professional Education Sequence, culminating in student teaching, to obtain initial licensure in the state of Iowa. The courses in this sequence occur in the College of Education.

Four Decision Points mark students' progress toward earning a teaching license in the state of Iowa:

1. **ADMISSION TO THE UNIVERSITY**
Effective Fall 2006, clearance on a Department of Criminal Investigation background check (must precede all field experiences)
2. **ADMISSION TO TEACHER EDUCATION**, as stated in the University Catalog:
 - a. Declared a teaching major
 - b. Earned at least a 2.50 cumulative grade point
 - c. Complete the Teacher Education application via Anthology
 - d. Acceptable dispositions (absence of any Teacher Education Referral)
3. **ADMISSION TO STUDENT TEACHING**,
 - a. FULL admission to the Teacher Education Program
 - b. Certificate in High Risk Behavior/Substance Abuse
 - c. Grade Point requirements:
 - i. A cumulative GPA of 2.50 or higher on work at all colleges and universities
 - ii. A UNI GPA of 2.50 or higher
 - iii. A 2.50 GPA in your academic department or department approval
 1. Each area leading to an endorsement must have a GPA of 2.50 or higher.
 2. Math majors are required to have a departmental GPA of 2.25 or higher AND departmental approval.
 - iv. A 2.50 or higher cumulative GPA in courses completed in all Educator Essentials coursework.
 - d. Completion of all methods courses, with the following grade point requirements:
 - i. Secondary and Special Areas majors are required to have a grade of C (2.00) or higher on all methods courses listed as prerequisites for student teaching.
 - ii. Early Childhood, Elementary, Middle School/Junior High School and Special Education majors are required to have a C (2.00) or higher in all methods courses

- that are required prerequisites for student teaching, with a cumulative grade point of 2.50 or higher in the methods courses.
- iii. Successful completion of Level 1, Level 2 and Level 3
- e. Successful completion of methods practicum.
- f. Absence of any unresolved Notice of Concerns (NOC)/ Teacher Education Referrals (TER).

Note: **Health Education** and **Physical Education** majors are required to have current First Aid and CPR certification prior to student teaching.

4. RECOMMENDATION FOR LICENSURE

- a. A cumulative GPA of 2.50 or higher on work at all colleges and universities
- b. A UNI GPA of 2.50 or higher
- c. A 2.50 GPA in your academic department or department approval
 - 1. Each area leading to an endorsement must have a GPA of 2.50 or higher.
 - 2. Math majors are required to have a departmental GPA of 2.25 or higher AND departmental approval.
- d. Successful completion of student teaching
- e. Absence of any unresolved Teacher Education Referrals.

D. Progressing Through the Teacher Education Program:

Professional Education Faculty members, staff, and administrators may delay a student in moving through the Decision Points if a student demonstrates deficiencies in meeting course or Program Standards. TE Faculty members, staff, and/or administrators may delay a student in moving through the Decision Points if they do not meet program standards. To support the student's progress, faculty, staff, and/or administrator may file a Teacher Education Referral (TER) with an action plan. The student can expect to move forward in the program after the action plan has been successfully completed and the TER is resolved.

Suspension from the Teacher Education Program:

Any student who has multiple unresolved TERs that indicates that a student is unable to successfully meet Standards for TE program may be considered for suspension from the TE program. Suspension from the Teacher Education Program is determined by the Teacher Candidate Professional Review Committee and is for a minimum of one calendar year. At the time of suspension, students are informed of the conditions and procedures for re-admission to the Teacher Education Program.

Emergency Suspension: Any student may be suspended by the Associate Dean of Teacher Education for extreme, unforeseen circumstances such as endangerment of students, disruption of schools/classes, felonious behaviors, or ethical violations. Such suspensions will be referred to University Officials and may become permanent.

Re-admission to the Teacher Education Program:

Students wishing to be readmitted to the Teacher Education Program should first contact the Associate Dean of Teacher Education, who will then convene the Teacher Candidate Professional Review Committee.

The decision to re-admit students on a probationary status will be made by the Teacher Candidate Professional Review Committee. Conditions for probationary re-admission are determined on a case-by-case basis by the Committee and in accordance with conditions determined at the time of suspension. Upon successful completion of the probationary period, the Teacher Candidate Professional Review Committee determines conditions for full-readmission and may recommend such to the appropriate Teacher Education Senate, who makes the final decision.

Suspension for a second time is considered permanent. Only the most extreme circumstances would warrant consideration for re-admission a second time. Reconsideration is determined by the Educator Preparation Executive Council.

Section II: Appeals

A. ALTERNATIVE ADMISSIONS POLICY to Level II or Level III Courses, Student Teaching, or Recommendation for Licensure AND APPEALS PROCEDURES

Admission to the Teacher Education Program at the University of Northern Iowa is based upon two beliefs: (1) that admission to teacher education should provide an equal opportunity for every student to meet the established standards for admission; and (2) that, once entrance is attained, every student is expected to meet the teacher exit standards set by the University in order to be graduated with licensure. The result of such a philosophical base is that, while every individual will be given the opportunity to rectify previous social, educational, and environmental inequities, every student also will be required to develop potential and to demonstrate increased achievement so that they will successfully meet the requirements of his or her chosen field of study. It is understood that the University and the student will assume a joint responsibility for educational remediation and improvement. Students who have not met the prerequisites for admission to the Teacher Education Program may request an interview with the appropriate Associate Dean of Teacher Education to determine resolution procedures.

