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University of Illinois at Urbana-Champaign
Council on Teacher Education
Bylaws of the Council on Teacher Education

I. NAME

The name of this assembly shall be the Council on Teacher Education, University of Illinois at Urbana-Champaign. The Council on Teacher Education is a specialized unit mandated by the University of Illinois Statutes (Article VII, Section 3), composed of the deans and directors of the colleges, schools, and similar units at the Urbana campus which offer curricula for the preparation of teachers, school service personnel, and school administrators for the pre-kindergarten, elementary and secondary schools. The business of the Council on Teacher Education is conducted primarily by an Executive Committee, consisting of representatives selected by each dean or director who holds membership on the Council on Teacher Education, two student representatives, two public school representatives, and several non-voting members.

II. PURPOSE

A. Mission - The mission of the Council on Teacher Education is four-fold:

1. formulate, modify, implement, and monitor compliance with policies related to the education of teachers, school service personnel, and school administrators;

2. facilitate communication and promote collaboration among all participants involved in the preparation, employment, and continuing professional development of teachers, school service personnel, and school administrators;

3. formulate policies of student selection, retention, guidance, preparation, and placement in elementary and secondary schools in conformity with educational policies established by the campus Senate;

4. advise and assist students and alumni with career planning and professional development; and to monitor trends and patterns affecting graduates of programs associated with the Council on Teacher Education.

B. Functions - The staff of the Council on Teacher Education is charged with the following responsibilities:

1. advise students and prospective students seeking certification through direct counseling and through regular communication about current policies and changes in policies with advisors, program coordinators, and clinical experience coordinators throughout the campus and in the cooperating school districts;

2. serve the students in programs leading to state certification through timely processing of requests for certification; advising on changes and anticipated changes in state level and campus level policy; and facilitating requests for assistance in alternative ways of meeting certification requirements successfully;

3. promote cooperation and facilitate communication among the campus units that deliver programs leading to state certification; between the campus units and university units that set and implement policies affecting those programs, the off-campus institutions that serve as field based placements within the programs; and state and national agencies that set and implement policies affecting those programs;

4. advise and assist with all aspects of field placement including, but not limited to, advising and assisting clinical experience placement coordinators; supervisors and field based teacher educators; funding

Approved by/Date: CoTE Executive Committee/ 4/3/98
Date(s) of Revision: 1/31/01; 4/21/04; 11/16/05; 9/15/10

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field supervision, processing student teaching contracts; processing benefits for cooperating personnel and providing a forum for grievances related to field placements;

5. conduct or assist with ongoing evaluations and continuous reviews of programs and facilitate program revisions as necessary.

III. ORGANIZATIONAL STRUCTURE OF THE COUNCIL

A. Defined - For purposes of all rights and responsibilities under these bylaws, membership in the Council on Teacher Education is meant to include the deans of all campus units that sponsor curricula leading to the certification of teachers, school service personnel, or school administrators for the pre-kindergarten, elementary and secondary schools. This includes, but is not limited to, the deans of the Colleges of Agricultural, Consumer and Environmental Sciences; Applied Health Studies; Education; Fine and Applied Arts; Graduate School of Library and Information Science; Liberal Arts and Sciences; the Graduate College; and the School of Social Work. The Executive Director of the Council on Teacher Education serves ex officio.

B. Duties - The Council on Teacher Education shall:

1. consider issues and future directions that have major implications for the selection, retention, guidance, education and placement of teachers, school service personnel and school administrators;

2. initiate business pertaining to the mission of the Council on Teacher Education;

3. encourage research and evaluation of issues relating to professional preparation.

C. Meetings

1. The Council on Teacher Education will meet at least annually.

2. Meetings will be chaired by the Chair of the Council on Teacher Education.

3. A majority of voting members or their designated representatives must be present in order to take action.

D. The Executive Committee

1. Membership - The Executive Committee is composed of one representative appointed annually by each of the deans who holds membership on the Council on Teacher Education, one representative from the Office of the Provost who serves as a non-voting member, a representative program coordinator who serves as a non-voting member, and other members of the administrative staff of the Council on Teacher Education who may serve as non-voting members at the request of the Executive Director, with the approval of the Executive Committee. The Executive Director serves as the chair to convene the meetings of the Executive Committee. The membership also includes:

a. two public school representatives;

b. two student representatives (one graduate, one undergraduate) who are enrolled in a program leading to certification;

c. a faculty representative.

