

# Daniel L. Goodwin College of Education

---

**Thomas Phillion, Ph.D., Professor, Dean**

**Alberto López-Carrasquillo, Ph.D., Professor, Associate Dean**

The faculty and staff of the Daniel L. Goodwin College of Education of Northeastern Illinois University are dedicated to excellence and innovation in education and professional program preparation. Serving the greater Chicago metropolitan area, our teaching, research, and service efforts respond to the needs and aspirations of a diverse student body and community. The Goodwin College of Education as a fundamental component of a comprehensive public urban university, dedicates itself to using current and reliable evidence of teaching and learning as a source of continuous improvement of its programs, policies, and practices. We regard diversity as a source of strength and as the foundation for our work. We offer high quality experiential learning opportunities to help our candidates bridge the gap from research to practice.

## Goodwin College of Education Goals

**The Goodwin College of Education cultivates professionals who:**

1. Embrace diversity in individuals and perspectives as a source of strength and as the foundation for excellence and innovation in one's professional practice
2. Create equity, inclusiveness and social justice for individuals, groups, communities and organizations
3. Anchor excellent professional practice in inquiry, evidence, scholarship, and real world application
4. Apply lifelong learning to expand one's knowledge, abilities, practice, and perspectives
5. Create positive change in environments, communities, organizations, and individuals by forging positive relationships with others

## Shared Beliefs

**Goodwin College of Education's shared beliefs are reflected in our conceptual framework.** The Daniel L. Goodwin College of Education (GCOE) community is proud of its commitment to the exemplary professional preparation of P-12 educators, school and community leaders, counselors, and health care professionals as well as its human resource professionals. Central to this purpose is the guiding belief that professional practice in education should be reflective, collaborative, and personally and socially transformative. Therefore, the GCOE adheres to its conceptual framework, a statement of the fundamental principles to guide our work: Professional Practitioners: Reflective, Collaborative, Transformative.

The Goodwin College of Education takes an all-university approach, requiring its candidates to have a well-rounded general education in the liberal arts, thorough training in professional education courses, and extensive school-community clinical experiences. Candidates completing teacher preparation programs receive entitlement to licensure from the Illinois State Board of Education. Occasionally, state requirements for endorsements may change. Consult the Program Advisor regarding licensure and endorsement requirements.

## Accreditation and Approval

The Goodwin College of Education is proud of its distinction of being nationally accredited (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/>) for its teacher preparation and school leadership programs by the Council for the Accreditation of Educator Preparation (CAEP) (<http://caepnet.org/provider-search/?tab=provider&state=IL#provresults>). As well, the college's excellent counseling programs are accredited through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Finally, the school social work specialization in the MSW graduate program is accredited by Council on Social Work Education.

Northeastern also has full approval for all of its undergraduate and graduate licensure programs for teachers, administrators, and school service personnel by the Illinois State Board of Education (ISBE). These licensure programs are:

- **Early Childhood Education (Birth - Grade 2)**
- **Administrative (PK-Age 21)** (Graduate level only)
  - Principal
  - Teacher Leader
- **Elementary Education (1-6)**
  - Self-Contained General Elementary Education
  - Self-Contained General Elementary Education with Bilingual Endorsement
- **Middle Level Education (5-8)**
  - Language Arts
  - Mathematics

- Science
- Social Studies
- **Literacy Education(PK-12)**
  - Reading Specialist (Graduate level only)
  - Reading Teacher
- **Secondary Education (9-12)**
  - English Language Arts
  - Mathematics
  - Social Science: History
  - Science: Biology
  - Science: Chemistry
  - Science: Earth Science
  - Science: Physics
- **PK-12 Programs**
  - Visual Arts
  - Music Education
  - Physical Education
  - Foreign Language: Spanish
- **Special Education (K-Age 21)**
  - Learning Behavior Specialist I (LBS I)
  - Learning Behavior Specialist (LBS II)
    - Behavior Intervention Specialist
    - Curriculum Adaptation Specialist
- **School Support Personnel (PK-Age 21)**
  - School Counselor (Graduate level only)
  - School Social Worker (Graduate level only)
- **Endorsements (PK-12)**
  - Bilingual/ESL option

## Undergraduate Majors

The Goodwin College of Education offers the following undergraduate programs:

- Community Health (E003) <sup>1</sup>
- Early Childhood Education (E113)
- Elementary Education (E100)
- Elementary Education with Bilingual Endorsement (E101)
- Human Resource Development (E004) <sup>1</sup>
- Middle Level Education (area of concentration in Language Arts or Mathematics or Science or Social Studies) (E170)
- Music Education PK-12 (F291)
- Physical Education PK-12 (E261)
- Spanish PK-12 (F276)
- Special Education (E320)
- Urban Community Studies (E119) <sup>1</sup>
- Visual Arts PK-12 (F206)

<sup>1</sup> In order to graduate, majors not seeking licensure must complete all the requirements for their academic programs and complete major declaration form.

## Undergraduate Minors

The Goodwin College of Education offers minor programs that supplement other academic programs offered at Northeastern Illinois University. These minors include:

### Educational Foundations

- Educational Studies (L020)

#### **Health Sciences and Physical Education**

- Health Promotion (L027)
- Exercise Science (L046)

#### **Human Resource Development**

- Human Resource Development (L034)

#### **Bilingual/Bicultural Education**

- Bilingual Endorsement minor (L052)

#### **Urban Community Studies**

- Urban Community Studies minor (L047)

## **Graduate Programs**

The Goodwin College of Education offers the following graduate programs:

#### **Master of Arts (MA) in:**

- Educational Leadership:
  - School Leadership
  - Higher Education
- Community and Teacher Leaders
- Couple and Family Counseling
- School Counseling
- Clinical Mental Health Counseling
- Rehabilitation Counseling
- Human Resource Development
- Urban Community Studies
- Literacy Education
- Special Education
  - Learning Behavior Specialist I (LBS I)
- Teaching: Early Childhood Education
- Teaching: Elementary Education
- Teaching: Middle-Level Education (areas of concentration in Language Arts, Mathematics, General Science, Social Studies)
- Teaching: Secondary Education (areas of concentration in English Language Arts, Mathematics, Social Science: History, Science: Biology/Chemistry/Physics/Earth Science)

#### **Master of Science (MS) in:**

- Special Education (LBS II):
  - Behavior Intervention Specialist (BIS)
  - Curriculum Adaptation Specialist (CAS)
  - Combined BIS-CAS
- Exercise Science
- Teaching and Inquiry

#### **Master of Public Health (M.P.H)**

(In collaboration with the MSW in the College of Arts & Sciences, we provide guidance and resources for the School Social Work specialization.)

#### **Focus Programs in:**

- Bilingual Education Endorsement
- Early Childhood (B-2)
- Elementary Education (1-6)

- Middle-Level Education (5-8)
- Secondary Education (9-12)
- Special Education (LBS I Endorsement) (K-Age 21)
- Health Education (9-12)
- Visual Arts (PK-12)
- Physical Education (PK-12)
- School Counselor (PK-Age 21)
- Reading Teacher (PK-12)
- Special Education (LBS II --Learning Behavior/Curriculum Adaptation-- Endorsement) (K-Age 21)

**Teacher Licensure Program (TLP) in:**

- Early Childhood Education (B-2)
- Elementary Education (1-6)
- Secondary Education (9-12):
  - English Language Arts
  - Mathematics
  - Social Science: History
  - Science: Biology
  - Science: Chemistry
  - Science: Physics
  - Science: Earth Science
- PK-12 Education:
  - Foreign Language: Spanish
  - Music Education
  - Physical Education
  - Visual Arts

**Certificate Program in:**

- Couple and Family Counseling
- Addiction Counseling
- Public Health
- Rehabilitation Counseling
- School Health
- Trauma-Informed Counseling
- Workplace Learning & Performance

**Cross Program Course Offerings in Education**

Cross Program Courses in Education (EDUC) are offered in the area of Educational Foundations.

**Educational Foundations Courses**

Code	Title	Hours
EDFN-302	Philosophical And Historical Foundations Of Early Childhood Education	3
EDFN-303	Early Childhood Development	3
EDFN-305	Philosophical And Historical Foundations Of Public Education	3
EDFN-306	Education And Individual Differences	3

Catalog descriptions of these courses are located in the Educational Foundations section of the catalog.

**Advisement**

**Undergraduate Programs**

The University Advising Center (<https://neu.edu/academics/advising-center/>) advises freshman and sophomores who have not yet declared a major. Students who are interested in becoming teachers should seek guidance from one of the Goodwin College of Education advisors according to the

program to which they are interested in applying. Please see contact and program information on the Goodwin College of Education Undergraduate Advisors List (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/advisors/>).

## Graduate Programs

Students who are interested in graduate programs, please see contact and program information on the Graduate Advisors List (<https://www.neiu.edu/academics/college-of-graduate-studies-and-research/graduate-advising/>).