1. Admission

a. GPA

1). Level II or III Courses

To register for Level II courses (TEACH 3128, EDPSYCH 3148, MEASRES 3150), TEACH 4170 or the Level III course (SOCFOUND 3119), the student must be admitted to the Teacher Education Program, which requires a cumulative GPA of 2.50 or higher. If a student has not been admitted to the Teacher Education Program because of a deficient grade point average, the following alternatives apply for registration for Level II or Level III courses:

- a. If a student has earned a cumulative GPA of from 2.45 through 2.49, he or she must be interviewed by the Elementary/Secondary Associate Dean of Teacher Education in an appeals interview. The result of that interview may be denial of registration or the establishment of a contractual agreement which must be fulfilled before the student can register for the class in question. The contract includes a timeline for achieving the 2.50 cumulative GPA. If the student has issues with the decision or the contract, the student may appeal to the Teacher Candidate Professional Review Committee, whose decision will be final.
- b. If the student has earned a cumulative GPA of 2.44 or below, he or she will not be granted a pre-appeals interview until the GPA has reached at least 2.45. However, he or she may appeal for admission to the Teacher Candidate Professional Review Committee. To do so, the student must complete a pre-appeals interview with the Associate Dean of Teacher Education.

b. . Monitoring of GPA Subsequent to Admission (Continuance)

- i. Declaration of major must be submitted before completion of Level II of the Teacher Education Program.
- ii. A student denied admission to the Teacher Education Program (Level II) because of a grade point average deficiency will be subject to refusal to be enrolled in specific courses in his or her major and minor(s) as determined by the individual department or school. Such department / school requirements will be filed with the appropriate Teacher Education Senate and with the Office of Teacher Education.
- iii. A student's cumulative GPA and UNI GPA will be monitored after admission to the Teacher Education Program. Failure to meet the 2.50 cumulative GPA during a given semester will initiate the following procedures: (1) the student will be placed on provisional status for one semester; (2) failure to raise the GPA to the 2.50 level will result in referral to the Teacher Candidate Professional Review Committee for interview and subsequent action, including possible dismissal from the program.

It is recognized that there are personal, cultural, and economical factors needing special attention. Therefore, the processes described above require careful review of all available information concerning the student.

2. Failure to Resolve Teacher Education Referral

Students who are unable to progress through the Teacher Education Program due to any unresolved NOC/TER and who believe that the grounds for the concerns or referrals are unsubstantiated may initiate the appeals process by contacting the Associate Dean of Teacher Education for an appeals interview.

B. FILING APPEALS

1. Admittance to level II or III courses, student teaching, or recommendation for licensure:
 - a. Students who have not been admitted to the Teacher Education Program only because of insufficient grade point may request an appeals meeting with the Associate Dean of Teacher Education to take Level II or III courses.
 - b. A successful appeal does not admit the student to other courses requiring admission to Teacher Education, nor does successful completion of Level II or III courses automatically lead to admission to the Teacher Education Program.
 - c. Students whose cumulative grade point has dropped below 2.50 may request an appeals conference with the Associate Dean of Teacher Education to be admitted to student teaching.
 - d. Students seeking a recommendation for licensure and whose cumulative grade point is below 2.50 may request an appeals meeting with the Associate Dean of Teacher Education. The burden of proof of admittance to Level II or III courses or student teaching or recommendation for licensure rests with the student being able to show that he had no control over the circumstances leading to an insufficient GPA.
 - e. Students should follow the procedures outlined in "Appeals Form, Teacher Education"(see Appendix) and submit the completed form.

2. Continuance: after admission, failure to meet requirements
 - a. Students who have not been able to raise their GPA after a semester of work toward that end may request an appeals conference with the Associate Dean of Teacher Education. The burden of proof for continuance rests with the student being able to show that they had no control over the circumstances leading to an insufficient GPA.
 - b. Students should follow the procedures outlined in “Appeals Form, Teacher Education”(see Appendix) and submit the completed form.
3. Unresolved Teacher Education Referrals
 - a. Students who believe that the grounds for filing a TER or the failure to resolve it lies with other individuals may request an appeals conference with the Associate Dean of Teacher Education.
 - b. Students should follow the procedures outlined in “Appeals Form, Teacher Education”(see Appendix) and submit the completed form.
 - c. Serious Teacher Education Referral (TER) Issues, leading to suspension—see Section IV

Appeals that do not follow all of the procedures stated in the directions to the student will not be put forward.

C. Hearing Student Appeals:

Appeals Conference:

- a. Student contacts Associate Dean of Teacher Education
- b. Student completes the “Appeals” form (Appendix) and sets a date for a conference.
- c. Associate Dean of Teacher Education determines course of action:
 - i. Denial of request
 - ii. Plan of action for student, with a timeline of responsibilities, if applicable
 - iii. Associate Dean of Teacher Education monitors action plan to ensure successful completion.