2. Duties of the Executive Committee - The Executive Committee shall:

a. review the probable consequences of major changes in policies and legislation that are likely to affect teacher education;

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b. act on behalf of the Council in reviewing course and curriculum proposals;
c. develop and approve policies and procedures pertaining to teacher education;
d. identify items that require the attention of the Council.

3. Meetings
   a. Frequency - The Executive Committee shall schedule a monthly meeting during the academic year, or more frequently as needed.
   b. Agenda - The agenda and order of business for a meeting of the Executive Committee shall be established by the Executive Director.
   c. Quorum - A majority of the voting members must be present for action to be taken.

IV. OFFICERS

A. Chair of the Council on Teacher Education
   1. Title - The chief executive officer of the Council on Teacher Education shall be the Chair.
   2. Appointment - The Chair of the Council on Teacher Education shall be appointed by the Chancellor of the Urbana campus.
   3. Duties - The Chair shall:
      a. preside at meetings of the Council on Teacher Education;
      b. supervise and advise the Executive Director of the Council.

B. Executive Director
   1. Title - The chief administrative officer of the Council on Teacher Education shall be the Executive Director.
   2. Appointment - The Executive Director shall be appointed by the Chair of the Council in consultation with the Council on Teacher Education.
   3. Duties - The Executive Director:
      a. is responsible for completion of the staff work necessary for the Council on Teacher Education and the Executive Committee to function effectively, and serves as Chair of the Executive Committee;
      b. is responsible for implementation of Council policy;
      c. coordinates the work of the Clinical Experience Program Coordinators in all curricula for the preparation of teachers, school service personnel, and school administrators for the pre-kindergarten, elementary and secondary schools;
      d. serves as liaison among the individual programs, departments, schools, and colleges involved in the preparation and placement of teachers, school service personnel, and school administrators; and between the campus and the schools;

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Date(s) of Revision: 1/31/01; 4/21/04; 11/16/05; 9/15/10
e. administers the Council budget and oversees the daily operations of the Council staff.

4. Tenure and Evaluation - The Executive Director shall:
   a. report to the Chair of the Council on Teacher Education;
   b. be reviewed annually by the Chair of the Council, who may solicit input from members of the Council on Teacher Education;
   c. also be more thoroughly evaluated every five years, by a review committee appointed by the Chair of the Council in consultation with the members of the Council. This review committee shall consult with faculty, academic professionals, staff, and students involved in curricula and programs associated with the Council on Teacher Education; and shall prepare a report including summaries of comments or surveys received, an evaluation of the Executive Director's performance, and any recommendations for future action. This report shall be presented to the Chair of the Council on Teacher Education who shall discuss the report with the Executive Director and forward it for final review to the Provost and Vice Chancellor for Academic Affairs.

V. FACULTY ON TEACHER EDUCATION

The Council on Teacher Education will identify a Faculty on Teacher Education from all university faculty and staff and public school personnel to serve on the Council Executive Committee.

The purpose of this faculty member shall be to improve communication among faculty members, staff, students, and public school representatives who participate actively in the preparation of teachers, school service personnel, and school administrators.

VI. CLINICAL EXPERIENCE PROGRAM COORDINATORS

Clinical Experience Program Coordinators (CEPC) are responsible, along with the appropriate program committees or departmental designees, for monitoring, evaluating and making recommendations regarding all programs leading to certification. Specific responsibilities include:

A. work collaboratively with the designated program committee, department head, and/or appropriate college administrator to ensure that all professional, state, and institutional standards are implemented, monitored, and assessed according to CoTE policy;

B. inform faculty, university supervisors and cooperating personnel of current program developments and requirements pertaining to professional preparation;

C. monitor candidates to assure that they meet the requirements of the CoTE Common Assessment Plan and any additional requirements of their program. Recommend candidates for certification based on the assessment of their performance on these requirements;

