NATIONAL LOUIS UNIVERSITY

UNDERGRADUATE COLLEGE



NATIONAL LOUIS UNIVERSITY
1886
PROFESSIONALS WHO ACHIEVE.
PEOPLE WHO INSPIRE.

APPLIED EDUCATIONAL STUDIES PROGRAM HANDBOOK

Fall 2026

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WELCOME TO NATIONAL LOUIS UNIVERSITY

National Louis University was founded on the principle that a quality education can transform lives, careers and communities.

The Undergraduate College Department of Educator Preparation at National Louis University welcomes you! The purpose of this handbook is to acquaint you with the university courses, policies, procedures, and services related to your undergraduate educator preparation program at NLU. It is our hope that you will use this handbook to help guide you in your work as you begin your professional pathway toward becoming a teacher.

The mission of the Undergraduate College is to provide a rigorous, technology-enhanced, affordable college education in a supportive environment that respects diversity, in order to help all students meet and surpass their personal, academic, and career goals. In educator preparation, we do this through engaging classes, varied field experiences, intensive coaching, and professional identity building. We are a team of committed professionals with rich experiences from the field, and we are excited to share with you our learning and passion about education. We plan to be with you every step of the way in your professional and academic journey at NLU. We are looking forward to helping you succeed and become the best teacher you can be!

If you have questions about what you read in this handbook, feel free to ask your Student Success Coach/Advisor or any one of the knowledgeable undergraduate educator preparation team members. You can also find further information at the Educator Preparation Website.



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APPLIED EDUCATIONAL STUDIES PROGRAM

Applied Educational Studies Program Description:

The Bachelor of Arts in Applied Educational Studies (AES) is designed for students who want to work in community based educational settings, supporting children and families. This major provides an education core as well as a choice of concentration courses designed to support the student's individualized interests. Students pursuing this major are interested in working in "education adjacent" roles, supporting families through social service agency work, working as a home visitor or family services coordinator or even in out-of-school time. Candidates who complete the BA in AES will also be eligible to apply for the Early Childhood Level 5 credential awarded by Gateways to Opportunity.

Program-Specific General Education Courses
EDU 200: Applied Educational Psychology, 5QH
EDU 220: Children's Literature for Educators, 5QH
EDU 305: Equity in Education, 5QH

UG Education Core Courses
EDU 210: Educational Philosophy- A Historical Account, 5QH
EDU 290: Ethics in Education, 5QH
EDU 299: Child Development, 5QH
EDU 305: Equity in Education, 5QH
ECE 334: Language and Early Literacy Development, 5QH
EAL 400: Educational Foundations for Learning English as an Additional Language, 5QH
EAL 431: Cross Cultural Studies for Working with English Language Learners, 5QH

AES Major Courses
SPE 445: Foundations of Special Education: Dignity, Rights, and Advocacy, 5QH
SPE 450: Characteristics of Individuals with Disabilities, 5QH
EDU 350: Teacher Preparation Curriculum and Assessment, 5QH

ECE 324: Integrated Pre-Primary Methodology in Early Childhood Education, 5QH **OR** **STEM 300:** Inquiry and Thinking in STEM for Teachers, 5QH
HSM 101: Introduction to Human Services, 5QH
HSM 304: Human Development and Human Services in a Multicultural Society, 5QH
HSM 410: Management and Leadership in Human Services, 5QH
PSY 348: Cross-Cultural Communication, 5QH
PSY 352: Children and Families Under Stress, 5QH
EAL 412: Linguistic Considerations for Learning to Read in a New Language, 5QH
AES 470: Internship in Applied Education Studies, 5QH