Student’s failure to successfully complete action plan or dissatisfaction with recommendation:

- d. Student files appeal by completing the “Appeals” form (Appendix)
- e. Prior to the meeting, the Associate Dean of Teacher Education shall:
 - i. Aid the student in filing documentation supporting his/her case.
 - ii. Notify the Chair of TCPRC/Senate to call a meeting.
 - iii. Establish the meeting and logistics, in cooperation with the TCPRC/EPP Faculty Chair.
 - iv. Determine who shall be invited to the meeting to provide additional information relevant to the situation.
 - v. Forward all documentation, including the Appeals forms, to the TCPRC/Senate members.
- f. During the meeting:
 - i. The Chair shall conduct the meeting.
 - ii. The Chair shall appoint a member to document the proceedings.

The Chair shall set the protocols for conducting the meeting such as reviewing documents, hearing the student, making the decision, announcing the decision to the student, and determining how any conditions will be collected.

If additional people have come to provide testimony, beyond those invited to the meeting, determine how to proceed.

d. Following the meeting:

- i. The secretary shall forward the minutes to all members of TCPRC/Senate, including the Associate Dean of Teacher Education (ex-officio member)
- ii. Associate Dean of Teacher Education shall aid in the implementation of the decision from the TCPRC/Senate.

3. The Chair shall report to the Senate the actions of the Committee.

D. Program Obligations

1. Admission, Continuance, and Recommendation for Licensure (see p. 4 and 5 for criteria):

Admission into the Teacher Education Program is a privilege rather than a right.

According to Freitas, Skarbek, Taylor, and Rosselli (2005):

There is no constitutional or accepted legal theory guaranteeing admission to all who apply regardless of qualifications. Applicants are entitled, however, to certain procedural safeguards. Published admission policies and criteria hold the legal standing of contract between the institution and applicants. Yet, failing to follow prescribed policies is one of the most common reasons for courts to overturn institutional admission decisions. Institutions need to resist cavalier practices by closely following established policies. Although exceptions may be tempting on occasion, they only heighten litigation liability. They should be rarely made, and only under extraordinary, reasonable, and fully documented circumstances (171).

...[A]pplicants... with disabilities, as defined by the American with Disabilities LAct (ADA) or Section 504 of the Rehabilitation Act of 1973, must be qualified in spite of their disability (*Southeastern Community College v. Davis*, 1979).

Furthermore, although necessary accommodations must be offered once admitted, institutions need not lower their admission standards if the criteria represent an essential element of the program (OCR, 2000, 1998). This concept also applies to dispositional standards. Applicants covered under ADA or Section 504, who fail to meet dispositional criteria because of their disability, may be justifiably denied admission (Freitas et al., 2005, p. 172).

Continuance in the Teacher Education Program: Students must complete the remaining professional education courses required for teacher licensure, including methods course/s, maintaining a minimum cumulative GPA of 2.50. If the cumulative GPA drops below 2.50, students are given one semester to raise the grade point average. If the GPA is not raised by the end of the grace period, the student loses the E (admitted) teacher education code and will be unable to continue in the program until the required GPA is achieved. At that time, the student will be required by the Office of Teacher Education to reapply for admission to the Teacher Education Program.

Recommendation for Licensure: "Withholding this institutional recommendation because of unpaid library fines or other punitive nuisance reasons is not advised because some

courts may construe the recommendation as a property right due the student” (Frietas, et al., 2005, p. 175).

2. Case Law

The following section provides considerations for hearing student concerns, based on previous cases from the courts, taken from Frietas, et al., 2005 (p. 173-174).

- a. Dress and grooming standards: students should be held to the same standards as the site in which they are conducting their field experiences.
- b. Membership in a subversive organization is a protected right, but participating in its unlawful activities could result in dismissal or other action (*Elfbrandt v. Russel*, 1966).
- c. Aspiring teachers who question the quality of their program are protected under the 1st Amendment. However, expressing grievances of a personal nature through a public forum and speech resulting in a material disruption to the educational process are not protected rights.
- d. Academic freedom: educators are employed to teach the approved curriculum and not espouse their personal views or beliefs when unrelated to the subject.
- e. Disciplining students in schools may lead to dispositional scrutiny. All questionable practices should be vigorously pursued.
- f. Meeting students outside of school: a dispositional review may be necessary depending on the nature and scope of the interaction.
- g. Felony conviction = dismissal. Misdemeanor convictions should be addressed by the Board of Educational Examiners unless related to a matter of unprofessional conduct or moral turpitude.

3. Disposition Expectations of Students with Disabilities:

Aspiring teachers who officially report a disability according to the prescribed procedures and meet ADA or Section 504 guidelines are not automatically excused from meeting dispositional standards. The Office of Civil Rights (OCR) affirmed this concept in two separate rulings. In one, OCR upheld an institution’s refusal to readmit a student with an emotional disability (OCR, 1995), and in the other ruling, upheld the dismissal of a medical student with a bipolar disorder (OCR, 2000). Due to the complexity of these cases, questions of dispositional concerns should be handled specially through a competent legal review and assessment (Frietas, et al., 2005, p. 175).