D. assure that all cooperating personnel and clinical sites meet CoTE standards and any additional requirements of their program. Assure that candidates are placed in diverse clinical settings and have opportunities to utilize technology for instruction;

E. communicate with public school personnel regarding specific placement information, expectations of cooperating personnel, assignments to be completed by the candidate, and criteria for candidate assessment;

F. select, prepare, and monitor university supervisors to assure quality supervision.

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VII. ADMINISTRATION OF THE COUNCIL BUDGET

The Executive Director of the Council on Teacher Education shall administer the funds allocated to the Council for activities related to the preparation, certification, and placement of teachers, school service personnel, and school administrators; to the promotion of continuing professional development; and of collaboration between programs and between programs and the schools.

The Executive Director shall submit budgetary requests and an annual summary of expenditures to the Chair of the Council.

VIII. AMENDMENTS OR ADDITIONS TO THE BYLAWS

Proposals for amendments or additions to these bylaws may be made by any member of the Faculty on Teacher Education who submits a proposed change to the Chair or Executive Director of the Council on Teacher Education.

The Bylaws may be amended by a simple majority vote of the members of the Council on Teacher Education if the proposed amendment has been circulated among the members of the Council at least one week prior to the meeting at which the amendment is to be considered.
Candidates who can demonstrate a hardship registering for an Illinois Certification Testing System test that is a requirement for admission to a professional education preparation program may be considered for conditional admission. For purposes of this policy, hardship is defined as being unable to register for the test because the individual resides outside of Illinois and, therefore, cannot take the test in a location that is convenient for them.

Consideration for a conditional admission to a program will be given to candidates by the admitting program personnel, with the concurrence of the Council on Teacher Education. Either the candidate or the program admission personnel may initiate a request for conditional admission on the designated form. A conditional admission will not be offered until the form is approved by the appropriate admission personnel and the Council.

A conditional admission may be offered only for the first term of enrollment. If conditionally admitted, the candidate will be required to pass the appropriate test(s) in order to remain in the professional education preparation program beyond the first semester.

The admitting program will clearly state in the offer of admission that admission is conditional and that registration beyond the first term will not be permitted unless the candidate has passed the appropriate test(s).
Due to Illinois State Board of Education certification rule changes, students seeking certification, endorsement, or approvals on or after February 1, 2012, will not be able to use credit/no credit coursework to meet the requirements.

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Approved by/Date: Council Exec Committee/ 3/17/10
Date(s) of Revision: 09/15/10
Effective May 1, 2000 general education requirements will be defined as those defined by National Council for the Accreditation of Teacher Education (NCATE). For students graduating from the University of Illinois at Urbana-Champaign as undergraduates these standards are met by the campus-wide general education requirements as mandated by the Urbana Senate.
University of Illinois at Urbana-Champaign
Council on Teacher Education

Policy: Graduate Students Seeking Teacher Certification
Domain: Certification
References:

Unless a graduate level approved program exists, graduate students who wish to qualify for the Council’s recommendation for a teaching certificate must complete the appropriate undergraduate program in its entirety or its equivalent. Individual exceptions must be sought via Council petition.

Graduate students seeking certification in teaching via the entitlement programs at the University of Illinois at Urbana-Champaign must fulfill all deficiencies in the general education, professional education, and major components of the equivalent undergraduate programs in addition to completing the requirements for and receiving the graduate degree at Urbana.
A. Introduction

These procedures for students are designed to cover complaints and grievances alleging arbitrary or capricious institutional behavior in regard to: a) admission to a teacher education program; b) admission to student teaching or other clinical experience; c) dismissal from the teacher education program, including clinical or student teaching experiences; d) evaluation of the candidate's performance in courses, clinical or student teaching settings, or any other regularly provided or required activity having a direct bearing on the candidate's being recommended for certification or for employment; and e) failure to recommend the candidate for certification, when required, in a timely fashion. These procedures are appropriate when the complaint or grievance concerns alleged violations of policies contained in the Code on Campus Affairs and Regulations Applying to All Students or when the grievance procedures established by the college or department involved can not be used.

These complaint and grievance procedures apply to the actions of faculty and/or staff on appointment with the Council on Teacher Education, faculty and/or staff designated and acting as academic advisors or supervisors of teacher education candidates.

