

Teacher Education Handbook

General Requirements and Policies for All Education Programs

2017-2018



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Dear Student:

We are pleased that you have made a decision to pursue a career in the field of education. The field of teaching has changed dramatically in the past ten years and the teacher education programs at Shepherd University are evolving to stay on the cutting edge of preparing teachers for this changing role of teachers. Our current emphasis on Teacher as Reflective Problem Solver is one of the most contemporary themes to be found in the field. With this emphasis comes a unique blend in theory of child development and how children learn coupled with practical applications of this theory in the classroom. In addition, we are encouraging our students to become learners who move from becoming memorizers of information to becoming demonstrators of competence through decision-making and application of knowledge they have constructed. This focus on reflection and problem solving may be new to many of our students. It will take a serious commitment on your part to engage in dialogue, introspection and construction of knowledge.

In an effort to assist you in your progress through the Teacher Education Program, we have prepared this handbook. It will present to you the Policies and Procedures of the Teacher Education Program in general. We encourage you to read this thoroughly. It is your responsibility to know the policies and procedures, deadlines and requirements. If you should have any questions, your advisor or the Department Chairperson will be available to talk with you.

The policies and procedures contained in this handbook at the time of your admission to the Teacher Education Program will be in effect for you. Keep this handbook accessible for reference throughout your tenure at Shepherd University.

Sincerely,

The Department of Education and Specialization Programs Faculty

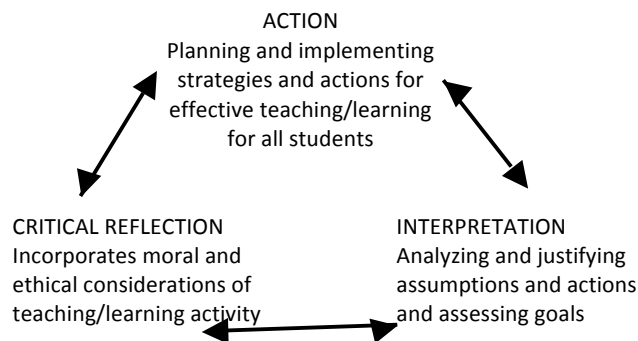
PHILOSOPHY AND THEME OF EDUCATOR PREPARATION AT SHEPHERD UNIVERSITY

TEACHER AS REFLECTIVE PROBLEM SOLVER (TARPS), the conceptual framework providing both the philosophical and practical compass for the Teacher Education Program at Shepherd University, embodies our belief that the complexity of teaching and learning precludes a formulaic approach.

Education should empower all students to make informed choices, actively participate in the shaping of one's own life and the shaping of the social, cultural, political, and economic structures of a democratic society. Teachers facilitate this empowerment. Our purpose in providing practicum experiences is to facilitate the development of teacher candidates who demonstrate the willingness and capacity for a pedagogy that truly empowers all students in our diverse classrooms.

To be reflective, teacher candidates need to deeply understand and be able to articulate their own definitions of teaching as well as reflect on their own learning needs. In order to effectively respond to the range of concerns found in the classroom, a teacher needs to be concurrently reflective across three fields of consideration: Action, Interpretation, and Critical Reflection.

The teacher examines her/his Action and is concerned with the effective application of pedagogical knowledge and strategies to achieve stated educational goals for every student. This action is subject to Interpretation. Here the teacher explicates and justifies the assumptions and predispositions that underlie her/his teaching/learning activity. During the process of Critical Reflection, the teacher assesses the adequacy of the educational goals toward which the educational experience leads and incorporates moral and ethical criteria in assessing the objective outcomes of teaching/learning activities.



In the interplay between coursework and practicum experiences, practicum experiences provide teacher candidates with opportunities to approach teaching by identifying problems, framing them in meaningful contexts, considering alternative solutions, choosing and implementing courses of action, and reflectively analyzing evidence collected to improve outcomes in the ongoing cycle of teaching and learning.