## Declaring a Major

1. Candidates who have already been admitted to NEIU and are seeking to major in undergraduate programs offered at the Goodwin College of Education must complete a major declaration form after receiving approval from the program advisor. Transfer students who have been admitted to NEIU with 60 credit hours, and have met all general education and specialized content courses but have not met the minimum retention GPAs required by their NEIU academic major, will be approved for one semester of study in their academic major if it is possible to meet the retention requirements within the one semester of study.
2. A program may request an interview with any candidate or have any candidate meet with the respective Department Professional Standards Committee. That candidate's continuation, admission, retention, or graduation may be withheld until the candidate meets and complies with the Committee's recommendations.
3. A program may deny a student admission or retention based on information that indicates the candidate lacks professional judgment or has exhibited behavior that calls into question the student's suitability for the teaching profession. Any student denied admission or not retained in a graduate or graduate-level licensure program may appeal in writing to the Appeals Committee (AC) within ten days of receiving the determination. The student will send the written appeal to [gcoe@neiu.edu](mailto:gcoe@neiu.edu) with attention to the Associate Dean. Students enrolled in graduate programs will contact the College of Graduate Studies and Research to follow their procedures to appeal. The Dean of Students will be informed about these cases.
4. Prior conviction of certain felonies may preclude State Teacher Licensure. Candidates should contact the Licensure Officer at [cgcoe@neiu.edu](mailto:cgcoe@neiu.edu) before declaring a major in any licensure program. Prior conviction of certain felonies may also prevent placement in certain field experiences. Individuals must notify the Clinical Experiences and Student Teaching Office at [cestdept@neiu.edu](mailto:cestdept@neiu.edu) of felony convictions before placement in any field experience.
5. Candidates with degrees seeking licensure under Illinois House Bill 2207 must seek admission to the Teacher Licensure Program (TLP) for Post-Baccalaureate Students. These are separate processes. For requirements and advisement, contact the program advisor.

## Undergraduate Teacher Licensure Programs

The Goodwin College of Education offers the following programs that lead to licensure, which is required for teaching in the state of Illinois:

ECED (Birth – Grade 2)

ELED (Grades 1-6)

Elementary Education with Bilingual Endorsement

MLED (Grades 5-8 in ELA, Science, Math, Social Studies)

Physical Education

Special Education

---

## Graduation Requirements

To be eligible for graduation all candidates must:

- be admitted to the Program (Goodwin College of Education for undergraduate, and College of Graduate Studies and Research for graduate candidates)
- follow College retention policies (Goodwin College of Education for undergraduate students, and College of Graduate Studies and Research for graduate students)
- have a cumulative GPA of 2.50 and have a GPA of 2.75 or higher in all professional courses (some programs might have a different GPA requirement, please consult your program advisor). Grade of "B" or better in all Clinical Experiences and Student Teaching is required.
- successfully complete:

- required courses in the professional education sequence
- all requirements of their academic program
- all University graduation requirements

## Licensure Requirements

General Education and coursework Requirements: Undergraduate candidates pursuing teacher licensure are required to complete general education and professional coursework as specified by their respective programs. For further information concerning the general education requirements, candidates should consult with the Goodwin College of Education departments offering teacher licensure programs. All candidates in licensure programs at undergraduate or graduate (including TLP and Focus) level programs must meet all the State of Illinois current requirements pertaining to the specific endorsement(s) to be recommended for licensure through university entitlement by the Goodwin College of Education.

Compensated Student Teaching Policy: Per IL. School Code [ISBE Rule Section 25.620 f)] –see appendix I -- student teachers may be compensated for their services. Consult with your program advisor regarding the college policy allowing compensation in student teaching.

## Educator Licensure Information System (ELIS)

The State of Illinois requires that all candidates seeking endorsements in early childhood education, elementary education, middle-level education, secondary education, PK-12 programs, reading specialist, reading teacher, special education, school service personnel, or administrative endorsements must pass a series of examinations in order to be licensed. All candidates in licensure programs must also pass the Content Area Test (when applicable), for which endorsement is sought prior to receiving the authorization for any student teaching, practicum, or culminating internship.

Candidates seeking licensure in early childhood education, elementary education, middle-level education, secondary education, PK-12 programs, or special education (LBS I) must also pass the Teacher Performance Assessment (edTPA) during the student teaching experience. edTPA is only required for the initial licensure in Illinois. Subsequent or advanced endorsements do not require edTPA. Per ISBE Rules 25.127, the Goodwin College has approved an edTPA policy that includes a section on plagiarism and cheating on the edTPA. This section includes disciplinary actions. Additional information is available at edTPA Important Information. Per the Illinois School Code, this assessment has been paused as a licensure requirement until September 2025.

Additional information for these tests is available at ISBE Licensure Testing (<https://www.isbe.net/Pages/Educator-Licensure-Testing.aspx>).

---

# PROFESSIONAL STANDARDS FOR STUDENTS' ACADEMIC AND NON-ACADEMIC PERFORMANCE AND BEHAVIOR

## PREAMBLE

The Daniel L. Goodwin College of Education (GCOE) community is proud of its commitment to the exemplary professional preparation of P-12 educators, school and community leaders, counselors, and health and human development resource professionals. Central to this purpose is the guiding belief that professional practice in education and training should be reflective, collaborative, and personally and socially transformative.

Accordingly, GCOE candidates are expected to abide by certain academic and non-academic behaviors that align with this mission. Adherence to high standards of behavior enables candidates to have a positive influence on their colleagues and those individuals directly and indirectly impacted by their professional practice.

Therefore, the GCOE sets forth the following professional standards of academic and non-academic performance and behavior for students to observe and adhere to.

## OVERVIEW OF STANDARDS

The following professional standards for students' performance and behavior have been developed in line with all the University documents pertaining to academic and non-academic standards, which are included in Northeastern Illinois University's Academic Catalog, Student Handbook, and the Goodwin Clinical Experiences and Student Teaching Handbook.

The NEIU Academic Catalog and Student Handbook contain the following policies:

- Academic Conduct
- Americans with Disabilities Act (ADA)
- Crime Awareness and Campus Security Act
- Family Educational Rights and Privacy Act (FERPA)
- Grade Appeal
- NEIU Policy on Nondiscrimination

- National Voter Registration Act
- Oral Proficiency
- Policy on Drug and Alcohol Abuse
- Reasonable Accommodation of Religious Observances
- Sexual Misconduct
- Smoke-Free University Policy
- Student Conduct
- Student Grievance Policy
- Student Right to Know Act
- University Email

Additionally, students must adhere to academic and non-academic behaviors in accordance with the Daniel L. Goodwin Clinical Experiences and Student Teaching Handbook, the GCOE Diversity Proficiencies, and the GCOE Technology Proficiencies.

Finally, students are expected to adhere to the professional code of ethics governing their profession and department policies pertaining to academic and non-academic standards.

Students are to achieve the following standards in a satisfactory manner and timely fashion or risk a lower grade and/or removal from the professional degree, endorsement or licensure program. Students in GCOE courses are expected to abide by all policies and procedures contained in the Academic Catalog and Student Handbook, which cover academic and non-academic performance and behavior.

## **ACADEMIC STANDARDS OF BEHAVIOR**

- A. Students in the GCOE are expected to demonstrate and maintain a satisfactory level of academic competency in all courses and experiences pertinent to their profession.
- B. Students in the GCOE are expected to complete all required assignments as delineated in the syllabus and determined by the instructor's preference.
- C. Students in the GCOE are expected to demonstrate developmentally appropriate levels of proficiency in language skills (listening, speaking, reading, writing, spelling, handwriting, etc.) as commensurate with those required of the competent professional.
- D. Students in the GCOE are expected to demonstrate developmentally appropriate professional, affective, and physical competencies as necessary for their profession.
- E. Students in the GCOE are expected to demonstrate attentiveness, disciplined cooperation, interaction, and appropriately timed participation and civility.
- F. Students in the GCOE are expected to demonstrate awareness of all the information stated in the above NEIU, GCOE, and department documents, especially the NEIU Student Conduct Code pertaining to academic honesty, plagiarism, fabrication, and cheating.

## **NON-ACADEMIC STANDARDS OF BEHAVIOR**

- A. Students in the GCOE are expected to demonstrate fidelity to the NEIU Student Conduct Code regarding the creation of false information, forgery of documents, abusive/ threatening conduct, theft, possession/use/sale of narcotics, unauthorized possession of alcohol and weapons, harassment, etc.
- B. Students in the GCOE are expected to demonstrate dependability and punctuality at the University and in any related professional settings.
- C. Students in the GCOE are expected to interact with learners and clients within University courses and professional preparation experiences, both face-to-face and online, in a nurturing and appropriate manner.
- D. Students in the GCOE are expected to set a positive example by their dress. A student's appearance will be clean, neat, and conducive to the professional environment.
- E. Students in the GCOE are expected to maintain a professional identity on all searchable social media and refrain from making available media (e.g., pictures, video, text) that reflect poorly on their professional dispositions.
- F. Students in the GCOE are expected to adhere to the confidentiality practices of their profession by not sharing sensitive information or information protected under the Family Educational Rights and Privacy Act (FERPA) or Health Insurance Portability and Accountability Act (HIPAA) outside of a classroom setting or online.
- G. Students in the GCOE are expected to interact with mentors and other people in professional settings in a respectful manner, including receiving advice, feedback, and criticism of tasks performed.
- H. There will be no evidence of disruptive conduct as stipulated in the Student Handbook.

I. Students are expected to maintain consistent attendance and abide by the attendance policies established in each course syllabus.

J. Students are expected to communicate in a manner professionally appropriate to the subject matter and/or internship situation.

K. Students are expected to adhere to the University's value of diversity as stipulated in the Student Code of Conduct.

Certain provisions in these Academic and Non-Academic Standards of Behavior may not be applicable to every GCOE program. In addition, some programs within the GCOE may stipulate performances and behaviors above and beyond those described above as these pertain to standards for quality program preparation, licensure, and accreditation.

## PROFESSIONAL STANDARDS COMMITTEE PROCESS

The faculty and professional staff of the Daniel L. Goodwin College of Education (GCOE) will monitor students' adherence to the Academic and Non-Academic Standards of Behavior through the GCOE Disposition and Professional Behaviors Assessment and program or department-specific assessments.