A distinction is made here between a complaint and a grievance. A complaint is an informal and oral allegation about the dissatisfaction of a student with some situation(s) or event(s). By contrast, a grievance is a formal and written allegation of such action.

A grievance must be submitted within thirty (30) calendar days from the time that the grievant knows or reasonably should be expected to know that the alleged act of arbitrary or capricious institutional behavior has taken place. This time limit includes time spent in efforts to resolve the matter at the informal complaint level. The burden of complying with the time limitation for filing a grievance shall be on the grievant. This time limitation may be extended by the Executive Director of the Council on Teacher Education if just cause is given by either party.

In fairness to all parties involved, complaints and grievances will be treated confidentially.

B. Precomplaint Advisory Service

On this campus, there are several service offices or committees available for students. In part, the purpose of these services is to assist and advise students who have complaints and who seek information as to the procedures that might be followed,

1. Students enrolled in teacher education curricula who believe that they are being treated in an arbitrary or capricious manner in any area covered by these grievance procedures should contact the Executive Director of the Council (505 East Green Street, Suite 203; 333-2804).

2. In addition, the Office of the Ombudsperson (107 Levis Center) and the Dean of Students Office (130 Fred H. Turner Student Services Building) can be consulted. Each office contains
knowledgeable staff members who can informally advise and counsel students who have a complaint.

3. The above precomplaint advisory services do not prohibit individuals from seeking assistance through other campus offices, student groups or individuals.

C. Informal Complaint Procedures

1. In these procedures, informal complaints are always initiated by the complaining party and shall be directed to the person whose action is believed to have given rise to the complaint issue. The Executive Director of the Council shall receive the complaint. Students must make every effort to resolve complaints by working informally with the person who is the subject of the complaint and with the Executive Director of the Council on Teacher Education.

2. The parties may mutually agree to invite others to serve as resource persons. The use of resource persons shall not relieve either party of the responsibility for attempting to resolve the matter informally.

3. Informal complaint procedures, if followed in good faith by all parties, should lead to a fair and prompt solution to most problems. If, however, the complaint cannot be resolved satisfactorily, the student may file a formal grievance in writing.

D. Formal Grievance Review Procedures

1. A formal written grievance is always initiated by the aggrieved party (the grievant) and is usually directed to the Executive Director of the Council on Teacher Education. On occasion, the Executive Director and the individual who is the subject of the grievance may be one and the same person. In such instances, the grievance is to be directed to the Executive Director and to the Chair of the Council.

2. The formal grievance must be as specific as possible giving the date, time, and place of the action which precipitated the grievance; stating who was involved in the action; stating what efforts were made to resolve the matter informally; giving the results of these efforts; and stating the redress sought.

If the grievance is because of the actions of someone other than the Executive Director, the person who is the subject of the grievance shall receive a copy of the grievance and shall be asked to respond in writing before the Executive Director acts on the grievance.

3. The Executive Director of the Council on Teacher Education shall consider and answer the formal grievance within thirty (30) calendar days. Copies of the answer to the charge will be sent to the person(s) whose actions have caused the complaint to be filed. If the Executive Director fails to answer within thirty (30) calendar days or the answer does not provide a resolution acceptable to either party, either party may file a written grievance within fifteen (15) calendar days to the Chair of the Council on Teacher Education, forwarding the initial complaint and the Executive Director's response.

4. The timelines specified in these grievance procedures (except for the initial filing of a grievance) may be extended when mutually agreeable to both parties or when necessitated by scheduling problems. An extension will be granted only by the Chair of the Council.

5. The Chair of the Council has authority for the final decision on the substance of a grievance.

6. To assist persons having difficulty in determining the proper routing of formal grievances, students may contact any of the offices previously mentioned.

Approved by/Date: Council on Teacher Education/07/05/94
Date(s) of Revision: 01/31/01; 07/20/10; 09/15/10
7. At this stage or any subsequent stage of the formal grievance procedures, either party to the case has the right to be represented by a person, including an attorney, of his or her choice.

E. Review

1. In the event that the review by the Executive Director does not resolve the matter successfully, either party may appeal to the Chair of the Council on Teacher Education for a formal hearing on the grievance.