Reference:

Frietas, D., Skarbek, D., Taylor, E., & Rosselli, H. (2005). Unleashing the dispositional imperative: Legal and policy implications. In Smith, R.L., Skarbek, D., & Hurst, J. (Eds.), *The passion of teaching: Dispositions in the schools*. Lanham, MD: Scarecrow Education.

Section III: Teacher Education Referrals

The Teacher Education Referral (TER) form is used by UNI Teacher Education faculty, administrators, and support staff to alert students, the Teacher Education’s *Teacher Candidate*

Professional Review Committee (TCPRC), and the teacher education assessment system to problems that may prevent a student from successfully completing the Teacher Education Program.

The process involved with the Teacher Education Referral form is focused on helping the student and may include tracking concerns as well as identifying and applying action plans designed to alleviate the concerns. In some cases, however, it may also be used to identify students who should seriously consider changing majors. When filing a form, the initiator should complete the form as completely and specifically as possible.

Filing a notice requires that the student knows specifically:

1. what problems are of concern.
2. what needs to be accomplished and to what degree to resolve the concern.
3. the timeline for resolving the concern.

Only in the case of an emergency, such as the need to remove a student from a class because of potential endangerment of self or others, should a Teacher Education Referral (TER) be submitted without the knowledge, consent, and signature of the student. (In case of electronic filing, the student must acknowledge the TER electronically.) In the case of the paper/pencil form, no TER should be submitted without the knowledge, consent, and signature of the student and the Department Head.

A. Process

- A TER is created.
- Routing the Form
 - Form electronically recorded in the Teacher Education Referral system
 - Email automatically goes to 1) student, 2) Advisor, 3) Initiator, 4) Associate Dean of Teacher Education and 5) Major Department Head
 - Student record shows viewers that a TER has been filed.
 - Students who do not acknowledge receiving the Teacher Education Referral are given a 2nd notice, 5 class days after the first one. The student has 3 class days to respond, at which time the Initiator of the concern and the Department Head must take action to resolve this at the Department level.
- Resolution of Concern
 - Student is responsible for ensuring that flags go down (issue is resolved)
 - Initiator (or designee) and other faculty members (Department Head, Advisor, Associate Dean) are responsible for making sure that the plan for resolution is followed.
 - The initiator, major department head and Associate Dean of Teacher Education are authorized to remove the flag.
- All TERs must be resolved for the student to advance to the next decision point.
- Multiple Teacher Education Referrals:
 - The Associate Dean of Teacher Education automatically receives email messages on students receiving 3 or more TERs.
 - The Associate Dean first works with Advisors and Department Heads to resolve the multiple TERs at the Department Level.

- If not resolved in the established time frame, the Associate Dean and Teacher Candidate Professional Review Committee convene to discuss the student's situation and to recommend a binding plan of action.
- Advancement of unresolved concerns:
 - Only the Associate Dean of Teacher Education can request that a student's situation go before the Teacher Education's Teacher Candidate Professional Review Committee. When this occurs, it is of the most serious nature, potentially leading to the student's suspension from the program.
 - In the case of multiple unresolved concerns, the Associate Dean may initiate a review before the TCPRC.
- Teacher Candidate Professional Review Committee:
 - The TCPRC acts as an outside evaluator group and recommends a final action for the Associate Dean of Teacher Education to put before the student, or
 - The Associate Dean of Teacher Education monitors the progress of the TCPRC recommendation.
 - If the problem is not resolved at the Department level in the given time frame, the Associate Dean may advance the recommendation of the TCPRC to the Executive Council of Teacher Education for a final decision.
- Executive Council of Teacher Education:
 - Receives periodic updates from the Associate Dean of Teacher Education
 - May be asked to serve in a consultative capacity for special cases brought by the Associate Dean.
- Student Appeal Process:
 - Students who receive a written notice of their suspension from the Teacher Education Program may appeal the process by which this decision was made. This appeal process is described on the form itself as a note to the student. Please be sure that your student is aware of this, should the concern reach that level.

The Teacher Education Referral form is designed to allow ongoing note-making by all parties who have access to the form and constitutes due process for student concerns about their knowledge, skills, performances, or dispositions.

B: How to File: Teacher Education Referral System

- 1) Log into MyUNiverse. If you have trouble logging in, contact the Help Desk at 3-5555 for assistance.
- 2) Under the Teacher Education window click "Teacher Education Referral".
- 3) On the Navigation menu on the left side of the screen click the "Create Referral" link.
- 4) Search the student you want to file a TER for by his/her name or student ID. You should see a student list matching your search criteria.
- 5) Click "Create" next to the identified student in the list.
- 6) To set a course number click the "Update Course Information" button under the General Information section in the body of the page. Clicking the "Update Course Information" button will bring up a popup window that allows you to set a course number on the form. Enter a course number including a section number and click the Save & Close This

Window button. Indicate area(s) of concern by clicking the corresponding radio button in the concern area.

- 7) Using the text boxes, describe your concern and indicate actions you have already taken to address these concerns. Also include a description of what the student needs to do to resolve the referral.
- 8) Click the Save and Submit button. The student, his/her advisor, and you will receive an email informing a Teacher Education Referral has been filed for the student and providing instructions for the next step.

