NATIONAL LOUIS UNIVERSITY

UNDERGRADUATE COLLEGE



NATIONAL LOUIS UNIVERSITY
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PROFESSIONALS WHO ACHIEVE.
PEOPLE WHO INSPIRE.

EARLY CHILDHOOD EDUCATION COMPETENCY-BASED 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 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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EARLY CHILDHOOD EDUCATION COMPETENCY-BASED PROGRAM

ECE Competency-Based Program Description:

The B.A. in Early Childhood Education, Competency-Based program is ideal for current teachers in community-based early care and education settings and is aligned to multiple in-demand industry credentials, licenses and endorsements. The A.A.S. Degree in ECE will transfer into NLU in its entirety (NLU transfer rules apply). Student work experience and prior knowledge obtained through previous coursework and experience can be used for Credit for Prior Learning (CPL). Proof of Gateways Credential via a Professional Development Record (PDR) OR a completed application to the Gateways to Opportunity registry is required at the time of admission. If the PDR or application is under review by Gateways to Opportunity at the time of admission, the updated PDR/application must be submitted to National Louis University in order for Gateways to Opportunity Credentials to be considered for credit for prior learning in place of coursework. These credentials will be considered equivalent to the corresponding coursework for that particular level, allowing the students to only take coursework that leads to a higher credential.

ECE CB Program Student Orientation Videos:

CB - Student Orientation Video CB - Orientacion Para Estudiantes

ECE Competency-Based Major Coursework
Gateways ECE Level 2
EDU 200CB: Environments and Relationships in Early Childhood Settings, 5QH
EDU 210CB: Historical and Cultural Influences on Child Growth & Development, 5QH
Gateways ECE Level 3
EDU 290CB: Designing and Implementing Safe and Healthy Early Childhood Environments, 5QH
EDU 305CB: Cultural, Linguistic, Legal, and Ethical Considerations in ECE and Assessment, 5QH
Gateways ECE Level 4
EDU 310CB: Supporting the Development of Young Children, 5QH ***OR*** **EDU 299CB*:** Child Development, 5QH
EDU 352CB: Early Childhood Education Curriculum and Assessment, 5QH
Gateways ECE Level 5
ECE 405CB: Evidence Based Practices in Early Childhood Education, 5QH ***OR*** **ECE 327CB*:** Integrated PreK Methods in ECE, 5QH
EDU 420CB: Policies, Programming, and Procedures in Early Childhood Education, 5QH

*Can be completed through CPL by Portfolio
Additional Coursework Required for Major
SPE 401CB: Intro to Special Education & Methods of Teaching Students w/ Disabilities, 5QH
EAL 400CB: Educational Foundations for Learning English as an Additional Language, 5QH

These courses apply only to students with a catalog term before Winter 2025

ECE Competency-Based Learning Journey Options:

The competency-based program allows students to choose from a number of Learning Journeys based on their educational and professional goals. All Learning Journeys lead to additional licenses, endorsements, approvals, or credentials.

ECE Licensure Learning Journey (Minor- 35QH)
EDU 353CB: Curriculum and Assessment in Early Childhood Education, 5QH
EDU 477CB: Methods of Teaching Literacy in Early Childhood Education, 5QH
EDU 480CB: Methods of Teaching Math in Early Childhood Education, 5QH
EDU 481CB: Methods of Teaching Science in Early Childhood Education, 5QH
EDU 482CB: Methods of Teaching Social Studies in Early Childhood Education, 5QH
ECE 471CB: Early Childhood Education Student Teaching Seminar, 5QH ***OR*** **ECE 470CB*:** ECE Student Teaching *-Can be completed through CPL by Portfolio*
ECE 472CB: Early Childhood Education Student Teaching Field Experience, 5QH ***OR*** **ECE 470CB*:** ECE Student Teaching

ESL/Bilingual Learning Journey (Minor- 25QH)
EAL 405CB: Methods and Materials for Teaching English as a Second Language, 5QH
EAL 406CB: Methods and Materials for Teaching Bilingual Education, 5QH
EAL 410CB: Assessment of ESL and Bilingual Education Students, 5QH
EAL 412CB: Linguistic Considerations for Learning to Read in a New Language, 5QH
EAL 431CB: Cross Cultural Studies for Working with English Language Learners, 5QH

Special Education Learning Journey (Concentration- 20QH)
SPE 437CB: Methods for Teaching Students with High Incidence Disabilities, 5QH
SPE 438CB: Methods for Teaching Students with Low Incidence Disabilities, 5QH
SPE 439CB: Assessment Practices in Special Education, 5QH
SPE 440CB: Equity, Advocacy, and Collaboration in Special Education, 5QH

Infant-Toddler Studies Learning Journey (Minor- 30QH)
Gateways ITC Level 2
ECE 301CB: Development and Attachment Birth to Age 3, 5QH
ECE 302CB: Relationships, Environments, and Collaboration Birth to Age 3, 5QH
Gateways ITC Level 3
ECE 321CB: Developmentally Appropriate Curriculum and Assessment Birth to Age 3, 5QH
ECE 341CB: Partnering with Families to Support Development and Learning Birth to Age 3, 5QH
Gateways ITC Level 4
ECE 342CB: Evidence Based Practices Birth to Age 3, 5QH
Gateways ITC Level 5
ECE 400CB: Wellbeing and Mental Health Birth to Age 3, 5QH

ECE Administration Learning Journey (Concentration- 20QH)
Gateways IDC Level 1
ECE 311CB: Early Childhood Administration: Program Administration, 5QH
ECE 312CB: Early Childhood Administration: Program Management, 5QH
Gateways IDC Level 2
ECE 450CB: Early Childhood Administration: Curriculum, Assessment and Continuous Improvement, 5QH
ECE 455CB: Early Childhood Administration: Legal, Fiscal, and Advisory Considerations, 5QH

These courses apply only to students with a catalog term before Winter 2025

Early Childhood Education Competency-Based Program Credentialing Information:

Completion of ECE CB 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 Licensure Journey:
• Professional Educator License with Endorsement in Early Childhood Education (ECE) (Birth - Grade 2) *(requires passage of the ECE content exam)*
Students earn the following with the addition of the ESL/Bilingual Journey: **
• English as a Second Language (ESL) Endorsement *(no additional testing required)* • Bilingual Endorsement *(with passage of fluency exam or Seal of Biliteracy)*
Students earn the following with the addition of the Special Education Journey: **
• Early Childhood Special Education Approval (ECT) to teach in Pre-K special education settings *(no additional testing required)*

• Learning Behavior Specialist I (LBSI) endorsement to teach in K-22 special education settings *(with passage of LBSI content exam)*
Students earn the following with the addition of the ECE Administration Journey:
• Illinois Director Credential (IDC) Level 1 or 2 through IL Gateways to Opportunity *(with submission of application and work experience form to Gateways with 1,200 hours of documented Early Childhood/School-Age administrative experience for a Level 1 and 3,600 hours of documented Early Childhood/School-Age administrative experience for a Level 2)*
Students earn the following with the addition of the Infant/Toddler Journey:
• Level 5 Infant Toddler Credential (ITC) through IL Gateways to Opportunity *(requires application to Gateways and evidence of hours)*

*****Students looking to obtain the ESL/Bilingual endorsements, the LBS1 endorsement, or the Special Education Approval must complete the ECE Licensure Learning Journey***

ECE CB Coursework with Modules and Assessments by Course:

CB ECE Program Requirement	# of Modules	# of Summative Assessments
Major		
Level 2 = 12 Competencies		
EDU 200CB: Environments and Relationships in ECE Settings	6	6
EDU 210CB: Histl & Cultural Influence on Child Growth & Dev	6	6
Level 3 = 17 Competencies		
EDU 290CB: Designing & Implementing Safe and Healthy Early Childhood Environments	8	8
EDU 305CB: Cultural, Linguistic, Legal, and Ethical Considerations in ECE and Assessment	9	8
Level 4 = 14 Competencies		
EDU 310CB: Supporting the Development of Young Children ***OR*** **EDU 299CB*:** Child Development	7	7
EDU 352CB: ECE Curriculum and Assessment	7	7
Level 5 = 22 Competencies		
ECE 405CB: Evidence Based Practices in Early Childhood Education ***OR*** **ECE 327CB***: Integrated PreK Methods in ECE	7	7
EAL 400CB: Educational Foundations for Learning English as an Additional Language	4	4
SPE 401CB: Intro to Special Educ & Methods of Teaching Students w/ Disabilities	4	4
EDU 420CB: Policies, Programming, and Procedures in ECE	7	7

ECE Licensure Learning Journey = 33 Competencies		
EDU 353CB: Curriculum and Assessment in ECE	5	4
EDU 477CB: Methods of Teaching Literacy in ECE	6	4
EDU 480CB: Methods of Teaching Math in ECE	6	5
EDU 481CB: Methods of Teaching Science in ECE	5	5
EDU 482CB: Methods of Teaching Social Studies in ECE	6	5
ECE 471CB: ECE Student Teaching Seminar OR **ECE 470CB*:** ECE Student Teaching	5	5
ECE 472CB: ECE Student Teaching Field Experience OR **ECE 470CB*:** ECE Student Teaching		
EAL Learning Journey = 15 Competencies		
EAL 405CB: Methods and Materials for Teaching ESL	2	2
EAL 406CB: Methods and Materials for Teaching Bilingual Educ	3	3
EAL 410CB: Assessment of ESL and Bilingual Education Students	4	4
EAL 412CB: Ling Considerations for Reading in a New Language	2	2
EAL 431CB: Cross Cultural Studies	4	4
Special Education Learning Journey = 17 Competencies		
SPE 437CB: Methods for Teaching Students w/ High Incidence Disabilities	4	4
SPE 438CB: Methods for Teaching Students w/ Low Incidence Disabilities	4	4
SPE 439CB: Assessment Practices in Special Education	4	4
SPE 440CB: Equity, Advocacy, and Collaboration in Special Educ	5	5
Infant-Toddler Studies Learning Journey = 39 Competencies		
ECE 301CB: Development and Attachment Birth to Age 3	7	7
ECE 302CB: Relationships, Environments, & Collab Birth to Age 3	6	6
ECE 321CB: Developmentally Appropriate Curriculum and Assessment Birth to Age 3	7	7
ECE 341CB: Partnering with Families to Support Development and Learning Birth to Age 3	7	7
ECE 342CB: Evidenced Based Practices Birth to Age 3	8	8
ECE 400CB: Wellbeing and Mental Health Birth to Age 3	4	4
ECE Administration = 17 Competencies		
ECE 311CB: ECE Admin: Program Administration	5	5
ECE 312CB: ECE Admin: Program Management	4	4
ECE 450CB: ECE Admin: Curriculum, Assessment, and Continuous Improvement	4	4
ECE 455CB: ECE Admin: Legal, Fiscal and Advisory Considerations	4	4

These courses apply only to students with a catalog term before Winter 2025

ECE COMPETENCY-BASED PROGRAM POLICIES

ASSESSMENTS

How to Complete Summative Assessments:

Students in the CB program leverage their professional knowledge and experience to complete assessments. While students must be "in the field" to conduct observations, record instructional videos, or complete specific practical assessments, the program offers significant flexibility in how those requirements are met.

To support their summative assessments, students can utilize a variety of resources:

- Past Professional Experience: Drawing on years of expertise in the ECE field.
- Current Classroom: Using their daily work environment for real-time application.
- Observations: Observing other classrooms or age groups to gain different perspectives.
- Module Videos and Resources: Utilizing the instructional videos and resources provided directly within the course modules.

Summative Assessments:

Only the summative assessments are graded in competency-based courses. Students will submit their summative assessments in the online course shell. Faculty members score the summative assessments using the grade rubric in the assignment folder. **The grade rubric is aligned to the following levels: Professionally Competent, Competent, Approaching Competent, Not Acceptable, Not Able to Assess. Professionally Competent and Competent are passing scores, all other scores are not passing.**

Students can expect grade scores within 72 business hours. Students are encouraged to review grade rubrics before submitting summative assessments, so they understand the required elements for a “passing” score.

If the faculty member assigns a non-passing score (Approaching Competent, Not Acceptable, or Not Able to Assess) on a summative assessment, the student will receive detailed feedback from the faculty on the grading rubric and directions on the additional materials in the module with which the learner should engage before re-submitting the assessment.

