Policy and Processes for Students of Concern
Approved by the College of Education Faculty
April 4, 2011

Introduction

The College of Education is responsible for ensuring that its students (hereinafter referred to as “candidates”) exhibit the knowledge, skills and dispositions outlined in the conceptual framework, institutional, state, and national standards, including a commitment to fairness and the belief that all students can learn. Further, as educators our candidates must exhibit the highest ethical standards in their role as moral exemplars in the community.

Candidate knowledge and skills are ordinarily assessed in classes and field experiences, and typically aggregated college-wide at specific transition points in the program called “gateways.” These gateway assessment points can be effective in indicating when students are not progressing appropriately through the program.

Additionally, there are occasionally patterns of observed behaviors that could give rise to a concern that a candidate’s dispositions and professional deportment are not sufficiently developed or even inconsistent with those expected in a professional educator.

Both the College of Education administration and the candidate should be made aware of concerns that a candidate is not meeting the standard of knowledge, skills, or dispositions that are expected by the College, and specifically outlined in institutional, state, or national standards. This awareness will be communicated in a manner that is sufficiently formative and allows the candidate to reflect, consider alternatives and attempt to make any changes necessary consistent with fulfilling their professional career aspirations. The process should be sensitive, transparent, and effective.

There should be provisions so that the faculty and supervisors who work with the candidate in subsequent semesters are aware of the concerns and the plans developed to address those concerns. There should always be more than one representative of the faculty who agrees that the concerns warrant intervention. This shall be an internal process managed by a small committee of faculty, referred to as the Pre-completion Educator Professional Support Committee (PEPSC). The knowledge, skills, and/or dispositions of concern and plans of action will be documented in behavioral terms in the committee’s files. This process in the College of Education is complementary to processes already in place in the university (such as those in student affairs, academic probation, etc.) and will focus on the professional preparation of the candidate.

Two Levels of Formal Intervention
There are two levels of formal intervention.
1. Candidates who exhibit patterns of behavior that, though cause for concern, in the opinion of a faculty member can be easily described and remedied or candidates who fail to satisfactorily complete a transition point assessment in a timely manner are reported through a “students of concern form” filed by a faculty member, advisor, or university supervisor with the PEPSC. Faculty members on the committee notify the candidate and the subsequent semester’s faculty to monitor the student for a particular behavior or assignment of concern. The candidate, when notified as to the report shall be afforded the opportunity to request a meeting to address the concern. The committee asks for feedback and reviews the concern at the onset of the following semester. Should the concerns remain; a follow up action plan will be developed.

2. For cases where a faculty member or supervisor has a serious concern about the professional suitability of a candidate:

   a. due to the candidate’s behavior;
   b. due to the candidate not satisfactorily completing a field experience, practicum, or internship; or
   c. due to the candidate’s failure to satisfactorily complete a transition point assessment for a second time,

the concern shall be formally reported to the Dean or designee, and the PEPSC may be asked by the Dean or designee to convene a “Care Team.”

The Care Team will be composed of:

   i. The committee chair/faculty member and, typically, convener;
   ii. A faculty member working with the candidate during the term the team is convened;
   iii. A faculty member not directly working with the candidate;
   iv. One graduate or undergraduate advisor;
   v. A colleague/support person of the candidate, should he/she so desire; and
   vi. The candidate.

The Care Team will meet as necessary and appropriate to be determined by the convener and/or the candidate in consultation with each other. The Care Team will review the areas of concern, provide a forum for discussion of how the concerns might be resolved, and provide a plan of action to address the area of concern. It will also provide a timeline by which concerns must be addressed. Candidates and the care team will articulate specific outcomes from the action plan that must be achieved. This care plan will
become part of the candidate’s plan of study and prerequisite to advancing in or completing the program.

**Records of the Processes**

Since the process is formative, records of the processes must be a part of candidates’ formative files and the committee’s records; they will not be part of the e-portfolio or permanent records.
Candidate of Concern Referral Form

Name of Candidate______________________________

Program ________________________________

Name of Referring Faculty Member(s) ________________

Please describe the behaviors exhibited and the specific concerns you have as they relate to the COE institutional, state, or national standards. Include dates and locations, when possible.

Action requested:

___________ Monitoring by subsequent semester faculty

___________ Care team meeting

THIS FORM SHOULD BE SUBMITTED TO THE DEAN’S OFFICE.