How to view/add a note to an existing Teacher Education Referral form

- 1) Go to Teacher Education Referral system Instructor/Professor View following the steps 1) and 2) above.
- 2) Click on the “View/Edit TER” link on the navigation bar.
- 3) Search a TER by the student's first, last, or ID number. If you are looking for a TER you created, click the “Show me all in which I am the initiator” button.
- 4) Click the corresponding student ID button in the list.
- 5) If you need to add a note to the TER, click the Add Note button on the left hand side. The Add note box will appear at the top of the form. Enter notes into the text box and click Add. The student, his/her advisor, and you will receive email indicating a note has been added to the form.

How to resolve Teacher Education Referral

- 1) Follow the steps 1) – 4) above.
- 2) Click the Resolved button on the left hand side. A warning window will pop up and ask if you are sure you would like to resolve the Teacher Education Referral. Click OK. Note that once a Teacher Education Referral is resolved, you will NOT be able to add any more notes to it. If you need to enter comments, be sure to do so before resolving the Teacher Education Referral.

C. Duties of Associate Dean of Teacher Education to Monitor Teacher Education Referrals

The following people also have views to the electronic system:

1. Associate Dean of Teacher Education (all students in the Teacher Ed Program)
2. Advisors (for their advisees only)
3. Faculty (for their students)
4. Director of the CATS Office (all students in the Teacher Ed Program)
5. **Head of the Department of Teaching (all students)**
6. **Secretary of the Department of Teaching (all students preparing for student teaching and student teachers)**
7. Department Heads (for all their majors)

Monitoring the Notices:

1. Monitor Teacher Education Referral system on a regular basis for newly-filed notices.
2. As new TER come in for each student, examine the student folder to see if past notices have been filed. If so, add them to the spreadsheet.

3. The nature of the TER determines next steps:
 - a. Multiple medium-level concerns should be acted on by discussing the concerns with the Department Head(s) involved and making a decision to meet with the student to determine next steps. If it is clear that no resolution will be made in a designated time frame, the Department Head may request that the student's situation be heard by the TCPRC with the intent that the student may either be given conditions for remaining in the Teacher Education Program or be suspended imminently.
 - b. High-level TERs:
 - i. If filed on students in pre-student teaching: should be attended to immediately. Involve the Department Head, faculty member, and appropriate administrators of the College and University.
 - ii. If filed during student teaching: consult with the Head of the Department of Teaching to see what support can be provided to resolve the issue so that a licensing recommendation can be made or denied.
 - iii. NOTE: when a TER is about endangerment of self, students, or faculty/staff/administrators, call Public Safety immediately. If the Referral is about an issue of university-wide ethics violations, involve Associate Dean of Teacher Education, the Department Head, and the Dean of Students and/or Vice Provost.
 - iv. The nature of the TER and how it is handled at the moment will determine whether or not the student's situation should be brought before the TCPRC.

D. Receive and Act Upon Teacher Education Referrals

All efforts should be made to resolve Teacher Education Referrals at the Department level. If this cannot be done within the time frame established by the Department Chair(s), the Initiator(s) of the Referral, and the student, then the TER may be taken to the Teacher Candidate Professional Review Committee (TCPRC). TERs brought before TCPRC are done so with the understanding that there is a high probability that the TCPRC will set conditions leading toward suspension or, in fact, suspend the student within the very near future.

The Teacher Candidate Professional Review Committee (TCPRC) is called together to review Teacher Education Referrals for students who have several notices at a medium level that have been unresolved or, if time and the nature of the issue merit, one Teacher Education Referral at a high level. Referrals that are filed at the "high level" may be addressed outside the TCPRC due to the nature of the issue, such as removal from student teaching or endangerment of self or others.

1. Procedures:
 - a. The Associate Dean of Teacher Education monitors the number and severity of Teacher Education Referrals filed on a student.
 - b. Associate Dean discusses situation with Initiators and keeps records of conversations.
 - c. Upon determining that the number and/or severity of Concerns filed could prevent a student from successfully completing the Teacher Education Program, the Associate

Dean meets with the Department Head(s) to discuss next actions. Associate Dean must keep an accurate record of the meeting.

- d. It is upon the recommendation of the Department Head(s) that the student's record is brought before the TCPRC.
- e. The Associate Dean notifies the Chair of the TCPRC that a student's situation must be heard by the Committee.