The following procedures will be applied as needed. All involved parties will maintain appropriate levels of confidentiality throughout the application of these procedures.

1. The faculty or professional staff member observing a student's conduct or attitudes that fail to meet expected standards shall meet with the student/candidate directly to discuss these concerns. At this stage, the faculty member will clarify the expectations and may provide the student with a plan to remediate the concerns. The faculty member will summarize the plan in writing and inform the Department Chair about the incident. This communication is for progress monitoring purposes only, should other or similar concerns arise about the student at a later point in the student's program.
2. If the student does not follow his/her plan and/or concerns persist, the faculty shall complete an evaluation of the student's dispositions and professional behaviors and forward this assessment to the respective Department Chair. The faculty member may also provide additional written documentation of relevance to the student's case.
3. The Department Chair will refer to the reported incident to the Department's Professional Standards Committee (PSC) Chair requesting the PSC Chair to convene the PSC meeting.
4. The Department Chair shall inform the student in writing of the incident and the referral to the PSC within 3 working days. The Department Chair also will describe for the student the role and procedures of the PSC and the student's rights and responsibilities within the process.
5. The PSC and its designees shall investigate and review referred incidents. This review may include but may not be limited to (1) review of relevant documentation, (2) interview with the student(s) involved, (3) interview with the faculty or staff involved, (4) interview with other appropriate universities personnel.
6. Upon completion of the investigation, the PSC will render a written recommendation to the Department Chair regarding the student's academic status and standing in his/her program(s) within 3 working days. The recommendation may or may not include a remediation plan for the student's growth. If a remediation plan is recommended, the plan will include the specific action steps to be taken by the student along with deadlines by which these steps will be performed.
7. The Department Chair shall then render a determination of the student's academic status and standing in his/her program(s) within 3 working days. The Department Chair shall inform the student, the PSC Chair, the involved faculty or staff, and the appropriate Department Chair in other colleges of the University of his/her determination in writing.
8. The student, faculty, or staff may appeal to the Department Chair's decision to the Office of the Dean of the GCOE. The appeal must be initiated within 10 working days of the date of the Department Chair's notification.

## Communication

Per FERPA Rules, all communication from the Goodwin College of Education Admissions Office will be sent exclusively through Nmail, the NEIU email system. It is the candidates' responsibility to regularly check their NEIU email account. Failure to do so may cause the candidates to miss important information, including critical updates about program changes and deadlines. Also, per FERPA Rules all communication between NEIU employees and NEIU enrolled students must occur exclusively through the NEIU email system.

## Dean's List Requirements

The Dean's List recognizes undergraduate students in the Goodwin College of Education who have achieved academic success in the fall and spring semesters. Currently, there is no Dean's List recognition for TLP and graduate students.

Criteria for determining eligibility for the Dean's List:

- Major, including second majors, must have been declared by the start of the semester being awarded
- A semester GPA of 3.80 or higher for the semester being awarded



- Successful completion of six (6) or more credit hours with letter grades of A, B, C, or D
- Student may not have any incomplete grades

## CPDUs: Clock Hours of Professional Development Activity Policy

The Goodwin College of Education has been approved provider of CPDUs by the State of Illinois. Please contact the Goodwin College of Education Dean's office at [gcoecpdu@neiu.edu](mailto:gcoecpdu@neiu.edu) for further information about professional development opportunities.

## Kappa Delta Pi at Daniel L. Goodwin College of Education

The Goodwin College of Education students with a GPA of 3.50 or higher will be invited to join NEIU's Sigma Epsilon Chapter of the Kappa Delta Pi International Education Honor Society. Learn more about the advantages of membership in this International Society by visiting Kappa Delta Pi website (<http://www.kdp.org/>). For questions about the local chapter, please contact the Goodwin College of Education, Office of Dean, at [gcoe@neiu.edu](mailto:gcoe@neiu.edu).

## Teacher Preparation Candidacy Policy for Undergraduate Programs

Undergraduate students are considered candidates for teacher licensure when they have declared a major in one of the above areas, have earned at least 60 credit hours including grades of C or higher in professional sequence courses\*, and have a GPA of at least 2.5. Students should consult their academic advisors to determine whether they have met these requirements and are eligible to begin taking upper level program courses.

\*grades of C or higher are also required for content area coursework for middle-level licensure.

Once this eligibility has been met, the Goodwin College will enter the initial license in pre-completion status in the Educator Licensure Information System (ELIS). Students considered teacher candidates must create an ELIS account immediately. If this is the first time, they have created one by visiting: <https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx>.

Candidates should consult with program advisors if they have questions about how to create an ELIS account. Once a candidate has started taking courses in their teacher licensure program, they are expected to meet additional academic and dispositional standards, including, but not limited to, maintaining the GPA required by the program; completing applications and state-mandated tests; and meeting deadlines and expectations for clinical experiences.

## Undergraduate Non-Licensure Programs

The Goodwin College of Education provides non-licensure programs that prepare students seeking degrees to acquire knowledge and professional dispositions in various fields without obtaining a Professional License issued by the Illinois State Board of Education (ISBE). These programs are available in Human Resource Development, Urban Community Studies, Early Childhood Education Non-Licensure, Physical Education Non-Licensure, and Community Health.

## Retention Policies for Admitted Undergraduates

Once a student has declared a major (licensure and non-licensure tracks) in the Goodwin College of Education, they must maintain specific academic and professional standards to be retained within their academic program. These standards include maintaining the following:

1. A University cumulative GPA of at least 2.50 (on a 4.0 scale) is required for retention after completing sixty semester hours of undergraduate courses. Some programs may require a higher cumulative GPA.
2. A cumulative GPA of 2.75 (on a 4.0 scale) in professional courses and majors within the Goodwin College of Education. Students should check with their major advisor, as departmental requirements may vary. Some programs may require a higher cumulative GPA in professional courses and majors.
3. A **"C" or better grade in professional education courses and majors within the Goodwin College of Education must be in good standing.** 4. A "C" grade or better is required in ENGL-101 and ENGL-102 and college-level math, leading to NEIU math competency (at least three credit hours). All undergraduates must complete these requirements by the time they achieve junior status (60 credit hours) in their academic program.

**Students receiving a grade lower than "C" will be placed on academic probation by their programs and will not be permitted to do the major field experience, practicum, Internship, or student teaching. See specific program requirements for courses requiring a "B" or better.**

## Probation and Petition for Extension Procedures

Students will be placed on probation when they do not meet the minimum retention requirements of the Goodwin College or their program. The department chair or their representative (e.g., program coordinator/facilitator) will send a letter notifying the student that they have not met the retention requirements; therefore, the program will place the student on academic probation. Students are allowed one term (subsequently attended) while on probation to raise their cumulative GPA to 2.50. Students are permitted one term (during the next feasible semester) to retake a professional education course to earn a "C" or higher grade. Professional education courses can be retaken only once.

The Goodwin College of Education recommends that students take the following actions when on probation:

# Meet with their academic advisor before the Change of Registration period ends in the next semester the student enrolls.

# Meet at least three times per semester with the academic advisor.

# Utilize appropriate University and community support services.

By the end of the probation period, the Department Chair or their representative will notify the student in writing if the probation terms have been met. Students not meeting the probation terms will be dismissed from the program. Once the five-day petition for an extension period ends, the department chair will write to the university registrar about the dismissal.

## PETITION FOR AN EXTENSION OF THE PROBATION

If a student does not meet the terms of the probation and exceptional circumstances exist, the student may petition for an extension within five business days of being notified by the department chair that the terms of the probation have yet to be met. The student will write the petition to the Department Chair with attention to the Department Professional Standards Committee (DPS). The Department Chair will convene the DPS committee to consider the petition's merits. The Committee may request a hearing with the student. The Committee will render a decision in writing within 15 business days of receiving the petition. The committee chair will notify the student, the program advisor, the University Registrar, and the department chair about the decision. During the Summer term, the Department Chair will decide within 15 business days of receiving the petition to extend the probation period when the DPS members are unavailable.

## APPEAL PROCESS

If the Department Professional Standards Committee or the Department Chair during the Summer term denies an extension of probation, the student has the right to appeal in writing to the Associate Dean of the Goodwin College of Education within 15 business days after receiving the decision from the DPS committee using the following email: gcoe (gcoe@neiu.edu)@neiu.edu. The Associate Dean will consider the appeal and decide whether to approve or deny it. The Associate Dean's decision is final, and all parties will be notified of the outcome.

If requested by the Associate Dean, the ARA Committee will hold a hearing to discuss the merits of the appeal and make a recommendation. In all instances, the Committee will conclude and submit its recommendation in writing to the Associate Dean. Based on these recommendations, the Associate Dean will render a final decision. The decision of the Associate Dean shall be final. All parties will be notified.

## Grade Appeal Policy: Undergraduate Grade Appeal Policy

All students have a legitimate right to seek redress when they consider their final grade in an undergraduate course to be unreasonable, unjust, or capricious. This grade appeal procedure shall be initiated during the term immediately following the issuance of the grade in question; in cases involving special and unusual circumstances, this time period may be reasonably extended.