Programmatically, this is accomplished by the interplay between coursework and practicum experiences. Most of the courses in our Professional Education sequence are characterized by a cyclic pattern of attendance in campus-based course/experiences and performance in a field-based site. This campus-practicum-campus-practicum pattern ensures that each episode of action is followed by a systematic opportunity to reflect on practical experience and the theoretical frameworks that guide practical activity. Practicums are not just opportunities for application, but are occasions for critical reflection on the connection between practice and theory/research.

THE ROLE OF PRACTICUMS IN TARPS

During the first years at Shepherd, candidates take foundational Professional Studies courses that provide them with experiences examining the roles and responsibilities of teachers (EDUC 150/MUSC 100), working with diverse learners in a tutoring-type setting (EDUC 200), and establishing foundational knowledge critical to future pedagogy depending on specialization area (EDUC 333, 360, 361, ARED 180 and PHED 401).

Teacher candidates then embark upon a sequence of courses linked to practicums that focus on the Action-Reflection-Action Cycle. All teacher candidates take EDUC 320 Social and Psychological Conditions of Learning. The Early Education, Elementary, and Secondary experiences then diverge to accommodate specific programmatic needs while maintaining the integrity of the Action Reflection-Action Cycle. While engaged in these practicum-linked courses, they also take program specific courses that focus on increasing specialty area knowledge as it relates to teaching, curriculum development, technology and meeting the needs of diverse learners.

The concluding practicum experience is a fourteen-week full-time student teaching experience. Depending on specialty area and potential added areas of endorsement, student teaching generally takes place in two 7-week experiences.

STUDENT PRACTICUM PROFILE

At the completion of the practicum experiences, including Student Teaching, a student should have had at least two distinct experiences coded E, M, or EM, with at least one of those coded E or M. See the Practicum Manual for an explanation of the coding system and how schools are coded.

RESTRICTIONS ON PRACTICUM PLACEMENT

In order to avoid unnecessary problems, the student should not request, nor be placed in, a school that the student has previously attended, a school in which the student has family members on staff or in attendance, or a school in which the student is currently employed. No student will be allowed to student teach in a district where a relative is employed by the school board or who is a member of the school board.

See Practicum Manual for Practicum Specific Policies, Procedures, and Expectations available on the Department of Education's webpage.

CODE OF CONDUCT

Teacher Candidates are required to abide by the Shepherd University Code of Conduct for Teacher Candidates in the Field. The Shepherd University Code of Conduct is available on the Department of Education's web page.

TEACHER EDUCATION GPA POLICY

Requirements and Definitions

Students seeking certification in education through Shepherd University are required to obtain the following Grade Point Averages:

Educational Studies	2.75 (includes Professional Studies and Specialty Studies courses)
Overall	2.75

It is the policy of the Professional Education Unit that these GPA's will not be waived. Extenuating circumstances will be considered by the appropriate departments upon the receipt of a written request by a student. In those cases deemed to merit further consideration, the following regulations will apply:

1. Core Curriculum:
 - a. The Core Curriculum program allows for some flexibility in the selection of courses. The student may be allowed to take additional courses, in the areas where flexibility occurs, to raise the GPA. In effect, the new course selected will substitute for the course previously taken in calculating GPA.
 - b. Courses will be selected jointly by the student and the Department of Education.
2. Specialty Studies
 - a. With the approval of the department involved, additional courses in the teaching field may be assigned to raise a GPA.
 - b. Courses will be selected by the Specialization Coordinator.
3. Professional Studies:
 - a. With the approval of the Department of Education, additional courses in professional education may be assigned to raise a GPA.
 - b. Courses will be selected by the Department of Education.
4. Overall:
 - a. With the approval of the Department of Education and the appropriate teaching field department(s), additional courses may be assigned to raise a GPA.
 - b. Courses will be selected jointly by the Department of Education and the appropriate teaching field Specialization Coordinator.

GPA Requirements and Definitions:

Specialty Studies: Primarily content courses required for certification in different fields of study, e.g., Multi-Subjects K- 6, Social Studies 5-Adult, etc.

Professional Studies: Courses beginning with EDUC prefix required for certification in different fields of study.