This may include readings, videos, activities, and/or formative assessments. The goal of these recommendations is to support the learner in building the necessary background knowledge or gain additional practice needed to earn a passing score.

Students must receive a passing score on all summative assessments to pass the course.

Formative Assessments:

Formative assessments are not graded. Students are not required to complete formative assessments unless given directions from the faculty. As an option, you may use the materials in the module and formative assessments to prepare to complete summative assessments.

CB AI Policy:

Use of Artificial Intelligence in the ECE Competency-based Program
All work must adhere to the university's Academic Honesty policy, and this policy takes precedence in all instances.

Artificial Intelligence as a Refinement Tool: AI is encouraged to enhance and refine your original work, but it should not substitute your original contributions.

Your work should reflect your understanding and effort, with AI acting as an aid rather than a replacement. You may use AI as an organizational tool; however, all sentences should be your own.

Transparent AI Usage:
When incorporating AI, transparency is essential. Therefore, any utilization of AI tools should be clearly disclosed on your reference page. This disclosure must encompass the name of the AI program used, the date of its application, the prompt given, and a reflective statement on how the AI tool contributed to improving your work. This helps maintain clarity and integrity in the learning process.

Please let your faculty and instructors know if you have any questions regarding this policy.

GRADING POLICIES

Course Grades:

In this course, your instructor will assess whether you achieved the course competencies by evaluating your submitted summative assessments. Each summative assessment grade will contribute to your final course grade. ***You must submit and receive a grade of Competent or better on every summative assessment to pass the course.*** **A grade of B or better is required to pass Competency-Based courses.**

YOUR FINAL GRADE WILL BE ONE OF THE FOLLOWING:

A: 90-100%, Professionally Competent: Work meets all of the requirements of competent and is professional level

B: 80-89%, Competent: Work demonstrates achievement of all requirements of competency

C: 70-79%, Approaching Competency: Work is missing one or more of the requirements of competency (this is not a passing grade)

D: 60-69%, Not Acceptable: Work is missing two or more requirements of competency (this is not a passing grade)

F: 59% and Below, Failure: Work is missing three or more requirements of competency (this is not a passing grade)

To View Grades in this Course:

In each course you can click on "Grades" on the Course navigation bar at the top of the screen. Additionally, here are several tutorials on how to view grades and feedback in the assignment area: Submit Assignments and View Feedback (1:38). Video: How to View Your Grades Online (1:43)

Grading Rubrics in this Course:

Rubrics will be used to grade summative assessments. It is recommended to review these rubrics before attempting your summative assessments, so you will know the expectations of each assignment. You can preview the grading rubrics in the assignment submission folders.

Incomplete Grades:

- Under extenuating circumstances, an agreement for an incomplete grade can be negotiated with the course instructor when at least 75% of the work has been completed in the course.
- If an incomplete grade is issued, the student and faculty coach must meet to determine a reasonable timeline for the student to complete the work and for the faculty coach to assess.
- Once a course has been completed and a student receives an Incomplete, Extension, or Appeal grade, feedback/resubmission opportunities are no longer permitted, and all grades are considered final.
- No incomplete grade may continue past 90 days from the last day of the course.
- If a student does not complete the work (and earn a score of "competent" or higher) by the agreed upon time, the grade of "I" will become an "F".
- Please view the NLU Incomplete Grade Policy below: **https://nl.smartcatalogiq.com/en/current/undergraduate-and-graduate-catalog/policies/academic-policies-and-procedures/grading/**

ASSESSMENT SUBMISSION POLICY

Note: Although course shells are opened for students to view two weeks prior to term start, instructors begin assessing and giving feedback during Week 1.

All submissions must be received by the last day of class in order to be graded.

Resubmissions are encouraged before the last day of class. As a reminder, it may take up to 72 business hours to get grading and feedback on your submissions.

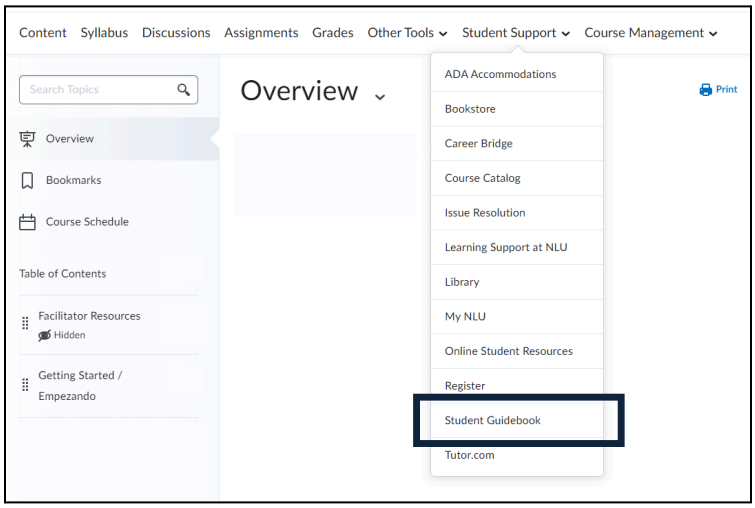
Extensions may be requested and granted for severe extenuating circumstances. This can be determined and negotiated with the faculty, in consultation with the student's advisor. These circumstances may include medical emergencies or other situations that severely impact the student's ability to complete coursework by the end of the term.

Requests for extensions and related submissions for extenuating circumstances must be received before the due date for submission of final grades by faculty.

Note: Students that wait and submit all of their assessments on the last day of class are in jeopardy of failing the course. Once graded, students will not have the chance to re-submit their assessments if turned in on the last day of class.