### Procedure:

1. The student should consult the faculty member who issued the grade for the reconsideration of the grade.
2. If, after seeing the faculty member, the student wishes to pursue the issue or if the faculty member is unavailable, he/she should then approach the faculty member's Coordinator or Department Chair and ask for an investigation of the grade appeal. At this time the student must present a written statement to the Coordinator or Department Chair explaining the reasons for believing the grade to be unreasonable, unjust, or capricious. The Department/Unit Head is responsible for consulting the parties involved, gathering all pertinent information, and for preparing a written statement of the facts which will be given to the student and faculty member and be used in reviewing the facts with the student and the faculty member. The Coordinator or Department Chair shall be responsible for:
  - either concurring with the faculty member that the grade should remain as recorded, or
  - suggesting to the faculty member that the grade be reviewed.
  - The student and faculty member shall be informed in writing of this conclusion. If the student believes the grade appeal has not been resolved satisfactorily, he/she may appeal the grade in writing to the appropriate dean.
3. If the Coordinator or Department Chair is the teacher of record, the student shall appeal in writing directly to the appropriate dean, instead of to the Department/Unit Head as in 2 above. The appropriate dean is the Dean of the College in which the academic department is located. The Academic Dean shall be responsible for requesting a written statement from the Coordinator or Department Chair. If the issue is not resolved to the student's satisfaction, the student may write to the Dean and request a hearing by the Grade Appeal Committee.
4. The Dean, in consultation with the Grade Appeal Committee, will review the statement prepared by the Coordinator or Department Chair. If the Dean believes the issue should be pursued, he/she will convene the Grade Appeal Committee for a hearing. If the Dean decides the issue should not be pursued, the grade remains as recorded. The decision of the Dean is final. All parties must be so notified
5. The Academic Dean will have a standing Grade Appeal Committee, to be selected each year, composed of five members as follows:

- Two faculty members and two alternates selected by the college assembly.
- Two student members with two alternates selected by the Student Senate.
- The dean of the college involved, or his/her representative.

6. The Grade Appeal Committee will investigate the case and hold a hearing in which the student, the faculty member, and the Coordinator or Department Chair shall be invited to participate. The Committee deliberations following the hearing will be confidential.

7. If the Committee decides the challenged grade is unreasonable, unjust, or capricious, it shall so recommend to the Dean, who shall have the power to change the grade from a letter grade to a grade of "P" (pass). The credits for this course will count toward undergraduate degree requirements. If the committee decides there is insufficient evidence to support the student's claim, it shall recommend to the Dean that the original grade should stand.

8. In all instances, the Committee will reach a conclusion and submit its recommendation in writing to the Dean, who shall render a written decision, copies of which shall be sent to the student and faculty member. The decision of the Dean shall be final.

## Miscellaneous Petition and Appeal Policy

### Introduction:

The Daniel L. Goodwin College of Education (GCOE) allows admitted students with unusual and/or extenuating circumstances to petition their case to the Associate Dean of the GCOE and the Admission, Retention, and Appeals (ARA) Committee. Individual exceptions to the published policies of the GCOE may be made only after following the submission of a written petition as established in this policy. Northeastern Illinois University and the GCOE reserve the right to make policy changes from time to time when necessary.

PLEASE NOTE: The Miscellaneous Petition and Appeal Policy is not applicable to any cases for which specific petition and appeal policies already exist (e.g., grade appeal).

### Before starting a petition:

The student should consult with his/her academic program representative (e.g., academic/faculty advisor, program coordinator, department chair) prior to initiating the petition process. This initial step ensures that a student is fully informed of the process prior to submitting a formal petition. Additionally, the program representative can offer student guidance regarding general petition information and necessary documentation/evidence.

### The Petition Process:

If the student wishes to pursue the petition process after consultation with the appropriate program/department representative, the student shall follow the required steps. First, the student shall write a formal letter detailing the nature and reason(s) for the petition and provide appropriate supporting documentation/evidence. Second, the student shall submit the written petition to the Dean's Office, to the attention of the Associate Dean, and include supporting documentation/evidence. The petition and documentation/evidence should be sent to COE@neiu.edu.

The Associate Dean shall determine the merit of the petition and, within 10-business days, inform the student if the petition was accepted or denied. If requested by the Associate Dean, the ARA Committee will hold a hearing to discuss the petition's merits and make a recommendation. In all instances, the Committee will write its recommendation to the Associate Dean. Based on these recommendations, the Associate Dean will render a decision. All parties will be notified.

### The Appeal Process:

The student has the right to appeal the decision of the Associate Dean or a decision made by a department chair for outcomes of petitions requested at department-level policies. If the student wishes to pursue the Appeal Process, the student has five business days after receiving the decision to initiate the process. The student shall follow the required steps. First, the student shall write a formal letter detailing the reasons for appealing the Associate Dean's decision or department chair. Second, the student shall submit the written appeal to the Goodwin College of Education Dean's office to the attention of the Dean, which must include supporting documentation/evidence. The petition and documentation/evidence should be sent to COE@neiu.edu. The Dean shall evaluate the appeal and render a decision to the student within 10 business days. The Dean may uphold the decision of the Associate Dean or the department chair or render a new decision. The decision of the Dean is final. The Department Chair, academic/faculty advisor, program coordinator, ARA chair, and Associate Dean will receive a copy of the Dean's letter.

## Credit for Prior Learning (CPL) Policy

### Section I: Illinois Board of Education Authorization to Approved Programs

#### A. Section 25.25 Requirements for the Professional Educator License

The Illinois Administrative Rules: Section 25.25 a) 2) A) states that applicants for a Professional Education License (PEL) shall *have completed an approved Illinois educator preparation program for the type of endorsement (i.e., teaching, administrative, or school support personnel) sought on the PEL (see Subpart C). (Thirty-two semester hours of content and pedagogy coursework, or a combination of experience and coursework, with at least 18 hours of content coursework (or its equivalent experience) specific to the endorsement sought, are required for teaching endorsements.)*

**B. ISBE Form 83-85: Verification of Individualized Pathway to Licensure**

Educator preparation providers shall use this form when honoring prior learning assessments or other alternative means in place of coursework required as part of a licensure program. The form should be verified by the licensure officer or department dean and uploaded to the educator's ELIS account before program completion.

<https://www.isbe.net/Documents/83-85-Verification-Individualized-Pathways.pdf>

**Section II: Goodwin College of Education Internal Policy****A. Credit by Portfolio Evaluation**

At Daniel Goodwin College of Education, personal and prior professional experience and knowledge may be worth college credit via Credit for Prior Learning (CPL). Credit for Prior Learning (CPL) is academic credit awarded to students who successfully demonstrate college or university-level learning achieved through informal or formal learning outside of the classroom. CPL offers only one option, credit by portfolio development and evaluation. This policy applies to all approved licensure programs authorized by the State Board of Education at Northeastern Illinois University. A student may earn a maximum of 12 credit hours in the Professional Pedagogy Sequence by CPL evaluation; other courses required for the degree (i.e., General Education Requirements, minor requirements) or license do not qualify as part of this policy. No partial credit will be earned; hence the portfolio must demonstrate the equivalent experience for the total credit hours of the course. Only one attempt per course will be allotted via CPL. Students will pay a fee of \$100 per credit hour per portfolio before submission.

**Section III: Procedures for Requesting and Evaluating Credit for Prior Learning (CPL)****A. Request Process**

A student requesting Credit for Prior Learning (CPL) should consult the program coordinator or graduate advisor before formally initiating the process. Each course will be requested individually. To request CPL, the Student will follow these steps:

1. Submit an in-writing petition to the Associate Dean and a letter of support from the program coordinator or graduate advisor, specifying what course and a brief narrative with the equivalent experience to earn CPL. Send the petition and the letter of support to [gcoe@neiu.edu](mailto:gcoe@neiu.edu), with attention to the Associate Dean.
2. The Associate Dean will determine the petition's merits in consultation with the program. The Associate Dean will decide within ten business days of receiving the request. If the petition is approved, the student will continue with the next steps. If the petition is denied, the student has the right to appeal the decision to the Dean of the college in writing within five business days of receiving the decision. Send the petition to [gcoe@neiu.edu](mailto:gcoe@neiu.edu), with attention to the Dean.
3. Once the petition is approved, the student will pay a fee of \$100 per credit hour to the Office of Students Payment Services.
4. Once the payment has been processed, the candidate will receive a letter from the Associate Dean with further details about the portfolio submission electronically and the evaluation process.
5. If the student only would like to request waiving of clinical hours prior to student teaching related to field experience associated with a course (excluding student teaching) and not credit hours, submit a written petition to the Associate Dean and Licensure Officer explaining how their prior experience meets the hours required by the program. The student will include any documentation as evidence along with the letter. The Associate Dean and Licensure Officer will consult with the program coordinator and notify the student in writing if partial, full, or no waiver of clinical hours is approved. The request for waiving clinical hours must be submitted at least one semester before registering for the class. The Associate Dean will notify the decision within five weeks of receiving the request. The decision of the Associate Dean is final. The other sections of this policy do not apply to Section III, A5.

**B. Evaluation Process**

The following steps shall be followed to submit and evaluate a portfolio:

1. In consultation with the department chair, the Associate Dean will identify a course syllabus and a program faculty with expertise in the area who agree to evaluate the portfolio. The faculty will receive a compensation of \$80 per credit hour for each portfolio.
2. The student will receive a copy of the course syllabus to demonstrate that their prior learning meets each course's objectives. Each portfolio component included in Section C of this part will be written around the course's objectives. The portfolio will be submitted electronically. The Dean's Office will send further instructions to the student on how to submit the electronic portfolio.
3. The student will meet with the faculty assigned as the evaluator to delineate an action plan for developing and submitting the portfolio. The action plan will include due dates and the final submission due date. The faculty will send a copy of the action plan to the Department Chair, the program advisor, and the Associate Dean. An action plan should not exceed ten weeks.
4. Once the portfolio is submitted, the faculty will render an evaluation within the next 13 business days. A rubric aligned with The Council for Adult and Experiential Learning (CAEL (<https://www.cael.org/>)) Standards will be used to evaluate the student's prior experience. No partial credit will be earned; hence the portfolio must demonstrate the equivalent experience for the total credit hours of the course and meet all the course's objectives.
5. Students who receive a positive portfolio evaluation will earn a grade of P in the course and the total amount of credit hours.