2. Roles:

- a. Associate Dean of Teacher Education
 - 1) Gathers all documents for review by the Committee, including all unresolved Teacher Education Referrals, degree audit, and records from meetings with Initiators and Department Heads.
 - 2) It is recommended that no documentation be given to the TCPRC in advance so that they are protected from out-of-committee discussions.
 - 3) Secures a secretary to take minutes of the TCPRC meeting (suggested: TE secretary) (If it is anticipated that this meeting could result in a suspension, it is advisable to also tape record the meeting.)
 - 4) Sets time and location for meeting in consultation with the TCPRC Chair.
 - 5) Informs Executive Council of Teacher Education that this process has begun.
 - 6) Keeps all documentation in one place, including minutes from the meeting and the conditions set out for the student.
 - 7) If the Committee wishes to meet at another time with the student, arrange the meeting.
 - 8) Makes a detailed record of the recommendations made by the Committee:
 - 9) Makes copies of the recommendation to present to all TCPRC members
 - 10) If the Committee chooses to set conditions for continuance in the Teacher Education Program,
 - a) Arranges the meeting for the student, the Associate Dean of the college of the student's major or designee, and the Associate Dean to present the conditions for continuance in the Teacher Education Program.
 - b) Provides all parties with a copy of the recommendation and conditions for continuance.
 - c) Thoroughly discuss the conditions and implications with the student.
 - d) Has student, Associate Dean (or designee), and Associate Dean sign "Student Response to Conditions for Continuance in the Teacher Education Program," (see template in Chapter 6).
 - e) alerts all parties named in the conditions about their roles so that the student's opportunities for success are maximized.
 - f) monitors and keeps records of all actions and interactions during the conditional period.
 - 11) If the Committee chooses to suspend the student without conditions for continuance, alert the Associate Dean of Teacher Education so that he can set the exit meeting with the student,
 - a) Informs student that the recommendation of the Committee will come from the Associate Dean.

- b) Writes letter to Associate Dean, outlining the purpose of the meeting and the recommendations of the Committee. Letter is reviewed for editing by all members of the TCPRC. Final letter is signed by TCPRC Chair
- c) Sends letter to Associate Dean with the attachment "Verification of Understanding Regarding Due Process: Teacher Education Program," (see template in Chapter 6).

b. Chair of the TCPRC

- 1) Conducts all meetings, including setting procedures and protocols for reviewing documents and hearing testimonials.
- 2) Approves final letters to student or Associate Dean of Teacher Education.
- 3) Informs Associate Dean of Teacher Education of TCPRC activities and actions.
- 4) Reports to the Senate on a monthly basis regarding actions of TCPRC.
- 5) Signs letters of suspension.

Section IV: Conditions for Continuance in the Teacher Education Program:

It is recommended that, at a minimum, the conditions for continuance in the Teacher Education Program include, but not be limited to:

1. minimum cumulative GPA = 2.50 for the remainder of the Program.
2. minimum number of successfully completed course hours = 12.
3. minimum course grade for all courses in the Professional Education Sequence (licensure courses), methods courses, and major courses = 2.0
4. no new academic Teacher Education Referrals are to be filed for the remainder of the Program.
5. All NOC/TER filed for courses/field experiences that are repeated must be resolved to the satisfaction of the Initiator of the Referral, or designee, within the time frame determined by the Committee. The Associate Dean of Teacher Education has the ability to resolve the concern as the designee in the event that the initiator of the NOC/TER is no longer with UNI.

It is suggested that a further condition be that the student demonstrates professionalism throughout all interactions with faculty members, administrators, staff, peers, and personnel in the field experiences, in and out of classes. Documentation of non-professional behavior outside of classes (course work) should be determined by the Committee but can include filing a Teacher Education Referral. In this case, no action plan is necessary. The Committee should determine how many of such Notices are acceptable to continue in the Program.

Section V: Suspension and Re-admission Procedures

1. Suspension Procedures:

Emergency Suspension: Any student may be suspended immediately from the Teacher Education Program by the Associate Dean of Teacher Education, or his/her designee, for extreme, unforeseen circumstances such as endangerment of students, disruption of schools/classes, felonious behaviors, or ethical violations. While the appropriate Senate may not be involved in this immediate decision, it is informed of the action and any conditions for readmission to the Teacher Education Program. The Associate Dean will inform the Dean of Students of the suspension.

Suspensions as a Result of Failure to Meet Conditions for Continuance: The following procedures pertain to students who have been given conditions for remaining in the Teacher Education Program, to be fulfilled by a predetermined date, but were not adequately fulfilled. These conditions are most often the result of a student's failure to resolve Teacher Education Referrals.

- The Teacher Candidate Professional Review Committee (TCPRC) shall meet to consider any evidence leading to a student's suspension from the Teacher Education Program. The student may request to meet with the committee.
 - Detailed minutes of the meeting shall be taken by a person who is not a member of the TCPRC, such as the secretary of Teacher Education. Audio recordings can be a part of the process. Following introductions of the committee to guests, the Chair shall announce if the meeting will be recorded on audio as well.
 - Students shall be made aware that re-admission to the Teacher Education Program is preceded by successful completion of a probationary period.
- Suspension from the Teacher Education Program will be for a minimum of one academic year, commencing with the end of the semester in which the suspension is declared or immediately, as determined by the Associate Dean of Teacher Education.
- During the suspension, students are ineligible to take Professional Education Sequence courses or methods courses.
- The decision of the committee shall be forwarded to the appropriate Associate Dean of Teacher Education through the TCPRC Chair. The Chair of the TCPRC shall sign the letter. The names of the committee members present shall be named in the letter.
- The Associate Dean of Teacher Education shall inform the student of the final decision, remind the student of the process for appealing the decision, and inform the Executive Council of Teacher Education of this action.
- The Associate Dean of Teacher Education shall file a "Program Teacher Education Referral" on the suspended student, to remain on the Teacher Education Referral System until the student is fully readmitted to the Teacher Education Program.