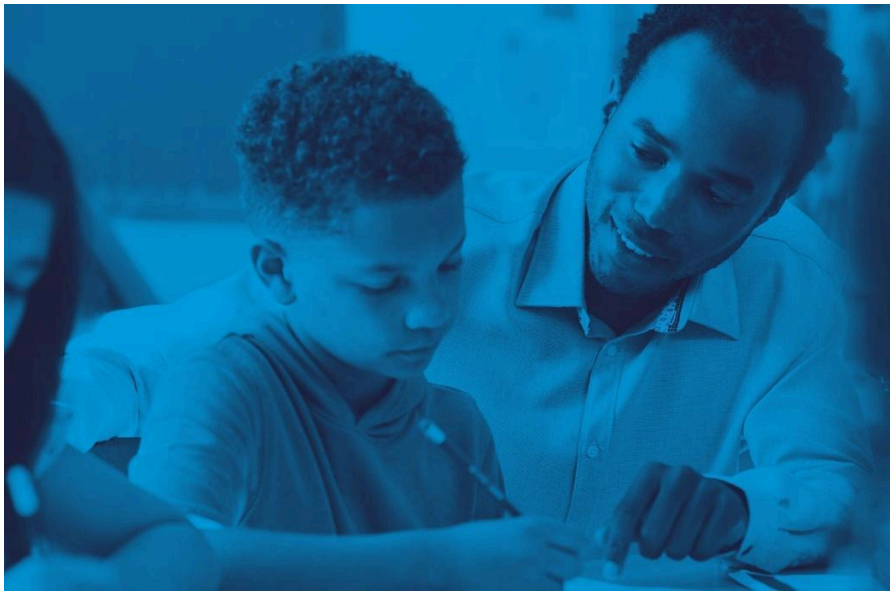
Concentration Options for AES Majors
Early Care and Education Administration
ECE 311: Administration I: Leadership Strategies and Staff Development, 5QH
ECE 312: Administration II: Managing Center Operations and Finance, 5QH
ECE 313: Administration III: Implementing and Evaluating the Program, 5QH
Infant-Toddler Studies
ECE 301: Understanding Infants and Toddlers, 5QH
ECE 302: Health, Safety and Wellness in Infant/Toddler Environments, 5QH
ECE 342: Culturally Responsive Infant/Toddler Settings, 5QH
Teaching Methods
EDU 477: Literacy Teaching Methods, 5QH
EDU 480: Methods of Teaching Mathematics, 5QH
ECE 483: Inquiry Based Teaching Methods, Science and Social Studies, 5QH

Applied Educational Studies Program Credentialing Information:

Completion of AES Program earns students the following:
• Level 5 ECE Credential through IL Gateways to Opportunity *(requires application to Gateways)*
Students earn the following with the addition of the Infant/Toddler Concentration:
• Level 2 Infant Toddler Credential (ITC) through IL Gateways to Opportunity *(requires application to Gateways)*
Students earn the following with the addition of HSM 306:
• Level 5 Family Specialist Credential (FSC) through IL Gateways to Opportunity *(requires application to Gateways)*

Students earn the following with the addition of HSM 306, PSY 311, & PSY 450:
• Certified Family Life Educator (CFLE) through National Council on Family Relations (NCFR) *(requires CFLE exam)*
Students earn the following with the addition of the ECE Administration Concentration:
• Illinois Director Credential (IDC) Level 1 or 2 through IL Gateways to Opportunity *(with submission of application and work experience form to Gateways, Level 2 requires ECE303)* • AIM4Excellence National Director Credential

Optional Elective Coursework	Credentialing Information
Optional electives to earn additional credentials (NOTE: this is NOT a concentration option-courses are taken as electives). Courses that prepare students for specific credentials are: • **HSM 306** (CFLE and FSC) • **PSY 311** (CFLE) • **PSY 450** (CFLE)	• Gateways to Opportunity Family Specialist Credential (FSC) Level 5 (requires HSM 306 only) • Certified Family Life Educator through the National Council on Family Relations (requires students take all 3 courses and sit for exam) • *NLU is not an entitled institution for the CFLE credential; we offer coursework to prepare students to take the exam independently of NLU*



Majors in BA AES Program

In addition to the Applied Educational Studies major, the BA in Applied Educational Studies program has 4 additional majors that are aligned to each of the licensure programs in the Undergraduate College.

The additional majors allow students who are in a licensure program, but who are unable to complete the program due to any number of circumstances, to seamlessly transition to a non-licensure program that aligns to the coursework they have already completed.

For admission to these majors within the BA AES program, students must have been enrolled in the mirroring licensure program and have completed 135 quarter hours (senior standing) or more before changing majors.