6. Students who receive a negative portfolio evaluation must register and pass the course to earn credit. Only one attempt per course will be allowed via CPL.

### C. Portfolio Components

A Portfolio comprises four major components around the course's objectives: *Course Narrative, Documentation, Autobiographical Essay, and Chronological Record.*

The Course Narrative describes the learning in detail and is often like a major term paper for a course. The narrative discusses theories, concepts, and corresponding literature, demonstrating the student's mastery of the subject area. The narrative must be well documented. Documentation supports the experiential statements in the narrative. Examples of supporting documentation are Job descriptions, letters from employers, certificates, work products like lesson plans, assessments, instruction videos, rubrics, transcripts, performance evaluations, and employee records.

Autobiographical Statement describes learning experiences and educational goals. It is a method for the students to introduce themselves to the faculty who will evaluate the portfolio, and it will establish a context of experiential learning. The autobiographical Statement should describe the values as a student and short- and long-term educational goals.

The Chronological Records include an account of each event that describes the student's learning experiences and circumstances. A Chronological Record lists the significant life experiences the student has had since they began working in the professional field.

## Clinical Experience and Student Teaching (CEST)

Programs that prepare candidates to obtain an Illinois Professional Educator License require students to participate in a variety of courses that include field-based experiences as required by State Law. These field-based experiences occur in public, charter, private, and parochial schools, child care centers, and community agencies, depending on the program of stud.. The Clinical Experiences and Student Teaching Office collaborates with school partners to identify a variety of diverse field sites for placements.

Candidates complete supervised field-based activities at these partner sites to develop a practical skill set and gain a deeper awareness of the knowledge, skills, and dispositions required of a practicing professional in the field. All field-based experiences are conducted under the supervision of a licensed teacher at the field site and a university supervisor. The candidate is evaluated by both.

## Office of Clinical Experiences and Student Teaching (CEST)

Catherine E. Wycoff, Director

### OVERVIEW

Clinical and student teaching experiences support the development of knowledge, skills, and dispositions future teachers require to educate diverse student populations. These are managed, assigned, supervised, and evaluated through the CEST Office. Design, implementation, and evaluation of field experiences are done in collaboration with faculty, staff, and school-based partners to provide optimum opportunities for the growth and development of candidates. Illinois state law requires those seeking an Illinois Initial Professional Educator License to complete field-based experiences which include student teaching. These must be completed while enrolled in a State Approved Program under the direct supervision of a teacher holding the appropriate teaching certificate/license and a university supervisor.

All field-based experiences are components of university courses and are completed at field sites selected solely by the university. One or more placements will be in diverse and/or urban settings. Field sites are selected to assure compliance with CAEP Standards, Illinois State Law, School District/School policies, procedures, and regulations, and NEIU policies and procedures. Processes or procedures may be altered in response to changes made by any of the aforementioned.

All clinical and student teaching experiences include a field-based component and university-based coursework and/ or a seminar. In addition, concurrent registration in other courses may be required. Students must demonstrate success in the field and with seminar and classroom course components. A candidate, who is successful in one, but not the other, will be unable to successfully complete the course, without exception.

### REQUIREMENTS

Multiple requirements must be met prior to participation in any course, other than EDFN courses, that includes a field-based component. These are listed below and apply to all candidates, including those pursuing a Focused Program of study to obtain a subsequent endorsement or an Illinois Professional Educator License.

1. GPA of 2.5/4.0 overall
2. GPA of 2.75/4.0 in all professional education courses and majors within the Daniel L. Goodwin College of Education
3. Grades of "C" or better in all professional education courses required within the licensure program being pursued
4. All "I" grades converted to grades of "C" or better in professional education and major courses
5. Evidence of freedom from tuberculosis and communicable diseases dated less than one year prior to the start of the semester for clinical students and within 90 days of the start of the semester for student teachers

6. Grade of "B" or better in all previous clinical experiences, unless the course is being re-taken for a second time
7. Any additional requirements established by the department or program in which the course is housed, or defined within a Remediation Plan
8. Evidence of completion of required Illinois State Police and Federal Fingerprint background check for pre-student teaching placement site.
9. Evidence of a successful LIVESCAN Illinois State Police and Federal Fingerprint Background Check less than 90 days prior to the start of the semester in which student teaching is taken
10. Successful completion of the Chicago Public School Field Experience Registration process
11. Successful completion of the Chicago Public School Student Teaching On-Line Application
12. Departmental approval
13. Evidence of passing the Illinois Licensure Testing System test for the appropriate content area prior to student teaching (Consult <http://www.il.nesinc.com> for dates, times, locations, and requirements.)
14. Attendance at the Goodwin College of Education Student Teaching Orientation prior to the start of the student teaching semester.

## COMMUNICATION

Per FERPA Rules, all communications from the CEST Office will be sent only through NEIU email.

### The Application Process:

**Mandatory CEST Clinical and Student Teaching Information sessions:** Candidates who intend to apply for a clinical/ student teaching experience must attend one **CEST information session**. Candidates may attend either a "live" clinical/student teaching information session or watch the recorded meeting through D2L. The information sessions explain application procedures, policies, expectations, timelines, and other related field experience matters. After candidates attend the "live" or recorded clinical/student teaching information session, they may submit their clinical/student teaching application. Students who do not attend an information session within the specified time frame must contact the Director of the CEST Office. This may result in a delay of their field experience.

**Application deadlines:** November (fall applications) and May (spring applications), one year in advance of the semester in which a clinical or student teaching course will be taken. Candidates will submit their clinical/student teaching applications electronically via D2L and Google. Candidates must submit a new clinical application for each clinical experience.

## REGISTRATION FOR COURSES WITH FIELD-BASED EXPERIENCES

Courses requiring field-based experiences require the following:

1. submission of application materials and other required items to the CEST Office by the established deadlines,
2. registration in the course(s) using regular university procedures during registration and payments made on schedule to assure that registration is maintained, and
3. final approval from the CEST Office and respective academic department to enroll/remain enrolled in associated courses based on a review of program requirements.

To be considered fully registered in a field-based course, the course must appear on the student's record in the official university student registration system. Those who are not fully registered into a course with field-based placements will not be permitted to report to a placement site. Candidates will be immediately removed from a field site and notified at the time the CEST Office becomes aware of removal from a course for non-payment or any other reason. Reporting to a placement site with knowledge of not being fully enrolled or after being terminated is cause for disciplinary action.

## ADMINISTRATIVE DROPS FROM FIELD BASED COURSES

Candidates will be administratively dropped by their academic department when prerequisites or requirements for courses, having field placements have not been fulfilled, for the following reasons: 1) when procedures have not been followed, 2) registration in required concurrent courses has not occurred, 3) student has been removed from their placement site by school administration or NEIU.

## PLACEMENT

Field placements are solely managed by the CEST Office. Placements are driven by CAEP Standards, Illinois State Law, school district or private school requirements, and availability of supervisors. As such, a placement site cannot be guaranteed. Placement at some sites is contingent upon completion of a successful interview with the administration and/or other staff as well as other requirements including but not limited to a successful background check, negative TB test results, and passing medical physical examination. In the event a candidate is unsuccessful in two interviews, no further attempts to place will be made.

## CHANGES IN PLACEMENT

Changes will not be made once a placement has been confirmed by a School/District. Unless given written permission by the CEST Office to do so, candidates may NOT contact schools or districts in attempts to secure a placement. This behavior is cause for disciplinary action, including potential removal from the program. Candidates who reject placements will not be placed until the next semester in which placements are made.



## CONFLICTS OF INTEREST

Placements will be made to assure that no conflicts of interest occur so that candidates receive an experience that is free of bias and external influence. Candidates will not be placed in schools they attended or where they serve on LSCs or school boards., Candidates also will not be placed in schools where family members or significant others attend, are employed, or, serve on school boards or LSCs.

## PLACEMENT SITE LOCATIONS

Placements will be made in diverse settings within a 25-mile radius of the NEIU Main Campus.

Field placement sites are selected to prepare teacher candidates to effectively teach students with special needs, newcomers, English Language Learners (ELLs), students in high needs schools, and students from varied racial, cultural, ethnic and socioeconomic groups. Every effort is made to provide candidates with a variety of experiences within the grade range required under the endorsement; however, this may not always be possible. All placements are made within the age/grade span covered on the endorsement under the Professional Educator License (PEL) candidates are seeking to earn as follows:

PEL Endorsement	Placement
Early Childhood Education	Birth-Grade 2
Elementary Education	Grades 1-6
Middle Level Education	Grades 5-8 (specific subject)
Secondary Education	Grades 9-12 (specific subject)
PK-12 Education Programs	PK-12 (specific subject)
Special Education	K-Age 21

## POLICY AND PROCEDURES TO REQUEST TO RETURN TO CLINICAL PLACEMENT SITE FOR STUDENT TEACHING

Teacher candidates may return to their clinical site for student teaching. Please note that a candidate may only return to their clinical placement site if the following criteria are met.

- The teacher candidate has had a minimum of one field experience in a diverse setting.
- The candidate receives student teaching placement approval from the respective school/school district to return to the clinical placement site.

During the third week of the fall/spring semester, the Director of Clinical Experiences and Student Teaching (CEST) will contact candidates via email and inquire as to whether they wish to return to their clinical placement site with the same cooperating teacher for their student teaching. Teacher candidates will have 10 working days to submit a written request to the CEST Director if they wish to return to a clinical placement site.