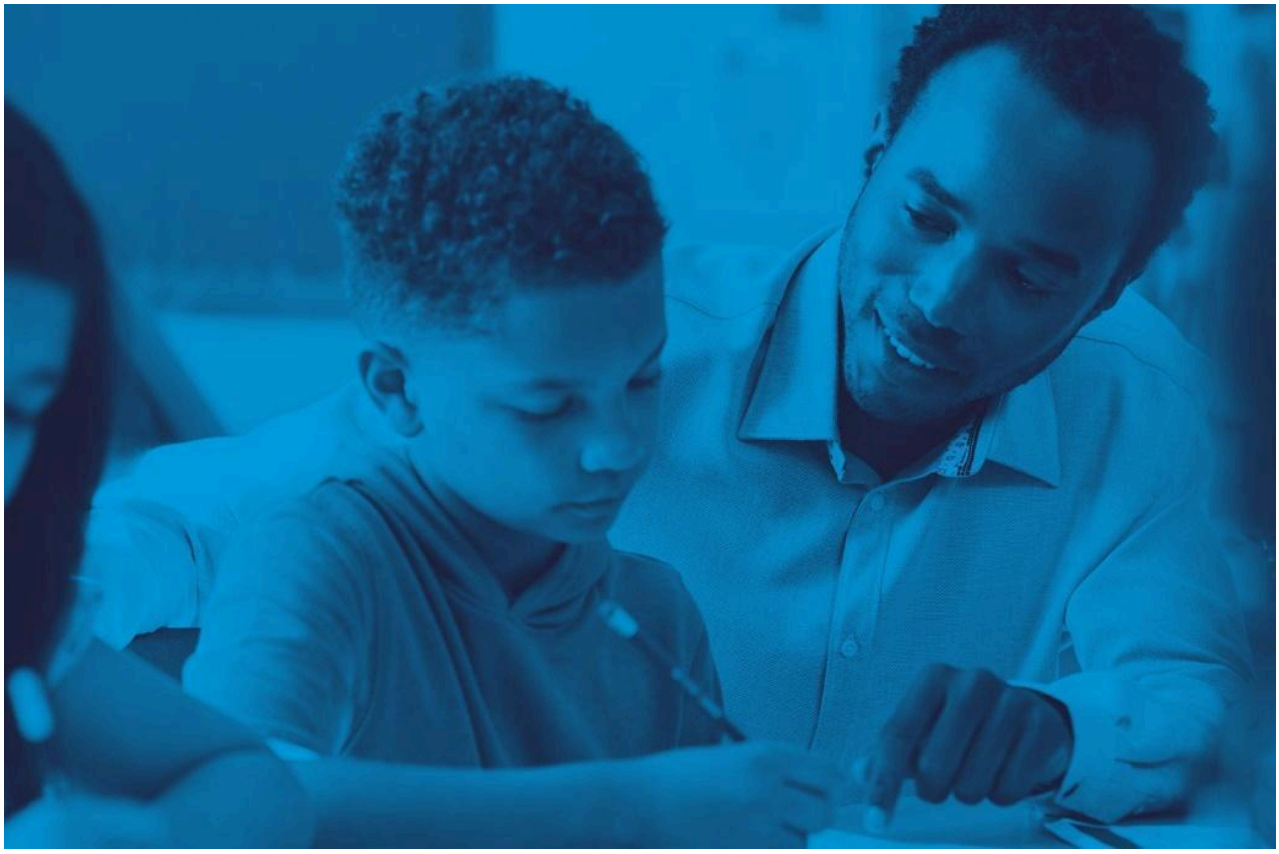
SCHOLASTIC DISHONESTY

All work submitted is assumed to be the student's contribution. The Academic Policy of NLU is stated on the website and in the Student Guidebook. The Student Guidebook is located under the Course Navigation "Student Support" drop down, under Student Guidebook (as seen in the image below).



ATTENDANCE POLICY

- It is recommended that all students attend the Competency Coffee Shop each week that it is offered.
- In order to establish enrollment in a course, students must log into D2L during the first two weeks of courses to avoid being dropped from the course.
- Initial submissions eligible for feedback on the summative assessment are due the ninth week of the course. All re-submissions are due within 72 hours on Tuesday of week ten of the course. Suggested due dates are outlined in D2L and on the course syllabus.





ILLINOIS GATEWAYS TO OPPORTUNITY CREDENTIALS

The Undergraduate Competency-Based Early Childhood Education Program at National Louis University is entitled for the following Gateways to Opportunity Credentials:

- **The Early Childhood Education (ECE) Credential, Levels 2 - 5**
  - *All candidates in the ECE CB program are eligible to apply for the ECE Level 5 credential upon completion of their program*
- **The Infant Toddler Credential (ITC), Levels 2 - 5**
  - *Infant Toddler Learning Journey candidates can apply for the ITC Level 5 (depending on coursework and work experience)*
- **The Illinois Director Credential (IDC), Levels 1 and 2**
  - *Early Care and Education Program Administration Learning Journey candidates can apply for the IDC Level 1 or 2 (depending on coursework and work experience)*

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

CREDIT FOR PRIOR LEARNING (CPL)

CREDIT BY PORTFOLIO

Credit for Prior Learning (CPL) can be completed for a few of the ECE CB courses through Credit by Portfolio. CPL is for students who are petitioning to replace a major course through the course-equivalent portfolio option.

In this experience, students will work with a Faculty Subject Matter Expert (faculty assessor) who will guide them through the processes and review the portfolio at the end of the course to be potentially awarded credit. The portfolio includes directions, documents, guidelines and portfolio requirements with a rubric identifying course equivalent and program equivalent learning outcomes, as well as faculty-determined conditions for success. Activities (assessments) are evaluated using a Pass or Fail. Once a submission is received, the student will be provided feedback about passing, or resubmitting to improve to a passing grade.

As this is not a course, the student can complete and submit all of the Activities (assignments) in any order by the end of Week 10. The due dates listed for Assignments are suggested/optional due dates put in place to guide the student through the work. There is no late policy applied as all work is due by the end of the term.

CB POLICIES FOR CPL

1. Two attempts of CPL are permitted and then the student must take the course version.
2. **Students who do NOT Pass CPL or the equivalent course are not eligible for graduation. If the course is required for the student's degree program, then it is a requirement for graduation.**
3. Credits will appear on your official student transcript 3-4 weeks after the closing date of the term. CPL is not a course and there is not a grade attached. Therefore, CPL does not affect the student's GPA.
4. ***Important:*** **Please be aware that federal and state financial aid does not cover the costs associated with Credit by Portfolio options. You are responsible for any fees related to these assessments.**

CPL FOR EDU 420CB: POLICIES, PROGRAMMING, AND PROCEDURES IN EARLY CHILDHOOD EDUCATION

This competency-based experience integrates educational theory, practice-based theory and understanding of professional practices and classroom contexts within an Early Childhood classroom and program. This continues to expand the candidate's professional expertise to plan, implement, reflect and analyze practices, policies, and plans within the ECE program. Teacher candidates will also continue to refine their professional practices and deepen their understanding of classroom contexts and their importance to planning, instruction, assessment and reflection.