2. The Chair of the Council will meet with the parties involved. If the problem is not resolved at this meeting, the Chair of the Council will establish a special ad hoc Hearing Committee to hear the grievance. The Committee will consist of five voting members and a non-voting chair, all of whom are knowledgeable about teacher education. One member of the Committee must be a student. The hearing must be held within thirty (30) calendar days of the receipt of the appeal.

3. A hearing procedure is initiated when the Chair of the Council refers the matter to the Hearing Committee. The chairperson of the Committee shall preside at the hearing and will prescribe the ground rules for the hearing. The Committee is not bound by formal rules of evidence. The grievant may be accompanied or represented by an attorney or another individual at the hearing. The grievant shall present his/her case first followed by a response by the appropriate University official who is in a position to explain the decision or action being grieved.

4. The Chair of the Committee shall be responsible for preparing a record of the hearing. The record shall include: the names and roles of the people in attendance, a copy of all materials presented as exhibits, a copy of any written statements submitted by the parties in support of their positions, and the findings and recommendations of the Committee. The record must be forwarded to the Chair of the Council within fifteen (15) calendar days of the conclusion of the hearing. A copy of the hearing record shall be provided to either party upon request.

5. The deliberations of the Hearing Committee will be in private and only the members of the Committee will be present and participate in these deliberations.

6. The Chair of the Council will review the findings and recommendations of the Committee and issue a written decision. The decision of the Chair of the Council must be rendered within thirty (30) calendar days. Copies of the decision will be sent to the grievant, to the Executive Director of the Council on Teacher Education, and to the person(s) whose actions caused the grievance to be filed.

G. Record Keeping Requirements and Retaliation Prohibition

1. The Executive Director of the Council on Teacher Education will retain all records of grievances filed by students.

2. Neither the complainant/grievant nor the person(s) who is the subject of the complaint/grievance shall in any way harass, intimidate, or otherwise take reprisals against any person participating in this process.

H. Further Appeal for Students Denied the Institution's Recommendation for Certification

A student who, after exhausting these grievance procedures, has received a final decision that he/she is being denied the institution's recommendation for certification may appeal to the Illinois State Teacher Certification Board pursuant to 105 ILCS 5/21-21.1 (from Ch. 122, par. 21-21.1).

This document has been adapted from the procedures for complaints and grievances for discrimination and sexual harassment of students described in the Student Code.
The University of Illinois at Urbana-Champaign does not offer “focused programs.” Rather, an individual seeking additional certification must apply to and be admitted to the University to complete the approved program in the certification sought, meeting all admission requirements of the program. Once the individual has been admitted to an approved program, that individual may present documentation to support a request that certain courses and/or required clinical experiences be waived or altered as appropriate to the individual circumstance. Such requests shall be handled in accordance with Council on Teacher Education policies that pertain, generally through petitioning.

Individuals seeking additional certificates through enrollment in Urbana approved programs should expect to be required to complete student teaching under the supervision of Urbana faculty.
In order to be recommended for advanced teacher certification to the Illinois State Board of Education by the Council on Teacher Education, candidates must meet all requirements of Transition Points 1-4 of the CoTE Common Assessment Plan for Graduate Professional Education Programs Leading to Advanced Teacher Certification.
University of Illinois at Urbana-Champaign
Council on Teacher Education

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<th>Policy:</th>
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In order to be recommended for certification as school leaders or school service personnel to the Illinois State Board of Education by the Council on Teacher Education, candidates must meet all requirements of Transition Points 1-4 of the CoTE Common Assessment Plan for Graduate Professional Education Programs Leading to Certification as School Leaders or School Service Personnel.
In order to be recommended for initial certification to the Illinois State Board of Education by the Council on Teacher Education, candidates must meet all requirements of Transition Points 1 through 4 of the CoTE Common Assessment Plan for Undergraduate Professional Education Programs Leading to Initial Certification, or the CoTE Common Assessment Plan for Graduate Professional Education Programs Leading to Initial Certification.
Policy: Time Limits for Graduate Certification Audits
Domain: Certification
References:

Graduate students seeking certification through an approved program at University of Illinois at Urbana-Champaign will be given a time limit for meeting requirements applying for certification. For candidates whose programs require the awarding of an advanced degree, that time limit will be five years from the time of the audit, to coincide with the time limit for obtaining the graduate degree. If the program being completed does not require the awarding of an advanced degree, the time limit for completion and application for certification will be three years from the time of the audit. In the instance that Illinois State Board of Education (ISBE) changes rules that affect certification, endorsement, and/or approvals during the three or five year period, ISBE rule changes will take priority and may result in the audit time limit being shortened.