If a teacher candidate submits a written request to return to a clinical placement site for student teaching after the given deadline, the CEST Office will consider the request. However, if the teacher candidate already has pending placement requests or a confirmed alternative student teaching placement, the CEST Office will not attempt to place the teacher candidate at the requested clinical site. All pending or confirmed student teaching placements will be honored and only cancelled at the request of the respective school/district.

Please note that while a candidate may request to return to their clinical placement site for student teaching, the Clinical Experiences and Student Teaching Office cannot guarantee any placement site due to the complexity of the placement process.

If the teacher candidate is declined by the clinical placement site for student teaching, they will be informed by the CEST Office after the decline is received. The respective department chair will be copied on the email sent to the teacher candidate informing her/him of the student teaching placement decline. The CEST Office will immediately work on a different student teaching placement for the teacher candidate.

A teacher candidate who is asked to conduct their student teaching at a non-clinical placement site by a school administrator or teacher should inform the CEST Director by the fifth week of the semester prior to student teaching. In the written request, the teacher candidate should indicate how long they have known the cooperating teacher and in what capacity. The teacher candidate should copy their department chair on the email request sent to the CEST Director. The CEST Director and appropriate department chair will discuss the teacher candidate's request and a decision will be made as to whether the teacher candidate may conduct their student teaching with the requested teacher and/or school site. The CEST Director will inform the teacher candidate of this decision.

## Candidates conducting their clinical experiences and student teaching at their own school sites

Other teacher candidate may request to conduct their pre-student teaching clinical experience at their own school. The teacher candidate must contact the Director of Clinical Experiences and Student Teaching to make such a request prior to the submission of their CEST pre-student teaching clinical application. The teacher candidate must provide the required "School Administrator Agreement" form to their building principal and/or school district administration. The teacher candidate is responsible for obtaining the necessary signatures from school/district administration and a cooperating teacher

assignment in their licensure area for the pre-student teaching clinical experience. The candidate must submit their completed "School Administrator Agreement" form to the Director of Clinical Experiences and Student Teaching on or before the CEST clinical application deadline. The candidate is responsible for arranging with their school administration how to complete the required pre-student teaching clinical hours while a full-time employee.

A teacher candidate may conduct their second clinical experience at their place of employment provided they are assigned to a different cooperating teacher in their licensure area.

A teacher candidate may conduct his/her student teaching at their own school site provided they have the approval of their academic program and building principal and school district administration.

During the first three weeks of the fall/spring semester, the Director of Clinical Experiences and Student Teaching (CEST) will contact student teaching applicants via email and inquire as to whether they wish to conduct their student teaching at their own school site. Teacher candidates will have five working days to submit a written request to the CEST Director if they wish to conduct their student teaching at their own school site.

The teacher candidate will need to provide the "Student Teaching School Administrator Agreement" form to their building principal and/or school district administration. The teacher candidate is responsible for obtaining the necessary signatures from the school/district administration and being assigned to a cooperating teacher in their licensure area.. The candidate must submit their completed "School Administrator Agreement" form to the Director of Clinical Experiences and Student Teaching by the given deadline.

A teacher candidate conducting their student teaching at their own school site must take a leave of absence or resign from their position during the student teaching semester. A teacher candidate who wishes to receive compensation from their school site during student teaching may submit a petition to do so. To have their petition considered, the student teacher must follow the directions on the policy available on the Goodwin College of Education website at this LINK (<https://www.neiu.edu/sites/default/files/documents/2022/06/29/Paid%20student%20teaching%20policy%20Fall%202022.pdf>) .

## PLACEMENTS OUT OF AREA

Candidates may submit a written request for the Director to grant permission to complete student teaching as guest student at another CAEP accredited institution in the event of a move out of the area. Such situations generally occur due to a move out of state with student teaching the only class left for completion. If permission is granted, the candidate registers at NEIU and pays tuition and fees and the Director defines procedures for supervision and evaluation. The candidate usually incurs additional fees to be paid to the host institution directly.

### STUDENTS SEEKING A SUBSEQUENT ENDORSEMENT

Illinois State Law allows those possessing a current Illinois Teaching License to obtain one or more subsequent teaching endorsements by pursuing a focused program of study. The configuration of clinical experiences and student teaching required will be based on the results of an evaluation of credentials and professional teaching experiences.

These students will apply and be processed individually consistent with the law and in accordance with NEIU policies and procedures.

## TB TEST

NEIU requires clinical students and student teachers to provide evidence of freedom from communicable diseases, including tuberculosis. Such evidence shall consist of a tuberculin skin test (TB Test) (NEIU Health Services requires Mantoux) and, if appropriate, an X-Ray, made by a physician licensed in Illinois or any other state to practice medicine and surgery in all its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician not more than 90 days preceding the start date. T.B. Test may be obtained at no cost from the NEIU Health Services Department ((773) 442-5800, Room E-051).

Those tested outside of NEIU must present their results to the NEIU Health Services Department and receive a Tuberculosis Test Report Form. The student then brings this form to this office.

A TB test may be obtained in the Health Services Office or from a health provider outside the university.

## PHYSICAL EXAM

Candidates may have to complete a physical exam. Illinois School Code, 105 ILCS 5/24-5) (from Ch. 122, par. 24-5) identifies the need for new employees, including *student teachers*, to provide evidence of physical fitness to perform the duties assigned and freedom from communicable disease. It will be the student teacher's responsibility to comply with the Illinois School Code physical exam requirements if requested by a hosting school district/ school during your student teaching assignment.

In accordance with the Illinois School Code (105 ILCS 5/24-5 (a) and (b)):

- (a) *In this Section, "employee" means any employee of a school district, a student teacher, an employee of a contractor that provides services to students or in schools, or any other individual subject to the requirements of Section 10-21.9 or 34-18.5 of this Code.*
- (b) *School boards shall require of new employees evidence of physical fitness to perform duties assigned and freedom from communicable disease. Such evidence shall consist of a physical examination by a physician licensed in Illinois or any other state to practice medicine and surgery in all its*



branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician not more than 90 days preceding time of presentation to the board, and the cost of such examination shall rest with the employee. A new or existing employee may be subject to additional health examinations, including screening for tuberculosis, as required by rules adopted by the Department of Public Health or by order of a local public health official. The board may from time to time require an examination of any employee by a physician licensed in Illinois to practice medicine and surgery in all its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician and shall pay the expenses thereof from school funds.

## BACKGROUND CHECKS

Teacher candidates must be aware that the Illinois School Code (ILSC 5/10-21.9) requires school boards to conduct a criminal background investigation on applicants for employment. This law also prohibits the employment of any person who has been convicted of committing or attempting to commit any one or more of a number of offenses. At present, offenses include:

- first degree murder;
- any Class X felony;
- juvenile pimping;
- soliciting for a juvenile prostitute;
- exploitation of a child;
- obscenity;
- child pornography;
- harmful material;
- criminal sexual assault;
- aggravated criminal sexual assault;
- criminal sexual abuse;
- aggravated criminal sexual abuse;
- offenses set forth in the Cannabis Control Act, and
- crimes defined in the Illinois Controlled Substances Act.

Employment must be denied where the offenses and/or conviction occurred inside or outside the state of Illinois.

In addition, convictions related to certain offenses, other than those listed in Section 21B-80 of the School Code [105 ILCS 5/21B-80] that result in automatic revocation or *denial of licensure*, may lead to denial of licensure if they demonstrate that the applicant is not of good character as required by Section 21B-15 of the School Code. Accordingly, each applicant for the issuance, registration, or renewal of an Illinois professional educator license, educator license with stipulations or substitute teaching license or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G of this Part, shall be required to indicate on the relevant form whether he or she has ever been convicted of a felony or of any sex, narcotics, or drug offense (whether felony or misdemeanor) in Illinois or any other state.

The Daniel L. Goodwin College of Education requires LIVESCAN Illinois State Police and Federal Fingerprint Background Checks of those registering to complete *field-based experiences*. Students may be subject to multiple checks if enrolling or participating in a field experience where an additional background check is required.

The Daniel L. Goodwin College of Education requires LIVESCAN Illinois State Police and Federal Fingerprint background checks of those registering to complete *student teaching* less than three months prior to the start of the semester in which student teaching is taken.

## CLINICAL AND STUDENT TEACHING CALENDARS

All courses requiring students to complete field-based clinical components are University courses and follow the University calendar. Pre-student teaching clinical students may not begin at their placement site until they have had their first on-campus clinical course after the official start of the semester. Clinical students follow the calendar of NEIU, not their placement site, with respect to holidays and vacations.

Student teachers begin and end on the first and last day of the NEIU semester as published in the University Schedule. Students may not report to a school to begin student teaching before the official first day of the NEIU semester, without written approval of the principal/school district and the CEST Director.

During the student teaching period, the student-teacher follows the calendar of the school/district, not NEIU, with respect to holidays and vacations. Those planning to student teach in the Spring semester must not plan travel or vacations in advance of receiving a confirmed student teaching assignment. If advance plans are made and conflict with school/district Spring Vacation times, travel plans will need to be altered. Teacher Candidates who plan vacations in advance of knowing the school district calendar risk being unable to complete their plans as scheduled if the vacation period conflicts with the school/district calendar.

## PRE-STUDENT TEACHING CLINICALS: SCHEDULING

Pre-student teaching clinical experiences are scheduled at dates and times mutually agreed upon between the teacher candidate and the school/site cooperating teacher(s) and/or administration. These will be planned between the start and end dates of the semester and only after being assigned to a placement site by the CEST Office.

Candidates must conduct their clinical hours at a school in no less than half day increments. Additionally, clinical candidates should plan to be at their clinical site more than one day a week throughout the semester.