Educational Studies: Combination of Specialization and Professional Education courses required for certification in the various fields of study. We require a 2.75 GPA in Professional Studies.

Core Curriculum: Those credit hours required by Shepherd University for a degree.

Overall: All courses taken for credit toward graduation, including Educational Studies, General Studies, and Electives. We require a 2.75 Overall GPA.

Course Limitation Policies

(Effective: 3/7/2018)

Pre-service Teacher Education Candidates are granted two (2) attempts for successful completion of each Professional Education course (EDUC-prefix) with a grade of C or better.

If the candidate fails to earn the requisite C or better by the end of the second attempt, the candidate is automatically removed from the Teacher Education Program and/or is no longer eligible to apply for juncture.

Attempt criteria constitute any of the following:

- When a candidate enrolls in and attempts to complete any EDUC-prefix course but fails to earn the requisite C or better; and/or
- When a candidate is removed from a field-based experience in any mandatory EDUC-prefix course; and/or
- When a candidate withdraws from an EDUC-prefix course. (Candidates who withdraw and later request a policy waiver, must provide documentation that at the point of withdrawal, their grade was the requisite C or better.)

EDUC 320 Course Restrictions

To meet the academic rigor associated with the EDUC course, candidates must have a minimum overall GPA of 2.5 to qualify for EDUC 320.

Transfer students needing to take EDUC 150 who meet all other prerequisite requirements for EDUC 320 (Completion of EDUC 200, ENGL 101, ENGL 102, COMM 202 with a C or better) and have an overall GPA of 2.5 or higher may receive permission to take EDUC 150 and EDUC 320 concurrently with department chair approval. (Approved 4/3/2018)

SELECTION, RETENTION, COMPLETION, AND CERTIFICATION

Students who have entered Shepherd as a student beginning first semester of University work (The eligibility criteria for each review Juncture are minimums established by the Professional Education Unit. Refer to Specialization Handbooks for your area for additional criteria.)

Admission to Program: Juncture 1 Review

- a. Student obtains application form for admission from the Department of Education, completes the form, and returns it to the Department of Education Office, 108 Knutti.

To be eligible for admission to the Teacher Education Program (TEP) the student must:

- i. have made satisfactory progress in portfolio development per advisor review;
- ii. have demonstrated prerequisite computer skills
- iii. have as an official academic advisor a faculty member in the Department of Education (DOE) if seeking admission to the Elementary TEP or, if seeking admission to a

- Secondary Specialization, the Specialization Coordinator of the Specialization field or his/her designate;
- iv. if adding an additional teaching field, have as an official academic advisor a faculty member in the Department of Education (DOE) if seeking admission to the Elementary Education Program or, if seeking admission to a Secondary Specialization, the Specialization Coordinator of the Specialization field or his/her designate;
 - v. have completed EDUC 150 Seminar in Education, EDUC 200 Foundations of American Education, and EDUC 320 Social & Psychological Conditions of Learning with a grade of at least "C";
 - vi. have passed all sections of the Praxis: Core or provide official proof of exemption*;
 - vii. have earned an overall GPA of 2.75 on at least 24 degree credits taken at Shepherd;
 - viii. have completed ENGL 101, ENGL 102, and COMM 202 with a grade of at least "C";
 - ix. have no grade lower than a "C" in any Professional Studies or Specialty Studies courses;
 - x. student submits a signed statement attesting that s/he has not been convicted of a felony or crime related to moral character as established by West Virginia Code. A student who has been convicted of a felony or crime related to moral character (i.e. sexual abuse, physical abuse, child abuse, etc.) will be denied admission to the TEP. Falsification of this information will result in removal from the TEP. If at any point in the TEP a teacher education student is convicted of such a crime, s/he will be removed from the program;
 - xi. have met specific requirements in the Specialization/Endorsement Handbook for the area into which one wishes to be admitted
- b. Upon receipt from the Certification Analyst, the Specialization Coordinator/Advisor reviews the application form to certify eligibility for admission to TEP.¹
 - c. Once eligibility requirements have been met, the Specialization Coordinator/Advisor
 - i. certifies eligibility requirements have been met;
 - ii. reviews advising file, including qualitative evaluation;
 - iii. solicits information from department(s) and/or program review panel for review;
 - iv. informs the Director of Teacher Education of Juncture 1 decisions;
 - v. documents Juncture 1 decision in the candidate's advising file
 - d. The Director of Teacher Education
 - i. informs EPPC of the Juncture 1 decisions of the Specialization Coordinators;
 - ii. EPPC has the authority to review any Juncture 1 decisions upon the request of two or more members within one week of date of notification;
 - iii. informs the candidate of the Juncture 1 status
 - e. If admission is Provisional Status, it is the responsibility of the candidate, if s/he continues to desire admission, to successfully address the reasons for Provisional Status and resubmit application.