Candidates who do not complete their programs and apply for certification within the specified time limit will not be recommended for certification unless they meet all certification requirements in effect at the time that they apply for certification.

Approved by/Date: CoTE Executive Committee/ 10/18/06
Date(s) of Revision: 09/15/10
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1. Candidates must petition the Council on Teacher Education for permission to student teach through an institution other than the University of Illinois at Urbana-Champaign. While student teaching through another institution is discouraged, petitions will be considered on an individual basis. Petitions must have the approval of the appropriate advisor, clinical experiences program coordinator, dean, and executive or associate director of the Council.

2. The candidate must provide a signed statement verifying that he/she:
   1) agrees to register for student teaching at the Urbana campus and complete all documents (student teaching time reports, portfolio documents, and all elements of the Common Assessment Plan) that would be required if he/she were student teaching through Urbana;
   2) understands that any costs associated with placement/supervision through another institution are his/her sole responsibility.

3. The clinical experiences program coordinator must verify in writing that:
   1) the accepting institution is recognized by the State of Illinois for teacher education,
   2) the supervising individual meets our qualifications,
   3) the student teaching experience will be comparable to what is required at the Urbana campus,
   4) the school(s) which will be used for placement are accredited by that state/country, and
   5) the cooperating teachers are properly certified in the state/country.

4. If the candidate has requirements other than student teaching to complete, the advisor or clinical experiences program coordinator must provide a written explanation of how the candidate will do so.

5. The school district in which the actual student teaching will take place must sign the same contract (Clinical Experience Placement Agreement) that is required of cooperating school districts in Illinois. The signed copy must be returned to the CoTE district liaison prior to placement of the candidate.

6. Final action on petitions will be taken only after all the conditions listed above have been satisfied.

Approved by/Date: CoTE Executive Committee/ 7/11/95
Date(s) of Revision: 4/21/04; 09/15/10
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All candidates for public school certification in programs under the purview of the Council on Teacher Education must complete an Illinois State Police and FBI criminal background check (CBC) before they may be placed in schools. The criminal background check will normally be conducted at the time that the candidate enters the program. Candidates are responsible for all fees connected with this procedure.

Candidates with criminal histories that prohibit them from attaining public school certification may not be placed in any schools.

A candidate whose criminal background check results in confirmation of a criminal record will not be permitted in the schools unless his/her case is acted on favorably by the Council on Teacher Education or its designee. Judgments in such cases are governed by relevant Illinois State Board of Education rules and the Illinois Compiled Statutes.

Final decisions regarding the placement of students in schools are made in agreement between the relevant department/college/program and the school/district.

A candidate who is completing a practicum in a school district in which they are currently employed may request waiver of the CBC requirement by providing a letter signed by his/her district’s human resources administrator (or equivalent) stating that the candidate has previously cleared a criminal background check as a condition of employment.
Eligible candidates may only be placed in schools or other agencies that have executed a Clinical Experience Placement Agreement with the Council on Teacher Education.
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Council on Teacher Education

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1. All grades in the student teaching courses designated as Educational Practice courses shall be graded on a S-U basis.

2. Teacher education majors who receive U grades in student teaching, and who therefore are not eligible to be recommended for certification, nonetheless should be eligible for graduation if they otherwise have sufficient credit hours and grade-point averages.

3. All grades in the early field experience courses designated as Educational Practice courses will be graded on a S-U basis. Individual departments may petition the Executive Committee of the Council for permission to grade these courses on an A-F basis.