The licensure programs and the majors associated with each are as follows:

- **BA Early Childhood Education:** the AES major is Applied Early Childhood Education
- **BA Elementary Education:** the AES major is Applied Elementary Education
- **BA Early Childhood and Elementary Education:** the AES major is Applied Early Childhood and Elementary Education
- **BA Secondary English Education:** the AES major is Applied Secondary Education with a minor in Educator Preparation English
- **BA Secondary Mathematics Education:** the AES major is Applied Secondary Education with a minor in Educator Preparation Mathematics

APPLIED EARLY CHILDHOOD EDUCATION

Program-Specific General Education Courses
EDU 200: Applied Educational Psychology, 5QH
EDU 220: Children's Literature for Educators, 5QH
EDU 305: Equity in Education, 5QH

UG Education Core Courses
EDU 210: Educational Philosophy- A Historical Account, 5QH
EDU 290: Ethics in Education, 5QH
EDU 299: Child Development, 5QH

EDU 305: Equity in Education, 5QH
ECE 334: Language and Early Literacy Development, 5QH
EAL 400: Educational Foundations for Learning English as an Additional Language, 5QH
EAL 431: Cross Cultural Studies for Working with English Language Learners, 5QH

Applied Early Childhood Education Major Courses
SPE 445: Foundations of Special Education: Dignity, Rights, and Advocacy, 5QH
ECE 324: Integrated Pre-Primary Methodology in Early Childhood Education, 5QH
EDU 350: Teacher Preparation Curriculum and Assessment, 5QH
SPE 450: Characteristics of Individuals with Disabilities, 5QH
EDU 477: Literacy Teaching Methods, 5QH
EDU 480: Methods of Teaching Mathematics, 5QH
EDU 470: Capstone **OR**
AES 470: Internship in Applied Education Studies, 5QH*
Electives to get to 180QH, if needed

**AES 470: Internship is required if seeking the IL Gateways Level 5 ECE Credential*

Concentration Options for Applied ECE Majors
ESL/Bilingual Education
EAL 405: Methods and Materials for Teaching English as a Second Language, 5QH
EAL 406: Methods and Materials for Teaching Bilingual Education, 5QH
EAL 410: Assessment of ESL and Bilingual Education Students, 5QH
Special Education
SPE 455: Instructional Strategies and Supports for Students with Disabilities, 5QH
SPE 460: Assessment Practices in Special Education, 5QH
SPE 465: Classroom Behavioral Supports, 5QH
Early Care and Education Administration
ECE 311: Administration I: Leadership Strategies and Staff Development, 5QH
ECE 312: Administration II: Managing Center Operations and Finance, 5QH
ECE 313: Administration III: Implementing and Evaluating the Program, 5QH

Applied Early Childhood Education Program Credentialing Information:

Completion of Applied ECE Program earns students the following:
• Level 5 ECE Credential through IL Gateways to Opportunity *(requires application to Gateways)*
Students earn the following with the addition of the ECE Administration Concentration:
• Illinois Director Credential (IDC) Level 1 through IL Gateways to Opportunity *(with submission of application and work experience form to Gateways)* • AIM4Excellence National Director Credential

APPLIED ELEMENTARY EDUCATION

Program-Specific General Education Courses
EDU 200: Applied Educational Psychology, 5QH
EDU 220: Children's Literature for Educators, 5QH
EDU 305: Equity in Education, 5QH

UG Education Core Courses
EDU 210: Educational Philosophy- A Historical Account, 5QH
EDU 290: Ethics in Education, 5QH
EDU 299: Child Development, 5QH
EDU 305: Equity in Education, 5QH
ECE 334: Language and Early Literacy Development, 5QH
EAL 400: Educational Foundations for Learning English as an Additional Language, 5QH
EAL 431: Cross Cultural Studies for Working with English Language Learners, 5QH

Applied Elementary Education Major Courses
SPE 445: Foundations of Special Education: Dignity, Rights, and Advocacy, 5QH
STEM 300: Inquiry and Thinking in STEM for Teachers, 5QH
EDU 350: Teacher Preparation Curriculum and Assessment, 5QH
SPE 450: Characteristics of Individuals with Disabilities, 5QH
EDU 477: Literacy Teaching Methods, 5QH