¹ The TEP does not discriminate against students with disabilities as long as those conditions do not interfere with either the acquisition or performance of the knowledge and skills necessary for teaching.

"The Core Academic Skills for Educators (CASE/CORE) may be waived provided the candidate: a) holds a master's degree from an accredited institution of higher education; or b) currently holds, or has held, a West Virginia Professional Teaching, Student Support Services, or a West Virginia Professional Student Support Certificate endorsed for School Nurse or is licensed by the West Virginia Board of Examiners for Registered Professional Nurses, or Administrative Certificate; or c) has attained a score of 25 or higher on the American College Testing (ACT) program prior to November 1989 or an enhanced ACT score of 26 or higher beginning November 1989; or d) has attained a score of 1035 or higher on the Scholastic Achievement Test (SAT) prior to April 1995, or a recentered SAT score of 1125 or higher beginning April 1995, or an SAT combined Critical Reading and Math score of 1170 or higher beginning March 2005." Registration and information may be found on the ETS.org website

Test validity time periods are defined in WVBE Policy 5202, Section 10.1.b.3.2

- f. If admission is denied, the student is assigned to Non-Admit Status. If the student wishes to challenge the Non-Admit Status, established appeal procedures must be followed.

Admission to Student Teaching: Juncture 2 Review

- a. To be eligible for review for admission to student teaching the student must:
 - i. have passed Retention Juncture 1 Review;
 - ii. have Full Status in TEP
 - iii. have made satisfactory progress in portfolio development;
 - iv. have the required GPA (set by Specialization area with 2.75 the minimum) in both Educational Studies and Overall;
 - v. have no grade lower than a “C” in all Education Studies courses;
 - vi. have met all requirements as specified by the Specialization in Catalog or Specialization Handbook;
 - vii. continue free of conviction for felony or any charge involving moral character
- b. The Specialization Coordinator/Advisor
 - i. reviews advising file including PRO-05 Qualitative Evaluations;
 - ii. certifies eligibility to student teach;
 - iii. solicits information from the Department(s) for review of applicant for student teaching;
 - iv. informs the Director of Teacher Education of Juncture 2 decisions;
 - v. documents Juncture 2 decision in the candidate’s advising file
- c. The Director of Teacher Education
 - i. informs the PEU of the Juncture 2 decisions of the Specialization Coordinators;
 - ii. PEU has the authority to review any Juncture 2 decisions upon the request of two or more members within one week of date of notification;
 - iii. informs the candidate of Juncture 2 status
- d. If admission to student teaching is approved, the student must attend the Pre-Student Teaching Meeting held approximately the 4th week of each semester prior to the Student Teaching Semester.
- e. If admission to student teaching is denied, the student is removed from the Teacher Education Program. If the student wishes to challenge the Removed Status, s/he may initiate an appeal following established procedures.