Pre-student teaching clinicals may not be completed sporadically or clustered into a two or three week period.

Pre-student teaching clinical students must create a written schedule for the completion of their required clinical hours. This schedule must include the dates and times the clinical student will be at their placement site during the semester. It must be presented to and approved by both the cooperating teacher(s) and university supervisor within two weeks of the start of the semester. Clinical students must adhere to this schedule throughout the semester. Any changes to the schedule must first be approved by the cooperating teacher and university supervisor in writing.

Pre-student teaching clinical students must plan other coursework, work, personal, and family obligations in a way that allows sufficient time to travel to and from the site, fulfill clinical expectations at the site, and complete any associated requirements such as research, lesson planning, and other work required outside of the placement site.

Scheduling conflicts for seminars and other University-based activities may occur as a result of variations in holiday, break, or vacation periods of schools/districts and NEIU, and/or variations among the school/district calendars of the students under the supervision of a single supervisor and/or seminar leader. Conflicts will need to be discussed with the supervisor who may or may not make an accommodation.

The supervisor or the candidate may seek assistance from the CEST Director to resolve such matters. Nothing in this section should be construed to suggest that matters will automatically resolve as the teacher candidate desires because the University is responsible to maintain program integrity.

## SEMINARS

All clinical and student teaching courses include a class seminar held on or off campus. Dates and times are published in the University Schedule for the semester. Seminars begin during the first week of classes and continue throughout the semester.

Seminars follow a defined syllabus and complement the field-based component of the course. The syllabus includes specific content to be learned. Written and other assignments also are required. Discussions will include reflections about the field-based experience and progress toward becoming a professional educator.

Seminars may be conducted by the same person supervising the clinical student/student teacher and may include teacher candidates supervised by multiple supervisors. In this case, the final grade will be determined collaboratively by the supervisor and the seminar leader. Supervisors who are not seminar leaders may need to schedule additional meetings with those being supervised if deemed necessary.

## STUDENT TEACHER ORIENTATION

The Student-Teacher Orientation is **mandatory**. Student teachers who fail to attend may be prohibited from student teaching during that semester. Additional professional development days may be scheduled at other times during the semester in which student teaching occurs and attendance is required.

Student teachers who are full-time teachers and teaching in their own classroom as permitted by law may request an exemption from attendance at the Student Teacher Orientation only if the event conflicts with the school work calendar.

Additional days may be scheduled during the semester, as deemed necessary by the Daniel L. Goodwin College of Education and/or CEST Director.

## EVALUATION

The university supervisor assigns a final grade with input from the cooperating teacher(s). A teacher candidate must be successful in the field-based component to successfully complete any course requiring a component regardless of the quality of work in the non-field based component of the course. Failure to successfully complete non-field based work or assignments will negatively impact a course grade.

A grade of "A" or "B" must be earned in a pre-student teaching clinical course to enroll in a subsequent course requiring a field-based clinical component, and in student teaching to be entitled to receive an Illinois Professional Educator License. Student teachers receiving a grade of "C" or "D" will not be entitled to Illinois Licensure but may be eligible for graduation.

A Teacher Candidate who is unable to complete a field-based component of a course within the semester due to an extenuating circumstance may request to receive an "I" grade (Incomplete Grade Policy). When an "I" grade is issued, an Incomplete Contract will be developed to define the requirements, procedures, and timelines to be followed. Deviations from this contract minimally require the written approval of the academic program and CEST Director. Lack of success in the placement is not cause to issue an "I" grade.

The Teacher Candidate may appeal a final grade in accordance to University Policy, see Student Handbook.

## RE-ENROLLMENT IN A CLINICAL COURSE OR STUDENT TEACHING

Those earning less than a "B" in any course requiring a field-based component must submit a written appeal to the chair of their respective academic department. The chair will then forward the appeal to the department's professional standards committee (PSC). The PSC will review the teacher candidate's appeal to determine eligibility to re-enroll in the course. Re-enrollment in a field experience course will not be permitted in the semester following the candidate's first attempt at a clinical or student teaching experience. If allowed to re-enroll in a clinical or student teaching course, the teacher candidate will have a remediation plan.

## INTERRUPTED PLACEMENTS

Interruptions in placements may occur due to changes in staffing at the school or personal or health issues. When the placement is interrupted due to unexpected changes in staffing at the site or for some other reason beyond control of the university or the candidate, a new placement site will be secured within the semester.

## SELF-SELECTED TERMINATION

Those who self-select to terminate a clinical experience or student teaching are required to discuss this matter with the University supervisor and CEST Director prior to making a final decision or notifying their cooperating teacher and school site.

A final decision to self-terminate a clinical experience or student teaching must be submitted to the CEST Director in writing prior to notifying the placement site and cooperating teacher. Teacher candidates who self-terminate are responsible to withdraw from the course in accordance with University procedures and according to timelines printed in the University Schedule. Standard university timelines and procedures influence grading and ability to recover tuition and fees.

Teacher candidates who self-terminate may submit a letter of appeal to the respective academic program and/or department for permission to reapply in a future semester provided the self-termination was not done to avoid remedial or disciplinary actions resulting from deficiencies in knowledge, skills, and/or dispositions. The respective department's PSC will review and make a decision as to whether to allow the candidate to re-enroll in the clinical or student teaching course. Candidates who self-terminate will not be allowed to re-take the respective clinical/student teaching course in the subsequent semester. A candidate who receives PSC approval to re-enroll in a clinical/student teaching course typically will have an action/remediation plan.

A teacher candidate who self-terminates without discussing the matter with the University Supervisor and without submitting a written notice to the CEST Director may receive a "F" in the clinical/student teaching course, be referred to the respective academic department's professional standards committee, and/or dismissed from the academic program.

## TERMINATED PLACEMENTS

Placements may be terminated due to a lack of candidate success in the field experience. A request to terminate any field-based clinical/student teaching experience may be initiated by the University supervisor, cooperating teacher, school/site administrator, the academic program, CEST Director, or other NEIU faculty or administrators.

If asked to leave a field experience placement by the placement site/school district, cooperating teacher, or NEIU, the teacher candidate will receive an automatic "F" in the respective clinical/student teaching course and will not be given a new placement or allowed to continue his/her field experience within the same semester. The teacher candidate also may be referred to his/her respective academic department's professional standards committee and/or dismissed from his/her academic program.

If a teacher candidate is asked to leave his/her field experience placement, he/she may not have any further communication with the school administration, the cooperating teacher, school staff, or students at the school. If the teacher candidate does so, he/she may be referred to his/her respective academic department's professional standards committee and/or dismissed from his/her academic program.

Candidates who are removed from the field experience site may submit a letter of appeal to the respective academic program and/or department for permission to reapply in a future semester. The respective department's PSC will review and make a decision as to whether to allow the candidate to re-enroll in the clinical or student teaching course. A candidate who receives PSC approval to re-enroll in a clinical/student teaching course may not do so in the semester following his/her first attempt at the respective field experience course. If allowed to re-enroll in a clinical or student teaching course, the teacher candidate will have a remediation plan.

Candidates who do not successfully complete a second field-based clinical/student teaching experience will not be permitted to complete the program.

## CAUSES FOR REMOVAL

The following is a representative, not exhaustive, list of events that are generally considered serious enough to warrant removal from a placement site by the supervisor, cooperating teacher, or site administration:

- failure to abide by school/school district or NEIU regulations and policies
- frequent absences and tardiness (regardless of reason)

- completing personal work at the school site
- leaving the building, classroom, or assignment area without authorization
- inappropriate interactions with students, teachers, school staff, parents
- verbal or physical abuse
- fighting
- falsification of time sheets by failing to sign in/out at actual times
- failure to sign in/out
- multiple changes of clinical schedule
- failure to submit lesson plans in advance
- failure to develop adequate lesson plans
- failure to complete/submit items to CT or US on schedule
- lack of content knowledge
- sleeping
- inability to cope with the demands of teaching
- lack of appropriate and professional dispositions as determined by the CT and/or US
- failure to implement directions and/or suggestions for improvement
- disruptive to classroom or school (e.g. misuse of cellphone and social media)
- failure to abide by the school/school district's technology policies
- failure to return student grading by given deadline
- failure to meet the expectations and requirements of the candidate's action/remediation plan

## LEVELS OF CLINICAL/STUDENT TEACHING SUPPORT AND SUPERVISION

The Goodwin College of Education provides extensive support and supervision of teacher candidates participating in clinical experiences and student teaching. Support and supervision are provided at three levels: course, program and college.

### LEVEL 1: Clinical Performance Alert Meeting

University supervisors are responsible for supporting and supervising clinical students and student teachers for the purpose of enhancing their content and pedagogical knowledge and professional dispositions and ensuring that all licensure requirements are met. University supervisors are expected to address issues related to course performance, such as tardiness, absences, missing assignments, grades, and class participation. University supervisors also are responsible for identifying and addressing areas for improvement related to performance at placement sites (for example, lesson planning, classroom management, professional dispositions, attendance, instructional delivery and receptiveness to feedback). When appropriate, university supervisors will ask cooperating teachers to participate in discussions about areas for improvement and, in some cases, the creation of an informal improvement plan. University supervisors are expected to apprise program coordinators when the issues that they have identified have the potential to impede a candidate's normal progress toward the completion of the clinical/student teaching experience. In these situations, program coordinators may be invited to participate in discussions with candidates to provide additional support and guidance.

### LEVEL 2: PROGRAM

In some instances, teacher candidates may experience significant issues in their clinical/student teaching experiences. For example, candidates may not improve their performance after a Level 1 intervention in a way sufficient enough to meet professional expectations for program completion. Alternatively, they may be informed that they are in danger of being removed from a placement site because their behavior and/or performance is not meeting professional expectations.