EDU 480: Methods of Teaching Mathematics, 5QH
EDU 470: Capstone **OR**
AES 470: Internship in Applied Education Studies, 5QH
Electives to get to 180QH, if needed

Concentration Options for Applied ELE Majors
ESL/Bilingual Education
EAL 405: Methods and Materials for Teaching English as a Second Language, 5QH
EAL 406: Methods and Materials for Teaching Bilingual Education, 5QH
EAL 410: Assessment of ESL and Bilingual Education Students, 5QH
Special Education
SPE 455: Instructional Strategies and Supports for Students with Disabilities, 5QH
SPE 460: Assessment Practices in Special Education, 5QH
SPE 465: Classroom Behavioral Supports, 5QH

APPLIED EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Program-Specific General Education Courses
EDU 200: Applied Educational Psychology, 5QH
EDU 220: Children's Literature for Educators, 5QH
EDU 305: Equity in Education, 5QH

UG Education Core Courses
EDU 210: Educational Philosophy- A Historical Account, 5QH
EDU 290: Ethics in Education, 5QH
EDU 299: Child Development, 5QH
EDU 305: Equity in Education, 5QH
ECE 334: Language and Early Literacy Development, 5QH
EAL 400: Educational Foundations for Learning English as an Additional Language, 5QH
EAL 431: Cross Cultural Studies for Working with English Language Learners, 5QH

Applied Early Childhood and Elementary Education Major Courses
SPE 445: Foundations of Special Education: Dignity, Rights, and Advocacy, 5QH
STEM 300: Inquiry and Thinking in STEM for Teachers, 5QH
ECE 324: Integrated Pre-Primary Methodology in Early Childhood Education, 5QH
EDU 350: Teacher Preparation Curriculum and Assessment, 5QH
SPE 450: Characteristics of Individuals with Disabilities, 5QH
EDU 477: Literacy Teaching Methods, 5QH
EDU 480: Methods of Teaching Mathematics, 5QH
EDU 470: Capstone **OR**
AES 470: Internship in Applied Education Studies, 5QH*
Electives to get to 180QH, if needed

**AES 470: Internship is required if seeking the IL Gateways Level 5 ECE Credential*

Concentration Options for Applied ECL Majors
ESL/Bilingual Education
EAL 405: Methods and Materials for Teaching English as a Second Language, 5QH
EAL 406: Methods and Materials for Teaching Bilingual Education, 5QH
EAL 410: Assessment of ESL and Bilingual Education Students, 5QH
Special Education
SPE 437: Methods for Teaching Students with High Incidence Disabilities, 5QH
SPE 438: Methods for Teaching Students with Low Incidence Disabilities, 5QH
SPE 439: Assessment Practices in Special Education, 5QH

Applied Early Childhood and Elementary Education Program Credentialing Information:

Completion of Applied ECE Program earns students the following:
• Level 5 ECE Credential through IL Gateways to Opportunity *(requires application to Gateways)*

APPLIED SECONDARY ENGLISH EDUCATION

Program-Specific General Education Courses
EDU 200: Applied Educational Psychology, 5QH
EDU 220: Children's Literature for Educators, 5QH
EDU 305: Equity in Education, 5QH

Applied Secondary English Major Courses
EDU 210: Educational Philosophy- A Historical Account, 5QH
EDU 301: Adolescent Development, 5QH
EDU 351: Curriculum, Instruction, and Assessment in Middle and Secondary Education, 5QH
SPE 445: Foundations of Special Education: Dignity, Rights, and Advocacy, 5QH
EAL 400: Educational Foundations for Learning English as an Additional Language, 5QH
EAL 412: Linguistic Considerations for Learning to Read in a New Language, 5QH
SEC 401: Methods of Teaching English in Middle and Secondary Education, 5QH
SEC 405: Methods of Teaching Literacy in Middle and Secondary Education, 5QH
ENG 425: Literary Criticism and Analysis, 5QH
EDU 470: Capstone
Electives to get to 180QH, if needed