CPL FOR ECE 471CB: EARLY CHILDHOOD EDUCATION STUDENT TEACHING SEMINAR

Students demonstrate the competencies needed to function as a lead teacher in an Early Childhood classroom. Student Teaching (or its equivalent) is required for the Illinois State Board of Education (ISBE) licensure. Successful completion of this experience is based on a wide variety of competencies showcasing an ability to take full responsibility for a classroom, including unit/lesson planning, differentiated instruction, assessment strategies, as well as collaboration with children, families, colleagues and community members. Culturally relevant and sustaining practices are woven throughout the competencies in this course.

Students who do NOT pass CPL or the equivalent course are not eligible for the teaching license or graduation. If a course is required in the student's degree program, it is a graduation requirement.

FIELD EXPERIENCE AND STUDENT TEACHING IN NLU UG CB LICENSURE/ ENDORSEMENT PROGRAMS

Student Teaching in NLU Undergraduate Licensure Programs as Teacher of Record

Because we know that adult CB learners bring a great deal of prior knowledge and experience to the college classroom, we do allow CB students to complete their practicum/student teaching as the teacher of record at their current place of employment as appropriate and allowable under ISBE rule.

For ALL CB students who require a placement for field experience and/or student teaching, please contact CBEdPrograms@nl.edu to find a field placement to continue gaining experience in a classroom environment that prepares for the wide variety of ages/grades within an endorsement.

All student teaching at National Louis University requires that you are in a formal education setting that is appropriate to the license or endorsement that you are seeking and that you have a qualified mentor teacher to support you. Per ISBE regulations, student teaching must be completed in the final year of the Licensure Program.

Note: Student Teaching is a required component of the ECE CB program at NLU. All Licensure Learning Journey students must complete student teaching through this specific program. Previous student teaching experience completed outside of the ECE CB program at NLU will not be accepted or applied toward this requirement.

See below for specific questions about options for student teaching at your place of employment and the requirements to do so:

Per the Illinois State Board of Education, "Student Teaching" means a form of internship required for approval of educator preparation programs calling for close and competent supervision. It entails preparation for full responsibility in an instructional setting. In the course of the experience, the candidate shall demonstrate mastery of skills and techniques including, but not limited to, planning, organization, evaluation, parent relations, and competence in subject matter areas. The experience is carried out under diligent and systematic supervision by college and local school personnel. (23 Illinois Administrative Code Part 25.610)

Please verify with your Student Teaching coordinator at your worksite regarding your worksite's requirements for Student Teaching at least two terms prior to your Student Teaching term. It is your responsibility to meet the requirements of Student Teaching for your worksite.

Please contact CBEdPrograms@nl.edu if you have questions or need support.

In any case that your worksite cannot be used for Student Teaching, please contact CBEdPrograms@nl.edu.

ECE CB PROGRAM STUDENT TEACHING MATERIALS

CB Student Teaching Presentation **CB Student Teaching - FAQ & Contact List**

STUDENT TEACHING FAQs

What is the CB student expected to do?
Assessments in course shells

What is the Mentor Teacher expected to do?
Complete the Field Assessment and Professional Disposition Assessment

How often does the mentor teacher need to be with the student teacher?
10 touchpoints (ONLY for going to other location and sub/floater)

What is a touchpoint?
A touchpoint is an interaction between the student teacher and mentor teacher designed to support professional growth, provide feedback, and monitor progress toward teaching competencies during the field experience.
Any of these options can count as a touchpoint and the student teacher does not need to do all types of touchpoints.

What a Touchpoint may be:

1. Instructional Planning Meetings:
   - Co-planning lessons
   - Reviewing standards and objectives
   - Discussing differentiation strategies
2. Natural Observation & Feedback:
   - Observation
   - Post-observation reflection
3. Reflective Practice Conversations:
   - Reviewing student data
   - Discussing classroom management decisions
   - Identifying areas for growth
4. Professional Norm Check-ins:
   - Communication expectations
   - Professional conduct
   - Time management and responsibilities
5. Performance Evaluation Milestones (REQUIRED):
   - Field Assessment
   - Professional Disposition Assessment

STUDENT TEACHING IN YOUR OWN CLASSROOM (COMMUNITY-BASED SETTING)

Question: I am the lead teacher in an ECE (birth to Kindergarten) setting that is community-based that does not require a Professional Educator License for lead teachers - can I do my student teaching as the lead teacher in my own classroom?

Answer: To act as the teacher of record while you are the lead teacher in your own ECE classroom, the following must be in place before your student teaching begins:

- *Student teaching cannot be done in a home school or home child care setting.*
- *There must be a mentor on-site with a Professional Educator License (PEL) who is endorsed in the area(s) to which you are seeking endorsement; or who holds a Gateways to Opportunity Level 5 ECE Credential.*
- *The mentor must be available to meet with the student regularly throughout the experience to support the teacher candidate as they progress. Feedback is important to teacher development!*
- *The mentor and student must be available to complete all required field assessments at scheduled due dates throughout the experience.*
- *The Mentor Teacher's role is to support the student teacher to reflect on and improve their teaching skills as part of the student teaching experience. Mentor teachers will participate in field assessments, reflective supervision, and give performance feedback during the student teaching experience. The Mentor Teacher is required to complete the Professional Disposition Assessment and the Field Assessment.*

STUDENT TEACHING IN YOUR OWN CLASSROOM (SETTINGS WHERE PEL IS NOT REQUIRED- K AND HIGHER)

Question: I work in a classroom as the lead teacher of record in a non-public, charter or other setting that does not require a Professional Educator License for lead teachers (K and higher)- can I do my student teaching as the teacher of record in my own classroom?