Certification: Juncture 3 Review

- a. To be eligible for certification review the student must:
 - i. have completed all coursework applied toward the degree including a minimum of 45 upper division hours;
 - ii. have Full Status in TEP;
 - iii. have a 2.75 GPA in each of the following: Educational Studies and Overall (unless the Specialization requirements are higher);
 - iv. have no grade lower than a C in Education Studies or Specialty Studies;
 - v. have met any additional Specialization requirements;
 - vi. pass state mandated tests for West Virginia certification;
 - vii. have submitted required forms and fees for certification
- b. To be recommended for certification the Director of Teacher Education:
 - i. documents completion of review criteria;

- ii. attests the following: “To the best of my knowledge the applicant is of good moral character and physically, mentally, and emotionally qualified to perform the duties of an educator; and is not the subject of any criminal conviction or currently pending charged felonies or misdemeanors which would show a lack of good moral character.”

Transfer Students:

Only policies and procedures which differ from those which apply to students entering Shepherd University as students beginning first semester of college work will be indicated.

- a. Transferred Credit will be evaluated for use in the TEP based on the premise that the integrity and coherence of the TEP must be maintained for all students.
 - i. Upon review of transferred Specialty courses, the Specialization Coordinator is authorized to require additional coursework/experiences or course substitutions if s/he judges the transferred courses deficient in addressing the content, theme, and/or goals and objectives of the Specialization and the TEP. It is the student’s responsibility to provide sufficient information about transferred courses to permit informed judgment.
 - ii. Upon review of transferred Professional Studies courses, the Chair of the DOE, in consultation with the appropriate members(s) of the DOE faculty, is authorized to require additional coursework/experiences if s/he judges the transferred courses deficient in addressing the TEP theme and/or goals and objectives. It is the student’s responsibility to provide sufficient information about transferred courses to permit informed judgment.
- b. To be eligible for Juncture 1 review, the transfer student must have completed a minimum of nine (9) hours specified by the Specialization Coordinator or her/his designate; and have a GPA of 2.75 on all hours completed at Shepherd University and an overall GPA of at least 2.75.
- c. Students with degrees seeking WV Certification must complete at least nine (9) credit hours of course work at Shepherd University and meet all other requirements before applying for Juncture 1 Review.

SELECTION & RETENTION STATUS CATEGORIES

Status Categories

Full Status

Defining Condition:

- a. In compliance with all requirements.

Provisional Status

Defining Condition:

- a. Juncture 1 Review: student is currently “in progress” in course(s) required to meet eligibility requirements.
- b. Juncture 2 Review: student is in Full Status and is currently “in progress” in course(s) required to meet eligibility requirements.

Restrictions:

- a. Provisional Status resulting from “in progress” condition: If final grade is satisfactory, Full Status is automatically conferred.

Non-Admit Status

Defining Conditions:

- a. The student is eligible for Juncture 1 Review and has applied for review, but has failed to pass Juncture 1 Review.

Restrictions:

- b. The student may not enroll in further Teacher Education Program courses until he Non-Admit Status removed

Probationary Status

Defining Conditions:

- a. Student has been in Full Status but has not maintained GPA requirements in Education Studies and/or Overall

Restrictions:

- a. Student must consult with her/his advisor to plan for removing deficiencies.
- b. At the completion of the probationary semester (the one following the semester during which an adequate GPA was not maintained,) the student must initiate an Advisor review of his/her status if the deficiency has been successfully addressed. Unless the Probationary Status is removed at the end of the semester, the student may not enroll in Teacher Education Program courses.

Removed Status

Defining Condition:

Student has been admitted but subsequently has failed to meet the following retention requirements:

- a. The minimum GPA requirement in Education Studies and/or Overall has not been met for two consecutive semesters.
- b. The student has been convicted of a felony or any crime related to moral character or has falsified the statement denying conviction.
- c. The student has met eligibility requirements for Juncture 3 but has not passed review.

Restrictions: Student may not enroll in Professional Studies courses.

APPEAL POLICY AND PROCEDURES

(Revised 5/1/2000)

- A. There are three review junctures as students progress through the teacher education program:
 1. Juncture 1 – Admission to the Teacher Education Program
 2. Juncture 2 – Admission to Student Teaching
 3. Juncture 3 – Certification
- B. Student Appeal. A student may appeal under the following conditions:
 1. a failed review at any Juncture
 2. removal from the Teacher Education Program for deficiencies
- C. Procedure for Appeal
 1. The student must inform the Director of Teacher Education in writing of the intent to appeal ten (10) academic days after formal notification of such status.