When the issues are significant, a *Program Performance Alert* will be completed by the university supervisor, cooperating teacher, program coordinator, and/or Director of the Clinical and Student Teaching (CEST) Office. *The Program Performance Alert* will provide details about the nature of the concerns and any evidence to support the claims, including completed assessments. The alert and all evidence will be submitted to the CEST Office, the appropriate program coordinator, and the chair of the department. Within five (5) working days of the submission of the *Program Performance Alert*, the program coordinator or department chair (in cases where the program coordinator is the initiator of the alert or not available) will schedule a meeting to discuss the issues and determine an appropriate response. The participants in the meeting will be the teacher candidate and the university supervisor, the program coordinator and/or department chair, the Director of the CEST Office, and at least one program faculty member. Program advisors, other program faculty members, and school personnel may be invited by the program coordinator and/or department chair to provide relevant information and perspective. If the teacher candidate does not respond to the meeting invitation or does not attend the meeting, they will be terminated from their field experience, initiating a Level III intervention by the Associate Dean.

The meeting to discuss the *Program Performance Alert* and determine a resolution will be held within ten (10) working days of its initial submission. The program coordinator or department chair will lead the meeting. No later than five working days after the *Program Performance Alert* meeting, the program coordinator or department chair will communicate the program response and proposed resolution to the teacher candidate and the CEST Office director. While candidates await a *Program Performance Alert* meeting and resolution, they should attend the courses in which they are enrolled

and continue to participate in activities at their placement site, unless explicitly directed not to by their university supervisor, program coordinator or department chair.

Three outcomes are possible from a Level 2 *Program Performance Alert* meeting. First, the program may decide to allow the teacher candidate to proceed with their clinical experiences or student teaching, but only under the terms of a formal Professional Improvement Plan. *Professional Improvement Plans are developed by the program coordinator or department chair in collaboration with the other participants in the Program Performance Alert meeting.* Program Improvement Plans will be communicated to teacher candidates and the CEST Office within five (5) working days of the *Program Performance Alert* meeting. Professional Improvement Plans will identify a) areas in need of remediation, b) professional development activities and timelines, c) outcomes expected and/or deliverables, d) assigned roles and responsibilities, and e) future actions or steps to be taken. Within two working days of receiving their Professional Improvement Plans, teacher candidates must sign and return them to their program coordinators or department chairs and the CEST Office. If the teacher candidate does not do so, they will be removed from their field experience, initiating a Level III intervention by the Associate Dean. University supervisors will review Professional Improvement Plans with teacher candidates and cooperating teachers to ensure that everyone is fully aware of the activities, timelines and outcomes expected.

A second possible outcome from a *Program Performance Alert* meeting is that the program may request immediate withdrawal from the clinical/student teaching course and placement and at the same time approve a Professional Improvement Plan that includes an opportunity to repeat the clinical/student teaching course and experience at a time jointly agreed to by the CEST Office and the program coordinator or department chair. Within five (5) working days of the *Program Performance Alert* meeting, the program coordinator or department chair will 1) consult with the Associate Dean of the Goodwin College of Education to ensure that all communications about the decision adhere to college and university policies for withdrawals, and 2) prepare and communicate a Professional Improvement Plan that has the components listed above but also explicitly identifies any intermediate steps, such as the completion of additional coursework or the completion of additional clinical experiences, that must be completed prior to the repetition of the experience. The Professional Improvement Plan will be communicated to the teacher candidate, the CEST Office, and the GCOE Associate Dean. The program coordinator or department chair will indicate in their communication that a W grade is to be given for the course. University policy regarding withdrawals will determine the tuition and fees due for the withdrawal. Requests for waivers of university tuition and fee charges will not be accepted through the program, department, or the Goodwin College of Education.

A third possible outcome is that the program may terminate the clinical/student teaching placement and recommend the teacher candidate for dismissal from the program. Typically, these decisions are the product of the teacher candidate's failure to fulfill Professional Improvement Plan requirements or the program's inability to identify effective remediation measures. Termination and dismissal decisions will be communicated by the program coordinator or department chair to the teacher candidate, the CEST Office, and the GCOE Associate Dean. The communication will explain the rationale for the decision and will require the candidate to immediately cease all communications with and activities at the placement site and in the clinical experience/student teaching courses. The program coordinator or department chair will describe any impacts on the student's grade or ability to complete the course and will explain that they are referring the recommendation for dismissal to the department's Professional Standards Committee. The dismissal recommendation will then be considered and reviewed, as outlined in the Professional Standards for Academic and Non-Academic Performance and Behavior section of the NEIU Academic Catalog.

### **LEVEL 3: COLLEGE**

Although it is rare, placements for clinical experiences and student teaching are sometimes terminated. Typically, termination occurs when a school site decides that it is no longer able to support and supervise a teacher candidate due to extraordinary dispositional or performance shortcomings. Less frequently, the Office of Clinical Experiences and Student Teaching decides to terminate placements because it receives substantial evidence that the supervision and support of teacher candidates at their placement sites is inconsistent with licensure rules or expectations of the Goodwin College of Education.

The Associate Dean or their designee will inform teacher candidates in writing when their placement has been terminated. Teacher candidates are required to immediately cease all communications with and activities at the placement site. They may continue to attend all required classes while the termination decision is reviewed.

The Associate Dean of the Goodwin College of Education leads the process to review terminations from clinical experiences and student teaching. The Associate Dean or their designee (e.g., the Director of Clinical Experiences) will collect completed assessments, observation reports, notes, emails, and other evidence and request any additional written documentation of the events, activities or behavior that led to the termination. University supervisors, cooperating teachers, and other school and university personnel with direct knowledge of the reasons for the termination are expected to cooperate with the investigation and may be asked to complete key assessments that are missing or unavailable. Evidence that the teacher candidate has not ceased all communications with and activities at the placement site also will be considered as part of the investigation, should such evidence emerge.

Within ten (10) working days of the termination, the Associate Dean will schedule a meeting to discuss the termination and determine appropriate next steps. The participants in the meeting will be the teacher candidate and the university supervisor, the program coordinator, the department chair, and the Director of Clinical Experiences. Program advisors, other program faculty members, and school personnel may be invited by the Associate Dean to provide relevant information and perspective.

The Associate Dean will lead the meeting to review the termination of the placement. No later than five working (5) days after it is held, the Associate Dean will communicate the college response to the termination. Three outcomes are possible.

First, the Associate Dean may determine that the teacher candidate is not substantially responsible for the termination. The Associate Dean will explain in a written communication to the teacher candidate, the program, the department and the Office of Clinical Experiences and Student Teaching what is required to obtain a new placement within the current semester (if possible) or repeat the required course and placement in the following semester. The Associate Dean will advise the teacher candidate about how to withdraw from courses, if needed. University policy regarding withdrawals will determine the tuition and fees due for the withdrawal.

Second, the Associate Dean may determine that the teacher candidate is substantially responsible for the termination, but the areas of concerns are remediable. With input from the program and department, the Associate Dean will communicate and approve a Professional Improvement Plan that will allow the teacher candidate to repeat the required courses and experiences in a future semester if outcomes and deliverables are met. The Associate Dean will explain what is required to withdraw from courses associated with the terminated placement and will advise as to whether a grade of W or F will be given. The grade determination will depend on the timing and the level of responsibility that the Associate Dean assigns to the student for the termination. The communication of the decision will be sent to the teacher candidate, the program, the department and the Office of Clinical Experiences and Student Teaching.

A third possible outcome is that the Associate Dean may dismiss the teacher candidate from the teacher licensure program. If a dismissal decision is recommended, the Associate Dean will communicate it to the teacher candidate, the CEST Office, the program, and the department. The communication will explain the rationale for the decision and any impacts on the student's grade or ability to complete the course.

Should teacher candidates wish to appeal the dismissal decisions of the Associate Dean, they should follow the process outlined in the subsection of the Academic Catalog entitled "The Appeal Process," within the larger section entitled Miscellaneous Petition and Appeal Policy of the Goodwin College of Education.

## **OBTAINING AN INITIAL ILLINOIS PROFESSIONAL EDUCATOR LICENSE**

Successful completion of one of the teacher preparation programs on the Daniel L. Goodwin College of Education entitles one to obtain an Illinois Professional Educator License (PEL). Applications and procedures are available under the Goodwin College of Education Webpage: Teacher Licensure. For additional information about licensure, please contact [coe@neiu.edu](mailto:coe@neiu.edu). The CEST office does not work directly with this process.

Those who meet the requirements for additional endorsements will have them added at the time the License is processed. An application for additional endorsement is available in the Daniel L. Goodwin College of Education Dean's Office (LWH 4040) and online at Teacher Licensure. Candidates must submit this form online. While NEIU informs the State of those entitled to receive a license, the License is issued by the State, and regulations for maintaining and renewing it are governed by the State. Illinois licensure laws and procedures are online (<https://www.isbe.net/Pages/Educator-Licensure.aspx>).

## **INSURANCE**

Accidents or unforeseen health challenges may occur at any time. Teacher Candidates are especially vulnerable due to contact with large numbers of people. Students completing field-based clinicals/student teaching are strongly encouraged to have their own health insurance which covers medical services, ambulance transportation, mental health services, and prescription needs whether purchased through NEIU or a private provider.

## **LIABILITY**

Pursuant to Illinois law, the school district must provide NEIU Teacher Candidates with liability protection as is provided to regular employees of the district. See 105 ILCS 5/10-20.20 and 105 ILCS 5/10-22.3.