Answer: In order to act as the teacher of record while you are the lead teacher of record in your own ECE classroom, the following must be in place before your student teaching begins:

- *Student teaching cannot be done in a home school or home child care setting.*
- *Your current classroom must match the grade range/setting of the endorsement being sought.*
- *You must have at least two years of lead teacher (teacher of record) teaching experience (not including substitute hours) at your **current school/setting**. Your administrator will be required to submit a letter confirming the length of your employment. Experience as a SECA, paraprofessional, or assistant teacher cannot be used toward the two-year teaching requirement.*
- *There is a mentor on-site with a Professional Educator License (PEL) and is endorsed in the area(s) to which you are seeking endorsement;*
- *The mentor must be available to meet with the student and coach regularly throughout the experience to support the teacher candidate as they progress. Feedback is important to teacher development!*
- *The mentor and student must be available to complete the required field assessments at scheduled due dates throughout the experience.*
- *The Mentor Teacher's role is to support the student teacher to reflect on and improve their teaching skills as part of the student teaching experience. Mentor teachers will participate in field assessments, reflective supervision, and give performance feedback during the student teaching experience.*

STUDENT TEACHING AS A FLOATING/INDIVIDUAL/SMALL GROUP AID

Question: I work as a floating, individual, or small group aid. Can I do my student teaching in my current work position?

Answer: No. As Student Teaching entails preparation for full responsibility in an instructional setting, it is required to be supervised by one consistent mentor teacher with a PEL or Level 5 in a consistent instructional setting with a consistent group of students. Therefore, it is not possible to complete student teaching as a floating/individual/small group aid.

STUDENT TEACHING IF YOU ARE A HOME CHILDCARE PROVIDER

Question: I am a home childcare provider. Can I do my student teaching at my home childcare?

Answer: No. ISBE does not allow Student Teaching to be completed at a Homeschool or Home Childcare site. Contact CBEdPrograms@nl.edu to work with OFE for a Student Teaching field placement.

STUDENT TEACHING IN YOUR OWN CLASSROOM AS A LICENSED SUBSTITUTE TEACHER

Question: I have a substitute teaching license from ISBE. Can I student teach as a substitute in a classroom where I am serving as the teacher of record (as a fully licensed substitute teacher)?

Answer: Substitute teaching cannot be used for the student teaching experience at NLU.

STUDENT TEACHING OUTSIDE OF PLACE OF WORK

Question: How often does the mentor teacher need to be with the student teacher?

Answer: 10 touchpoints (ONLY for going to other location and sub/floater)

Question: What is a touchpoint?

Answer: A touchpoint is an interaction between the student teacher and mentor teacher designed to support professional growth, provide feedback, and monitor progress toward teaching competencies during the field experience.

Students meet with their advisor in order to confirm outside of work student teaching placement.

FIELD HOURS IN YOUR OWN CLASSROOM

Question: I work in a classroom - can I do my field hours in my own classroom?

Answer: Please meet with your advisor for more information on the type of classroom/environment needed for each course in the undergraduate competency-based ECE B.A. courses. Prior to registering for one of the courses, please ensure you can access the type of classroom/environment that is described in order to complete the assessments for each course. If you currently work in a setting that meets the course specific field hour requirements, you may complete the hours/assessments at your workplace. If your current worksite does not meet the course specific field hour requirements, you must find a setting that meets the requirements in which to complete your hours. Note: Course descriptions indicate field requirements, hours, and assessments.

FIELD REQUIREMENTS FOR SUBSEQUENT ENDORSEMENTS

Students completing learning journeys that lead to subsequent teaching endorsements/approvals should be aware of the following:

- English as a Second Language Endorsement: The student will need to have access and be able to work with 5 or more English Language Learners to complete the 100 required hours. 100 documented hours in an ESL setting is required by the Illinois State Board of Education to earn the ESL endorsement.
- Bilingual Education Endorsement: The student will need to have access and be able to do all 100 of the required hours in a bilingual setting. 100 documented hours in a bilingual setting is required by the Illinois State Board of Education to earn the Bilingual endorsement.
- Special Education: The student will need access to special education settings, students, and educators.

STUDENT TEACHING OUT OF STATE

Students living in a state outside of Illinois who wish to obtain a teaching license through the ECE CB program, should be aware of the following:

- Student teaching can be completed outside of Illinois but must be done in the grade range/setting that aligns with the Illinois endorsement (ECE: Birth – Grade 2)
- The out-of-state mentor teacher must hold a valid license to teach in that grade range/setting (this license does not need to be Illinois and will most likely be the equivalent license to teach in that state)
- All Illinois tests and assessments must still be completed
- The license earned will still be the Illinois Professional Educator License. Once the student earns the Illinois license, they will need to go through the process to transfer their Illinois license into their home state. This varies by state and students should review their State Board of Education's website for further information.
- For questions regarding transferring a license to another state, students may reach out to the Undergraduate Licensure Officer at ugcertification@nl.edu.

FIELD PLACEMENT ACKNOWLEDGEMENT FORM

Students are required to submit a completed **Field Placement Acknowledgement Form** at the time of confirming the licensure learning journey.

The NLU student will have the opportunity to complete work in one or more of the following classroom settings: Pre-K, Infant-Toddler, or K-2nd grade.

Note: The Mentor Teacher cannot be an immediate family member or relative where the CB Student

is employed.

Note: If your site or mentor teacher changes at any time, students must complete and submit a new Field Acknowledgement Form.

MENTOR TEACHER HANDBOOK

CB Mentor Teacher Handbook 26-27

CB FIELD EXPERIENCE REQUIREMENTS

The ECE CB curriculum and assessments include and fulfill required field hours. Field hours in the competency based program are embedded in coursework.