2. The Director of Teacher Education will form an Appeal Panel consisting of four (4) PEU Council members and one (1) non-EPPC member. The DTE will Chair the Appeal Panel, which will meet no more than fifteen (15) and no less than ten (10) academic days after receipt of the student's written intent to appeal. The student will be informed of the scheduled hearing within three (3) academic days.
 3. At least four (4) days prior to the scheduled hearing, the student must submit in written form to the Secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to all members of the Appeal Panel this and all other relevant documentation for review.
 4. The student must be present at the appeal to present and support the appeal and respond to questions from the Appeal Panel members.
 5. The student will leave the room after presenting the appeal and responding to questions.
 6. The Director of Teacher Education will inform the student in writing of the decision of the Appeal Panel.
 6. If the student wishes to appeal this decision, procedures specified in the University Student Handbook must be followed.
- D. EPPC Review of Student Teacher Re-Applications (Added 4/5/2000)
The EPPC Candidate Committee will review Student Teacher re-applications and supporting documentation and bring a motion before the EPPC. If the student's advisor or supervisor is a member of the Candidate Committee, that person (or persons) will be replaced by another EPPC member at large. If the Candidate Committee is comprised of an even number of members, an additional EPPC member will be selected at large.

CRIMINAL BACKGROUND CHECKS AND CERTIFICATION DISCLAIMER

(Approved 4/18/2018)

To student teach, a criminal background check is required by the state of West Virginia for both in-state and out-of-state placements. Shepherd University has no control over the issuance of teaching permits. Teacher candidates with a record of any criminal activity need to be aware that regardless of academic performance, it is possible that the state will deny the issuance of a permit. Denial will prevent the candidate from completing a degree in education until such time that an appeal results in overturning the initial denial and a permit is subsequently issued. (All inquiries regarding appeals should be directed to the WV DOE.) Additionally, candidates need to be aware that following graduation, the background check will be repeated and even if an appeal results in the issuance of a permit, there is no guarantee of approval for certification. It is not possible to predict these outcomes, and it is not possible to get binding commitments in advance. Candidates should evaluate independently whether or not to commit time, financial and other resources prior to pursuing the program, knowing of these contingencies.

CURRICULAR POLICIES

- A. The Shepherd University faculty are responsible for the Core Curriculum. The Educator Preparation Program Unit and Director of Teacher Education communicate the curricular and pedagogical needs of Teacher Education Programs to the Faculty through the Curriculum and Instruction Committee and the Faculty Senate.
- B. The Shepherd University catalog states:
“A student will have a seven-year period to complete requirements under the catalog in effect at the time of entrance. Students may elect to graduate under a later catalog than the one under which they entered; however, students are not permitted to split catalogs.”
1. If more than seven (7) years has elapsed between completion of any Education Studies (Professional and Specialty Studies) course(s) and the completion of the Teacher Education Program, a student must have the ‘expired’ course(s) assessed by the appropriate University faculty and/or Department Chair to determine whether the course satisfies current knowledge standards. If the course is determined not to meet current knowledge standards, the student must retake the current course of the same name or take an equivalent course.
 2. State mandated changes, if they occur, override requirements in both the University Catalog and Specialization Handbooks on an implementation schedule determined by the State.
- C. Once a student has been admitted to Shepherd University, any transfer coursework approved by the Registrar, which the student wishes to be applied to meeting Educational Studies requirements, must be approved. In the case of Specialty courses, the approval must come from the Specialization Coordinator or his/her designee. In the case of Professional Studies, the approval must come from the Chair of the Department of Education or his/her designee. It is the student’s responsibility to provide sufficient information regarding the courses under consideration to permit an informed judgment based on the content and thematic requirements of the Teacher Education Program.
- D. All students seeking Elementary or Secondary certification must have a minimum of 45 credit hours above the sophomore (200) level.
- E. The last six hours of coursework toward a degree from Shepherd University must be completed at Shepherd University.
- F. Advisors will not permit advisees to enroll in courses for which prerequisites are not met without prior approval. It is the student’s responsibility to establish a documented case justifying an exception.
- G. Each Specialization area determines the courses that must be satisfactorily completed prior to student teaching.

