

Appeal Policy for Dealing with Candidates Who Do Not Meet Standards

Candidates who do not meet the qualifications for admission to professional education may petition the Teacher Education Admissions Committee (TEAC) for probationary entrance. The Teacher Education Student Services (TESS) Coordinator keeps these records.

The following is a snapshot of pages 341 – 315 of the 2012-2014 Undergraduate Catalog

Note: Students who do not meet the admissions standards listed above may qualify for “alternative” or “probationary” admission.

Alternative Admissions: The alternative admissions process is designed for applicants from a disadvantaged background (as provided in CBHE policy). In acting on such applications the Teacher Education Admissions Committee (TEAC) looks for evidence of extraordinary circumstances that are beyond the control of the student, and for specific data (leading indicators)

demonstrating ability to succeed in teacher education programming. The student must outline a credible plan by which they will overcome the particular academic challenge(s).

Probationary Admissions: Students seeking admission to the Teacher Education Program who fail to meet the minimum score required for any C-BASE subsection(s) for a third time, may not continue in the teacher education sequence. A student, who continues to be convinced that he/she can be successful in Teacher Education, should consult their academic advisor and may request a meeting with the TEAC to discuss probationary status. The student must complete the Application for Probationary Admission form, providing data-based reasons why they believe they can ultimately be successful. In granting probationary status, the TEAC may identify support processes, short courses, or other means by which the student can improve performance in the area(s) of deficiency. If a student is granted probationary admissions, he/she must meet admissions requirement within one trimester.

Students with handicapping conditions which prevent valid test results from the College BASE will be evaluated for basic educational competencies through appropriate testing instruments and/or procedures by psychometrists as designated and approved by the Council on Teacher Education.

Students must request testing arrangements to accommodate their special testing needs. Possible special arrangements include a large type edition of the College BASE, extended time, readers, signers, scribes, magnifying equipment and others.

The following are snapshots of sections the Professional Education Handbook for Spring 2013 that alert students to the Teacher Education Admissions Committee (TEAC).

pp. 16 – 17 regarding C-BASE scores

C-BASE requirement:

- 265 on three sub-tests and 235 on remaining two sub-tests if 20 ACT Composite
- 235 on each sub-test if 21 or higher ACT Composite

Support processes are in place to assist students to prepare for the C-BASE.

- You have **3 attempts to pass all sub-tests of the C-BASE.**
- Students who earn a below-minimum required score on any or all C-BASE sub-tests are required to:
 - **1st time**-complete a **Student Academic Success Plan** with advisor. Form must be signed by advisor and submitted to the TESS Office
 - **2nd time**- meet with Teacher Education Admissions Committee to present the **student's revised Student Academic Success Plan**
 - **3rd time**- cease taking course work in the teacher education sequence

Students seeking admission to the Teacher Education Program and who fail any C-BASE subsection(s) for a third time may not continue in the teacher education sequence. If a student believes they can still be successful in Teacher Education, they may request a meeting with the Teacher Education Admissions Committee (TEAC) to discuss probationary status. If the TEAC agrees to hear the request, it is the responsibility of the student to present a data-based (test scores, sub-test scores, GPA, high school performance, etc.) case for consideration. If a student is granted probationary status, he/she must meet admissions requirements within one trimester.

Please note that students have two years to pass each subsection of the C-BASE from the time of their initial administration. If a student does not pass all of the CBASE components within the two-year period, all of the individual component scores will expire and the student must retake the entire examination.

Appeals procedures available. **Contact your education advisor** to discuss "Alternative Admission Form" or "Blocked Class Form." Complete **entire** petition and attach the required supporting documentation. Incomplete petitions will not be reviewed. All petitions must be submitted one day prior to the scheduled Teacher Education Admissions Committee Meeting.

Students with disabilities who may need accommodations for the C-BASE exam should present a copy of their LAP/S approved accommodations letter to the Counseling Center director when completing the C-BASE application. Students who do not have Northwest-approved accommodations are directed to the process outlined in the "Services for Students with Disabilities" brochure located at the Student Services desk in the Administration Building or online at www.nwmissouri.edu/swd to request accommodations.

Due to an increase in the number of students requesting accommodations for a disability on the C-BASE test, any request for accommodation must be submitted by the regular registration deadline. The Counseling Center will not accept late registration for accommodations. This is to allow testing personnel time to arrange for the necessary accommodations.

p. 23 (below) is the actual form candidates complete when petitioning TEAC

**PETITION TO ENROLL
IN A BLOCKED CLASS(ES)**

(Please note: This is not a petition for *admittance* to the Teacher Education Program.)

Complete entire petition and attach the required supporting documentation including a copy of your current transcript. Incomplete petitions will not be reviewed. All petitions must be submitted one day prior to the scheduled Teacher Education Admissions Committee Meeting.

_____	_____	_____	_____
Last Name	First Name	MI	PIDM (919#)
ACT: Composite Score _____	English _____	_____	Sci _____
	Comp _____	Usage _____	Rhe _____
	Reading _____	_____	Math _____
	Comp _____	SS _____	Lit _____
C-BASE: Eng _____	Math _____	Sci _____	Soc St _____
	Wri _____	Composite _____	
Date of most recent C-BASE _____			
GRE (if applicable):	Verb _____	Analy _____	Quant _____
Cumulative GPA: _____	Major GPA: _____	Professional Ed GPA: _____	Number of Hours: _____
<input type="checkbox"/> Transfer Student	<input type="checkbox"/> yes <input type="checkbox"/> no	Transfer institution: _____	
<input type="checkbox"/> Graduate Student	Degree: <input type="checkbox"/> yes <input type="checkbox"/> no	If yes, degree held: _____	
Major: _____	Minor: _____		
Proposed Student Teaching Date: Fall _____	Spring _____	Year _____	

I have not been admitted to the College of Education because I have not met one or more of the following criteria (be specific):

I want to enroll in _____

Classes for _____ trimester.

Plan for resolving deficiency (be specific):

Attach a concise, typewritten plan that outlines your remaining coursework and a plan for resolving any deficiencies. Be specific. If your plan for resolving your deficiency is not met, your conditional enrollment becomes void and you could be administratively dropped from those classes.

Note: If your plan for resolving your deficiency is not met, your conditional enrollment becomes void and you could be administratively dropped from those classes.

Student Signature _____ Date _____
Advisor Signature _____ Date _____ Support Do Not Support Aware