Work Experience Requirements:
● One year of ECE work experience required for program entry. This satisfies the 1,200 total hours of documented ECE work experience required for the ECE Level 5 Credential.
Field Requirements for the CB ECE Major:
● EDU 420CB: Policies, Programming, and Procedures in ECE requires access to an ECE setting to complete coursework or may be satisfied using credit for prior learning.
Field Requirements for the ECE Licensure Journey:
● ECE 472CB: Early Childhood Education Student Teaching Field Experience requires that the student will have been employed at the site for 2+ years as of starting the student teaching requirement OR a teacher/director is on staff who can mentor the student and holds the Level 5 ECE Gateways Credential or the Professional Educator License (PEL). Administrator/Lead Teacher must provide proof of Level 5 Credential or proof of PEL with ECE endorsement. ● Students completing CPL for ECE 471CB in place of the course will still need to complete ECE 472CB in order to complete all requirements of the student teaching experience.
Field Requirements for the ESL/Bilingual Journey:
● English as a Second Language (ESL) Endorsement requires 100 hours of experience in a setting with at least 5 children who are English Language Learners (20 hours per course) ● Bilingual Endorsement requires 100 hours of experience in a setting with at least 5 children in a Bilingual setting (20 hours per course) ● If a student is pursuing both endorsements, all 100 hours must be completed in a Bilingual setting and will be counted towards both endorsements ● **A submission of a field hours log signed by a supervisor working at your site is required.**
Field Requirements for the Special Education Journey:
● Early Childhood Special Education Approval coursework requires access to early childhood education special education children, families, settings, and teachers to complete assignments ● Learning Behavior Specialist I (LBSI) endorsement coursework requires access to early childhood education special education children, families, settings, and teachers to complete assignments

Field Requirements for the ECE Administration Journey:
• Illinois Director Credential (IDC) Level 1 or 2 through IL Gateways to Opportunity requires the student to submit an application and work experience form to Gateways with 1,200 hours of documented Early Childhood/School-Age administrative experience for a Level 1 and 3,600 hours of documented Early Childhood/School-Age administrative experience for a Level 2)
Field Requirements for the Infant/Toddler Journey:
• Level 5 Infant Toddler Credential (ITC) through IL Gateways to Opportunity requires that the student have evidence of 1,800 total hours of documented infant toddler work experience or complete 100 hours of field experience in an infant toddler setting as part of their coursework

UNDERGRADUATE EDUCATOR PREPARATION DEPARTMENT POLICIES

REQUIREMENTS FOR HOURS IN EDUCATIONAL SETTINGS THROUGH THE OFFICE OF FIELD EXPERIENCE

NOTE: If you are doing your field experiences at your place of employment, it is expected that your requirements are up to date and on file with your employer.

If you are taking a course with required field hours and need an appropriate setting, NLU's Office of Field Experience (OFE) will help to place you. 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.

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.

PROFESSIONAL DISPOSITIONS

National Louis University is committed to ensuring that our Teacher Candidates have certain intangible and important attributes. In addition to mastering the technical, organizational, and teaching skills necessary for effective teaching, TCs must also demonstrate the following dispositions:

- **Dependability:** the ability to be relied upon in the professional setting.
- **Communication:** the ability to ensure that the intended message is successfully delivered, received, and understood.
- **Resourcefulness:** the ability and creativity to cope with unexpected challenges.
- **Cooperation:** working together to achieve results.
- **Perspective Taking:** the ability to perceive situations from an alternative point of view.
- **Responsibility:** defined as doing the things you are supposed to do and accepting the results of your actions.
- **Interaction with Others:** promoting NLU in a positive manner.
- **Social Equity Mindset:** showing growth over time and experience by understanding the unfairness or injustice in the way people are treated in society.
- **Ability Mindset:** showing growth over time and experience by understanding diverse learning.

These disposition requirements are monitored and assessed throughout the Educator Preparation Program at NLU. These are assessed throughout the Practicum and Student Teaching process as well. The full rubric for assessing dispositions can be found here.

ADMISSION TO THE LICENSURE PROGRAM

The Illinois State Board of Education (ISBE) requires that each institution of higher education (IHE) determine a set of requirements in order for a student to be admitted into the licensure (educator preparation) program at their institution. This is in addition to acceptance/admission to the university. Requirements for admission to the licensure program, along with frequently asked questions about this benchmark can be found below.

REQUIREMENTS FOR ADMISSION

Students must meet the below requirements for admission to the licensure program:

- Achievement of a GPA of 2.5 or better on all coursework, with a grade of C or better in all courses
- Achievement of junior standing (90 quarter hours or more)
- Creation of account in the Educator Licensure Information System (ELIS)

FREQUENTLY ASKED QUESTIONS

I was already admitted to my program when I applied to NLU; does this apply to me?

Being admitted to NLU in your respective program is different from being admitted to the licensure program. Admission to the licensure program requires the completion of specific requirements within your NLU program.

Since I'm admitted to the licensure program, does this mean I will get my license now?

No; admission to the licensure program is one step in the process to earning the teaching license. In order to earn the license, you need to also pass all required test(s), complete all courses in your program, and complete student teaching.

Now that I'm admitted to the licensure program, should I go into my ELIS account and apply for the license?

No; since you are in an Educator Preparation Program through a university, you should not apply for your license directly with the state. One advantage of completing a program at a university is that the university will entitle you for the license once you are eligible for it. Therefore, you will not need to apply for it yourself and wait for the state to review and approve it.

Please note that you will see an additional credential added to your ELIS account for your Professional Educator License. The status of the license will remain in "Pre-Completion" status until you complete the licensure program. Also, only your initial endorsement (ECE) will be listed. Subsequent endorsements (ESL, Bilingual, LBS1, etc.) are added upon completion of the program.

UNDERGRADUATE LICENSURE PROGRAM BENCHMARKS

Four specific benchmarks have been identified for data collection and assessment to determine eligibility of students to proceed through the program. It is the student's responsibility to manage their individual progress through these benchmarks. All requirements in one benchmark must be completed before the student is eligible to move on to the next, and completion of each benchmark is monitored by each student's Student Success Coach/Advisor and the Undergraduate Licensure Officer. The Undergraduate College retains the right to impose new requirements, assessments, or deadlines at any time to meet Illinois State Board of Education licensure requirements.