Educator Preparation English Minor Courses
ENG 300: American Literature to 1865, 5QH
ENG 301: Advanced English Composition, 5QH
ENG 310: American Literature 1865-Present, 5QH
ENG 320: Latinx Literature, 5QH
ENG 330: British Literature, 5QH
ENG 340: Literature of the Black Diaspora, 5QH

Concentration Options for Applied SEE Majors
ESL/Bilingual Education
EAL 405: Methods and Materials for Teaching English as a Second Language, 5QH
EAL 406: Methods and Materials for Teaching Bilingual Education, 5QH
EAL 410: Assessment of ESL and Bilingual Education Students, 5QH
Special Education
SPE 455: Instructional Strategies and Supports for Students with Disabilities, 5QH
SPE 460: Assessment Practices in Special Education, 5QH
SPE 465: Classroom Behavioral Supports, 5QH

APPLIED SECONDARY MATHEMATICS EDUCATION

Program-Specific General Education Courses
EDU 200: Applied Educational Psychology, 5QH
EDU 220: Children's Literature for Educators, 5QH
EDU 305: Equity in Education, 5QH

Applied Secondary Mathematics Major Courses
MTH 211: Calculus and Analytic Geometry 1, 5QH
MTH 212: Calculus and Analytic Geometry 2, 5QH
MTH 215: Calculus and Analytic Geometry 3, 5QH
EDU 210: Educational Philosophy- A Historical Account, 5QH
EDU 301: Adolescent Development, 5QH
EDU 351: Curriculum, Instruction, and Assessment in Middle and Secondary Education, 5QH
SPE 445: Foundations of Special Education: Dignity, Rights, and Advocacy, 5QH
EAL 400: Educational Foundations for Learning English as an Additional Language, 5QH
SEC 377: Literacy in the Middle and Secondary Content Areas, 5QH
STEM 415: Inquiry-Based STEM Topics in Secondary Math Education, 5QH

SEC 400: Methods of Teaching Math in Middle and Secondary Education 1, 5QH
EDU 470: Capstone
Electives to get to 180QH, if needed

Educator Preparation Mathematics Minor Courses
MTH 217: Multivariable Calculus, 5QH
MTH 308: Probability and Statistics, 5QH
MTH 315: The History of Mathematics: A Problem-Solving Approach, 5QH
MTH 320: Elementary Differential Equations, 5QH
MTH 410: Linear Algebra, 5QH
MTH 420: Discrete Mathematics, 5QH

Concentration Options for Applied SEM Majors
ESL/Bilingual Education
EAL 405: Methods and Materials for Teaching English as a Second Language, 5QH
EAL 406: Methods and Materials for Teaching Bilingual Education, 5QH
EAL 410: Assessment of ESL and Bilingual Education Students, 5QH
Special Education
SPE 455: Instructional Strategies and Supports for Students with Disabilities, 5QH
SPE 460: Assessment Practices in Special Education, 5QH
SPE 465: Classroom Behavioral Supports, 5QH



ILLINOIS GATEWAYS TO OPPORTUNITY CREDENTIALS

The Undergraduate Educator Preparation Program at National Louis University is entitled for the following Gateways to Opportunity Credentials:

- The Illinois Director Credential (IDC), Levels 1 and 2
- The Family Specialist Credential (FSC), Levels 2 - 5
- The Infant Toddler Credential (ITC), Levels 2 - 5
- The Early Childhood Education (ECE) Credential, Levels 2 - 5

See the Gateways to Opportunity website for more information on the Gateways Credentials: http://www.ilgateways.com/credentials

- *All ECE, ECL, ITS, and AES candidates are eligible to apply for the ECE Level 5 credential upon completion of their program.*
- *ITS candidates can apply for the ITC Level 5.*
- *Early Care and Education Program Administration concentrations can apply for the IDC Level 1 or 2 (depending on program and work experience).*
- *AES candidates can apply for the Family Specialist Credential Level 5 (does not apply to the 4 non-licensure AES majors).*

Students in the ECE, ITS, or AES programs who complete the Early Care and Education Administration concentration are also eligible for the AIM4Excellence National Director Credential. The AIM Credential is administered by the NLU McCormick Center for Early Childhood Leadership.