2. Re-admission Procedures:

- Readmission to the Teacher Education Program before one academic year has elapsed will be warranted only in extreme circumstances and require approval of the appropriate Teacher Education Senate
- Students may be readmitted only after applying for readmission in writing to the Teacher Candidate Professional Review Committee/Senate.
 - The student shall complete the “Application for Probationary Re-admission to the Teacher Education Program,” located in the CATS Office or within this Handbook.
 - The completed form must be submitted to the CATS Office by the deadline date.

- Probationary Period:

The student shall appear before the TCPRC to address the application and how, during the probationary period, the student will meet specific conditions set forth by the committee, including resolution of all previously-filed and unresolved Teacher Education Referrals.

- Detailed minutes of the meeting shall be taken by a person who is not a member of the TCPRC, such as the secretary of Teacher Education.

Conditions shall be established so that the reasons for suspension will be corrected. The conditions shall be spelled out specifically. A written copy of the conditions shall be given to the student.

If the TCPRC is satisfied that the student will be successful in the probationary period, it may approve the application and present its recommendation for probationary re-admission to the Program to the appropriate Teacher Education Senate for their information.

- Full Re-admission Period: When all the conditions for readmission have been met or are evident that they will be met by the end of the semester
 - the student shall appear before the TCPRC/Senate toward the end of the final probationary semester.
 - detailed minutes of the meeting shall be taken by a person who is not a member of the TCPRC/Senate, such as the secretary for the Teacher Education Program.
 - the TCPRC/Senate will review the student’s grades and pertinent supportive documents. (Note: in the event that final grades are not yet posted, professors must be contacted for evidence of success in meeting the conditions.)
 - if the student appears to be capable of continuing in the Teacher Education Program, the student shall then meet specific conditions for full re-admission, established by the TCPRC/Senate to meet the specific needs of the student, and include the following:
 - The student must prepare a plan of study with the academic advisor and confirm the plan with the appropriate Record Analyst.
 - No new Teacher Education Referrals can remain unresolved at the end of each semester.
 - Meet all requirements for advancement to all remaining Decision Points, i.e. entry to student teaching and/or recommendation for licensure.

- Minimum standards for achievement should be considered, such as:
 - Minimum number of hours to be successfully completed each semester
 - Minimum GPA to be achieved each semester
 - Minimum course grades to be achieved each semester
- Written documentation of the conditions shall be given to the student at the conclusion of the meeting.
- Upon approval from the TCPRC/Senate, the student may register for the next semester's courses with the understanding that the appropriate Teacher Education Senate must grant final approval at its next regular meeting for the student to be fully re-admitted.
- The Associate Dean of Teacher Education will file a Program Teacher Education Referral to remain on the Teacher Education Referral system until the student successfully completes all Decision Points, at which time the student may be recommended for licensure. (The Program Notice does not count in the conditions for readmission.)
- The TCPRC will provide to the appropriate Teacher Education Senate the results of the Re-admission Interview at the next regular meeting. The appropriate Teacher Education Senate shall make the final decision about the student's ability to continue in the Program.
- Failure to meet the conditions noted the plan for continuance in any semester following readmission shall result in suspension from the Program. The appropriate Teacher Education Senate will be notified of this suspension at the next regular meeting. Suspension for a second time is considered permanent. Only the most extenuating circumstances would warrant consideration for readmission a second time, at which time the appropriate Teacher Education Senate may hear the case and make the final decision.

Powers for Suspension and Re-admission to the Teacher Education Program:

TCPRC	Senate	Associate Dean
Suspension (1 st and 2 nd)	Full re-admission	Emergency suspension
Probationary re-admission	Exceptions	

3. Roles of Constituents in Suspension/Readmission Process:

Teacher Candidate Professional Review Committee (TCPRC):

- Determines the conditions for suspension for each individual case.
- Monitors progress of teacher candidates who are under conditional status.
- Suspends students who have failed to meet the established conditions.
- Informs Senate of decision to suspend through TCPRC chair.
- Reviews "Application for Probationary Re-admission to the Teacher Education Program" and interview the applicant as a committee.
- Grants or denies Probationary status.
- Reports recommendations about Probationary status to the Senate through the TCPRC Chair.

- Reviews results of the Probationary period and hear student's intentions for full readmission to the Program.
- Recommends full readmission or denial of full readmission to Senate through TCPRC Chair.
- Is apprised of students who fail to meet conditions for continuance

Teacher Education Senate:

- Determines the conditions for an emergency suspension for each individual case.
- Receives decision for suspension of student through TCPRC Chair or Associate Dean of Teacher Education.
- Hears, deliberates, and decides upon the extenuating circumstances for students who wish to be readmitted to the Teacher Education Program before a full year of suspension.
- Receives recommendation of TCPRC for applicants' probationary period.
- May request an update on probationary students' progress in the program.
- Makes final decision to grant/deny probationary students full re-admission to Teacher Ed.
- Receives status of students suspended for a second (final) time.
- Hears, deliberates, and decides upon the extenuating circumstances for students who wish to be readmitted after a second suspension.