Bench mark	Requirements	Assessments Completed After Each Benchmark
1	**Admission to National Louis University** ● University application ● Submit transcripts	***Note:*** *Students are not considered a "teacher candidate" until they are accepted to the licensure program (Benchmark #2)*
2	**Admission to the Licensure Program** ● Achievement of a GPA of 2.5 or better on all previous coursework, with a grade of C or better in all courses ● Achievement of junior standing (90 quarter hours or more) ● Creation of account in the Educator Licensure Information System (ELIS)	● Dispositions Assessment ● EDU 482CB Unit Plan ● ECE 327CB Mod. 4 Assessment ● ECE 327CB Mod. 5 Assessment ● ECE 327CB Mod. 7 Assessment ● ILTS Content Test #206 (220 or higher)
3	**Eligibility for Student Teaching** ● Score of 220 or higher on the content test ● Grade of C or better in all coursework	● Field Assessment ● ILTS Content Test #206 (240 or higher)
4	**Completion of the Licensure Program** ● Passing Student Teaching with a grade of B or better in each course ● 3.0 overall GPA ● Passing score of 240 or higher on the content test o *Note: Students may graduate from their program without a passing score on the content test, but will not earn the license until the content test is passed*	● Transcript review ● NLU licensure application

CONTENT TEST REQUIREMENTS

The content tests are designed to measure teacher candidates' knowledge of content related to their specific teaching field; the tests assess teacher candidates' knowledge of history, theory, and pedagogy within the different subject areas that candidates will be expected to teach such as math and literacy. The teacher candidate must pass the content test(s) in order to obtain the Professional Educator License in Illinois. Teacher candidates take all tests through the Illinois Licensure Testing System (ILTS). Please also see the Content Test FAQ and Handbook.

ECE- LICENSURE LEARNING JOURNEY

Required Test: **Early Childhood Education (#206):**

- Required for all students seeking the Early Childhood Education Endorsement
- Test Information and Registration for #206: click here

TESTING FOR OPTIONAL ENDORSEMENTS

Optional Test: **Learning Behavioral Specialist I (#290):**

- Students in the Licensure Learning Journey who also complete the Special Education Learning Journey have the option to add the LBSI endorsement by taking this exam.
- Test Information and Registration: click here

Optional Test: **Target Language Proficiency Exam:**

- Students in the Licensure Learning Journey who complete the ESL/Bilingual Learning Journey *and who are fluent in a language other than English* have the option to add the Bilingual Endorsement in their fluent language by taking this exam or by holding the Seal of Biliteracy.
- The list of exams can be found under the heading "Language Proficiency Tests for an Educator License with Stipulations Endorsed as Transitional Bilingual" at this link.

CB CONTENT TEST POLICY:

Content Testing Deadlines:

Student Teaching Term	Take By Date *(to get scores in time)*	Content Testing Deadline *(220 or higher by…)*
Summer 2026	June 14, 2026	June 26, 2026
Fall 2026	September 6, 2026	September 18, 2026
Winter 2027	December 27, 2026	January 8, 2027
Spring 2027	March 21, 2027	April 2, 2027

Content Testing Requirements to Begin Student Teaching:

- Students must have a **score of 220 or higher** on or before the above deadline in order to begin student teaching in that term.
- If the required score is not achieved on or before the deadline, students are not eligible to start student teaching until the required score is achieved for the following term.
- These requirements apply to begin ECE 471CB (or the CPL by Portfolio for ECE 471CB) and ECE 472CB. ECE 471CB and 472CB must be taken concurrently. These also apply for all students in catalog terms prior to Winter 2025 who are taking ECE 470CB (or the CPL).
- If it is not possible to continue retaking the content test and students wish to graduate without the license, they should meet with their advisor to remove the Licensure Learning Journey.

> *NOTE: Students who do not enroll in courses for a year or more will be required to re-apply to the university. This may require that the student be moved to the most recent version of the program and additional coursework/requirements may be needed.*

DEADLINES FOR OPTIONAL TESTS

Students should focus their initial efforts on taking and passing the ECE exam first, as additional endorsements cannot be earned unless the initial license is earned. There is technically not a deadline for taking and passing any tests for a subsequent endorsement. However, if requirements for the subsequent endorsement change prior to the student passing the required exam, then those additional requirements would also need to be met.

We recommend that students focus on the exams for subsequent endorsements once the exam for the initial license is passed. If an exam for a subsequent endorsement is passed after graduation, please reach out to ugcertification@nl.edu to notify them of the passed exam. They will be able to work with you to get the additional endorsement added to your ELIS account.

CONTENT TEST SUPPORTS

The Educator Preparation Department provides students with multiple opportunities for exposure to and preparation for their respective content test(s). Students have found distributed practice to be the most effective form of test prep.

In addition, NLU has two full-time Educator Preparation Academic Support Specialists who work with undergraduate students in the Ed Prep programs to prepare for content testing. Oana Manta and Cara Ruzila help students prepare for the ECE content test, the LBSI content test, and the Target Language Proficiency exam in Spanish. Supports are provided in multiple formats: large group, small group, one-on-one, and self-paced work. Please also see UG Ed Prep's Content Test FAQ.

The self-paced work is a free NLU Discover Course that consists of modules that include guided videos, slides, and practice questions. Instructions to access the Discover course can be found at this

link. Upon completion of this course, students can reach out to receive a voucher covering the full cost of the ECE exam. (Limit 1 voucher per student.)

One-on-one support is limited to students who have thoroughly engaged with NLU provided test preparation supports and have had at least one attempt on the Content Test with an overall score below 220. Students who qualify should email Cara Ruzila at cruzila@nl.edu.

ISSUANCE OF THE PROFESSIONAL EDUCATOR LICENSE

Licenses obtained directly through an Educator Preparation Program are issued by a process known as entitlement. This means that NLU will move the Professional Educator License status from Pre-Completion to Completed Program in the student's ELIS account once all requirements for licensure have been completed. Students SHOULD NOT apply directly with the state for the license. This will prevent NLU from being able to entitle the license and will delay the issuance of the license.

During the last quarter of the student's program, instructions will be sent for applying for entitlement through NLU. Information regarding this can be found here and specific instructions and the application can be found here. Please note that this application should not be completed until the last term of the student's program.

Students often wonder how long it will take to be entitled for the license once the last quarter of the program is complete. Unfortunately, this can take some time as there are many factors that determine eligibility for the license. Some of these factors are as follows:

- NLU's licensure application must be submitted;
- Final grades must be posted;
- The bachelor's degree must be conferred;
- All tests/assessments must be passed and posted to the ELIS account including content test(s).

Once all requirements are met for licensure, NLU will be able to entitle the student for the license in their ELIS account. The student will then be sent additional information for applying for the license, paying appropriate fees, and registering the license in Illinois. Once these steps are completed, the license status in ELIS should change immediately to "Issued".

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