McCormick Center
FOR EARLY CHILDHOOD LEADERSHIP
AT NATIONAL LOUIS UNIVERSITY

UNDERGRADUATE EDUCATOR PREPARATION DEPARTMENT POLICIES

LATE WORK POLICY

Each instructor has the current Undergraduate College Late Policy in their syllabus. It is the responsibility of the student to read the policy and clarify any questions with their instructor. The late policy has been written with your success in mind. You must adhere to deadlines and due dates in various circumstances as educators. Turning work in on time is a professional disposition that is expected and valued by the Undergraduate Educator Preparation Department and our partners in the field. Additionally, as future educators, we want you to recognize that all of your courses have been purposefully designed so that the content builds upon what was introduced and completed earlier, making it critical that assignments are completed in order. Please reach out to your instructor if you have questions about the Undergraduate College Late Policy.

REQUIREMENTS FOR WORKING IN EDUCATIONAL SETTINGS

Prior to entering a field placement on behalf of NLU, you will be required to pass a criminal background check. Background checks require fingerprinting and evidence of identification. Some sites may require additional items such as TB testing or mandated reporter training. Please work with your prospective site for specific requirements.

Common Requirements could include, but are not limited to:

- Criminal Background Check
- TB Test
- Mandated Reporter Training
- Adult Physical
- Resume
- Vaccinations
- Evidence of Health Insurance
- Documentation of U.S. Citizenship or eligibility to work in the U.S.

OFFICE OF FIELD EXPERIENCE HANDBOOK

Review the handbook for the Office of Field Experience found here.

FIELD HOUR TIMESHEET ACADEMIC POLICY

For courses that require field hours to be completed, a timesheet will be required to be submitted in D2L to document completed hours. If a timesheet is not received by the final day of the course, the grade for the course will be an automatic D and the course will need to be repeated.

NOTABLE UNIVERSITY ACADEMIC POLICIES

Academic Appeals:

Please see the university policy regarding academic appeals here.

Academic Honesty:

Please see the university policy regarding academic honesty here.

Disruptive Classroom Behavior:

Please see the university policy regarding disruptive classroom behavior here.

Standards of Student Conduct:

Please see the university Standards of Student Conduct in the Student Guidebook here.

Student Rights and Responsibilities:

Please see the Student Rights and Responsibilities in the Student Guidebook here.

STUDENT ACCOMMODATIONS

All students who have been approved to receive academic access accommodative services are entitled to those services as a means of ensuring an equal opportunity to complete all of the requirements of their respective majors. Please note that accommodations that fundamentally alter the stated objectives and/or learning outcomes of a particular course or program may be denied on that basis. As such, some accommodations that are deemed reasonable within the traditional classroom environment may not be deemed reasonable in a field experience setting. Students who have questions or concerns regarding the provision of ADA accommodations in the field experience setting are welcome to contact the Center for Student Accessibility Resources at CSAR@nl.edu.

STUDENT SUCCESS PLAN

On occasion, students require additional support because of challenges they have within their classes or their field placement. The Educator Preparation Department is committed to helping students through the creation of a Student Success Plan (SSP). Department leadership gathers input from applicable program faculty (including teacher development coach, department chair/director, and/or course manager) and field representatives (may include mentor teacher and/or principal) to develop the SSP. This process is designed to openly discuss any concern[s], provide assistance, and facilitate a decision regarding the concern[s]. Written documentation is created to reflect the results at each stage of the plan.

Please Note, the SSP includes a few stipulations for special circumstances:

- If a principal/administrator requests that a teacher candidate be removed from a linked placement site, the Director of the Educator Preparation Department, and appropriate program faculty will be contacted and the process will move immediately to Step 3.
- If a teacher candidate is removed from two field placements, at the request of a site administrator, the Director of the Educator Preparation Department, and appropriate program faculty will be contacted and the process will move immediately to Step 4.
- If a student is removed from a placement in the middle of a term, they are immediately placed on a SSP and may not be reinstated in a field placement for at least one full term. The student is asked to take their time out of the field to engage with the SSP and participate in reflection sessions with a Teacher Development Coach (focused on the development of their Professional Dispositions).