- H. All required Professional Studies courses, except Student Teaching and its associated seminar, must be completed prior to student teaching.
- I. For students who fail Student Teaching, the grades earned in Student Teaching and the associated seminar will be used in calculating the GPA in Education Studies necessary to enroll in Student Teaching each successive time.
- J. Specialization Coordinators will work with the person coordinating Practicum Services to facilitate field experience and student teaching placements.
- K. Students in consultation with the Specialization Coordinator may make placement preferences known to the person coordinating Practicum Services. Final decisions for placement rest with the Director of Teacher Education or his/her designee.

REQUESTS FOR POLICY & PROCEDURE WAIVER

- A. Waiver requests specific to the teaching specialization
 - 1. The student must present a written petition to the appropriate Specialization Coordinator. The petition must explain the nature of and the reasons for the petition.
 - 2. In conjunction with the relevant department, the Specialization Coordinator will make a decision on the petition and inform the student in writing of that decision.
 - 3. If the student wishes to appeal the action taken on the petition, a written appeal specifying the nature of and the reasons for the appeal must be submitted to the Director of Teacher Education within ten (10) academic days of having been informed of the petition action. The following process will then ensue:
 - a. The Director of Teacher Education will call the Professional Education Unit Council to sit as an Appeal Panel. This panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of student's written intent to appeal. The student will be immediately informed of the scheduled hearing.
 - b. At least four (4) days prior to the scheduled hearing, the student must submit in written form to the Secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to the EPP Council members this and all other relevant documentation for review.
 - c. A quorum of the EPP Council is constituted by those present but must include the Chair and three (3) or more members. All members present at the hearing have a vote except the Chair who votes only in the event of a tie. A simple majority of those present and voting by secret ballot determines the outcome of a hearing.
 - d. The student must be present at the appeal to present and support the appeal and respond to questions from the EPP Council membership.

- e. The student will leave the room after presenting the appeal and responding to questions. The Director of Teaching Education will inform the student in writing of the decision of the EPP Council. If the student wishes to appeal the EPP Council decision, procedures specified in the University Student Handbook must be followed.

B. Waiver requests pertaining to Professional Studies or General Studies

1. The student must present a written petition to the Chair of the Department of Education. The petition must explain the nature of and the reasons for the petition.
2. In conjunction with the Department of Education faculty, the Chair will make a decision on the petition and inform the student in writing of that decision.
3. If the student wishes to appeal the action taken on the petition, a written appeal specifying the nature of and the reasons for the appeal must be submitted to the Director of Teacher Education within one week of having been informed of the petition action. The following process will then ensue:
 - a. The Director of Teacher Education will call the Professional Education Unit Council to sit as an Appeal Panel. This Panel will be held no more than fifteen (15) and no less than ten (10) academic days after receipt of student's written intent to appeal. The student will be immediately informed of the scheduled hearing.
 - b. At least four days prior to the scheduled hearing, the student must submit in written form to the Secretary of the Department of Education the basis for the appeal. The Secretary will then duplicate and send to members of the EPP Council this and all other relevant documentation for review.
 - c. A quorum of the EPP Council is constituted by those present but must include the Chair and three (3) or more members. All members present at the hearing have a vote, except the Chair who votes only in the event of a tie. A simple majority of those present and voting by secret ballot determines the outcome of a Hearing.
 - d. The student must be present at the appeal to present and support the appeal and respond to questions from the EPP Council membership.
 - e. The student will leave the room after presenting the appeal and responding to questions. The Director of Teacher Education will inform the student in writing of the decision of the EPP Council. If the student wishes to appeal the EPP Council decision, procedures specified in the University Student Handbook must be followed.