Associate Dean of Teacher Education:

- Makes decisions about immediate suspensions in situations such as child safety or ethics violations. (First and/or second suspensions.) Informs their Senate of the decision and conditions.
- Conducts exit interview with suspended student, at which time student is reminded of due process regarding suspension procedures. (First and/or second suspensions.)
- Informs the Executive Council of the action. (First and/or second suspensions.)
- As a member of the Senate, determines whether students who have had a second suspension may obtain another probationary re-admission to the Program.
- Informs the Dean of Students of emergency suspensions that are of university-wide concern.

Academic Advisors:

- Attend TCPRC/Senate meetings to confer, recommend, and provide available documentation regarding student progress in the Teacher Education Program.
- Develop a plan of study with the student in accordance with TCPRC/Senate conditions and refer the student to appropriate Record Analyst.
- Testify, as needed, before the Senate.

Secretary:

- Documents detailed proceedings of meetings to
 - suspend.
 - begin Probationary re-admission.
 - begin Full re-admission.
- Provides written conditions for student at close of each meeting.

Explain below:

1. Describe the detailed concerns which were outlined in previous TERS/NOC by faculty members and/or cooperating mentor teachers that warranted the referral.

2. Describe what actions and steps were taken by faculty to support you and how did you personally work to resolve the concerns?

3. Discuss how you and/or your circumstances have changed and how that would allow you to successfully complete the program.

To be completed by all students:

It is hereby certified that the information I have provided on this appeals form, and any additional materials I may provide in support of this application, is complete, accurate and true. It is understood that misrepresentation, omission of information, or failure to provide complete information may cause delay of consideration or cancellation of the appeal. In addition, I understand that my registration is subject to cancellation if I fail to abide by specified restrictions under which the petition is granted.

SIGNATURE _____ DATE _____

NOTICE: This information is requested to facilitate consideration of your situation. All information other than directory information is confidential and will not be released to third parties. All items are required. Therefore, incomplete forms may not be processed.

University of Northern Iowa Application for Probationary Re-admission to the Teacher Education Program

Submit completed application to: Dr. Benjamin Forsyth
 Associate Dean of Teacher Education
 SEC 150
 University of Northern Iowa
 Cedar Falls, Iowa 50614-0602
benjamin.forsyth@uni.edu

Name: _____ Student Number: _____
 Last First Middle

Mailing Address: _____
 Street

_____ Phone: _____
 City State Zip

Email address: _____ Today's date: _____

Start your answers on this form. If you need additional space, you may use the reverse side or attach sheets as necessary.

1. Courses taken after suspension from the Teacher Education Program:

2. Schools or colleges attended since last enrollment at UNI (provide transcript copy):
Dates: School/College: Address: Degree:

3. If re-admitted, would you continue with the same teaching major? _____
 If not, what teaching major will you pursue? _____

4. When were you suspended from the Teacher Education Program? _____
 Address the specific grounds for your suspension from the Teacher Education Program.

5. What evidence can you present to support your belief that you will perform better than you did prior to your suspension?

6. Do you plan to be employed while completing the Teacher Education major? ____
How many hours a week? ____ Employer? _____

7. What extra curricular activities do you plan to participate in during the probationary/re-admission period? (include on- and off-campus activities.)

Acknowledgements:

I understand that I will make a personal appearance before the Teacher Candidate Performance Review Committee/Senate before probationary re-admission can be determined. I will be notified of the time and place. ____ (initial)

It is hereby certified that the information I have provided on this application for probationary re-admission to the UNI Teacher Education Program and any additional materials I may provide in support of this application is complete, accurate, and true. It is understood that misrepresentation, omission of information, or failure to provide complete information may cause delay of consideration or cancellation of the application or registration.

In addition, I understand that my registration is subject to cancellation if I fail to abide by specified restrictions under which I may be re-admitted for both probationary and full status into the Teacher Education Program.

Signature

Date

Notice: this information is requested to facilitate consideration of your application for probationary re-admission to the Teacher Education Program. All information other than directory information is confidential and will not be released to third parties. All items are required. Therefore, incomplete forms may not be processed.

AUTHORIZATION TO RELEASE INFORMATION
Teacher Education Program
University of Northern Iowa

If you wish the CATS Office and/or your advisor to interact with a family member or guardian regarding your teacher licensure program, we must have your permission to do so. While we can discuss general aspects of any UNI program, it is difficult to discuss your program without discussing specifics.

Authorization to release information **DENIED**

I **do not** wish specifics of my performance or program to be discussed with anyone but me:

 Signature of Student

 Student Number

 Student Name (printed)

 Date

OR

Authorization to release information **APPROVED**

I, _____, hereby authorize the officials of the Teacher Education Program and/or my advisor to discuss my academic program with parent(s), spouse, or other family member.

_____ I understand that this authorization will allow the officials of the Office of Teacher Education and my parent(s) or guardian/family/spouse to communicate and work together.

_____ I understand that I have a right to be told what information was exchanged.

_____ I understand that I may revoke this authorization in writing at any time.

_____ I understand that this authorization shall be valid for the duration of my academic career at the University of Northern Iowa.

List of approved people to whom information may be released:

Parent(s) or Guardian: _____

Others: _____

 Signature of Student

 Student Number

 Student Name (printed)

 Date