Step 1 – Verbal, Summarized Plan

This step is designed to provide an opportunity for the student and faculty member to engage in productive conversation about an issue that may have arisen in the university or field setting. This step is reserved for minor issues that can be discussed productively, with action steps easily identified and acted upon. Typical causes for this first step would be disagreements between students in the university setting, continued documented examples of plagiarism, or continued late submissions. Faculty provide guidance at this step for the student and help the student outline several action steps that they can complete to rectify the situation. The faculty member summarizes the notes, action steps, and required follow up via email. This step is documented in EAB by the faculty as well.

Step 2 – Formal, Written Plan

This step is designed for those issues that were not able to be rectified during Step 1 OR for difficulties that faculty feel cannot be resolved at Step 1 through open and professional communication. The student, faculty member, and department chair/director will develop a written SSP to clarify the nature of the concern[s], the agreed upon action steps and outcome[s], and the timeline for implementation. A copy of the written SSP will be shared with the student, faculty member, coach/advisor, department chair, field experience leadership (if applicable), and the director of educator preparation. This step is documented in EAB by the faculty or staff person as well. The plan is uploaded into EAB.

Step 3 – Formal, Written Plan with Consequences

If the matter as defined in Step 2 remains unresolved, intensifies, or is not able to be resolved with intervention from the university as defined in Step 2, the student, department chair and/or faculty member, field experiences leadership and/or teacher development coach (if applicable), director of educator preparation, student success coach/advisor and Student Affairs will meet to review the case. In other cases, especially those related to the development (or lack of development) of the Professional Dispositions required for teaching, students may be placed on a Step 3 Plan. Depending on the nature of the concern and the progress toward meeting desired outcomes in the SSP, the following consequences are possible:

- Removal of student from course and/or field experience, with the option to repeat the course and/or field experience the next time it is available or the student and team feels the student can be successful.
- A new SSP is created that outlines revised or new action steps for the student. This SSP will be considered the final plan before the student successfully completes the action steps OR is removed from the course/program/field experience.
- Removal of student from course, field experience, and/or program *without* the option to repeat. This option is reserved for only the most serious of concerns (i.e. potential and/or documented harm to children; hostile altercation between the student and instructor, another student, teacher development coach and/or mentor teacher).
- Progression to Step 4 is deemed necessary as a consequence of a Step 3 SSP when a student has been asked to leave a placement and/or if the student has not developed the Professional Dispositions required for teaching. NOTE: It is expected that Teacher Candidates develop Professional Dispositions over time and that program faculty, staff, and university leaders see progression of the development of these Dispositions, especially prior to student teaching.

Step 4 – Written Notice, Removal from Program

When the decision is made to remove a student from the program, the student is required to cease attending courses and/or the field placement. At this step, the Director and Associate Dean inform the student of the decision both in a meeting and in writing. The student's student success coach/advisor will determine follow up steps with the student, as deemed necessary. The student can appeal the Step 4 decision in accordance with the Undergraduate College Academic Appeal Policy.

Special Circumstances

- A maximum of two classroom placements may be made for teacher candidates while under an SSP. If a teacher candidate is asked by a field site to leave a field placement twice (in either the same field experience OR in two separate field experiences) the student will automatically progress to Step 4. In some cases, the team may recommend progression to Step 4 after one removal, depending upon the nature of the circumstances surrounding removal from a field site.
- Physical violence, harm to children, drug or alcohol use and/or any other circumstances under which a teacher candidate puts themselves or others in harm's way will warrant immediate progression to Step 4.
- Failure to demonstrate the Professional Dispositions needed for teaching prior to student teaching and/or a progression toward demonstrating the Professional Dispositions prior to student teaching may result in progression to Step 4.
- Appeals must be made within 15 days of removal from the program, after which time it is up to the discretion of the Associate Dean to determine if an appeal can be made.



UNIVERSITY POLICIES, PROCEDURES AND RESOURCES

The following undergraduate and university information can be found at the listed sites:

ADA Accommodations

Advising Resources

Bookstore

Career Bridge

Commencement

D2L Support

Degrees/Diplomas

Learning Support

Office of Registrar

Online Course Schedule

Online Registration Form

Remote Learning Resources

Student Finance

Undergraduate Academic Catalog

University Library