Approved by/Date: Council on Teacher Education/07/12/84
Date(s) of Revision: 01/25/85; 09/15/10
Cooperating teachers represent a valued resource to University of Illinois at Urbana-Champaign professional preparation programs and make significant contributions to the professional growth and development of our candidates. Establishing the criteria for selection of cooperating teachers is the joint responsibility of CoTE and individual professional preparation programs. Many factors must be weighed when making the selection of the “best possible” learning sites for our candidates. Specific placement procedures vary within programs and with individual school districts. Each professional education program is responsible to ensure that cooperating teachers meet the CoTE minimum criteria (see list below) and any additional requirements established by the program. All clinical experience placements are finalized through procedures agreed upon by both the school district and the professional education program.

The Urbana campus cooperating teachers must meet the following CoTE minimum criteria: *

1. be legally certified and qualified to teach in the subject areas assigned;
2. be directly engaged in teaching subject matter or conducting learning activities in the area of student teaching;
3. have three or more years of teaching experience with a Master’s degree (preferred);
4. be willing to collaborate with Urbana campus clinical faculty;
5. be willing to allow the candidate to complete program expectations.

* Meeting the CoTE minimum criteria does not guarantee a student teacher placement.

All programs must have a written report on file with CoTE that includes:

1. a list of any requirements beyond those above for cooperating teachers;
2. a description of how clinical placements are made within each program;
3. a plan for how requirements for cooperating teachers will be shared with the cooperating teachers and districts.
University of Illinois at Urbana-Champaign  
Council on Teacher Education

<table>
<thead>
<tr>
<th>Policy:</th>
<th>Student Teaching / Internship Placement Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain:</td>
<td>Clinical Experience</td>
</tr>
<tr>
<td>References:</td>
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</tbody>
</table>

Candidates should not be placed for student teaching/internship in situations where the integrity of the experience or the evaluation of the candidate’s performance could be compromised, such as:

- The high school the candidate attended as a student;
- A school where a close relative, friend, and/or significant other is employed;
- A school district where a close relative, friend, and/or significant other is employed in a district-level administrative position or holds elected office with authority over the candidate’s cooperating teacher.

Approved by/Date:  CoTE Executive Committee/ 02/20/08  
Date(s) of Revision:  09/15/10
University of Illinois at Urbana-Champaign  
Council on Teacher Education

<table>
<thead>
<tr>
<th>Policy:</th>
<th>Tuition &amp; Fee Waivers for Cooperating Agency Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain:</td>
<td>Clinical Experience</td>
</tr>
<tr>
<td>References:</td>
<td></td>
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</tbody>
</table>

Tuition and fee waivers are provided, under the following conditions, for cooperating teachers and administrators who receive assignment of practice teachers, who receive assignment of students meeting the “clinical experience” requirement in teacher education curricula, or who cooperate in research projects related to teacher education. Such persons who register in University courses are exempt from both tuition and the service fee for one semester or summer session for each semester or equivalent of service rendered within two consecutive semesters.

Effective January 15, 2009, except in the Chicago Public School System, in school districts that accept a total of ten or more practice teachers or students meeting the “clinical experience” requirement in teacher education curricula, one-tenth of all tuition and fee waivers may be assigned to a district pool, such that any full-time district employee who registers in University courses may use one of the waivers and be exempt from both tuition and the service fee for one semester or summer session for each semester or equivalent of service rendered within two consecutive semesters. In the Chicago Public School System, in schools that accept a total of eight or more practice teachers or students meeting the “clinical experience” requirement in teacher education curricula, one-eighth of all tuition and fee waivers may be assigned to a school-level pool, such that any full-time school-level employee who registers in University courses may use one of the waivers and be exempt from fees as stated above.

The exemption shall apply to the semester or summer session of registration, as designated by the student, which follows the term of service, but must be applied not later than four terms (including summer as a single term) from the end of the term of service. Concurrent registration on more than one campus of the University or in University extramural courses constitutes one semester or summer session of eligibility for exemption. Use of tuition and fee waivers is contingent upon admission to one of the three campuses of the University of Illinois and/or to one of their academic programs. The tuition and fee waiver will be accepted at any of the three campuses, with the understanding that campuses may reserve the right to restrict the use of waivers.

Approved by/Date: CoTE Executive Committee/ 02/20/08  
Approved by/Date: Council Deans/ 11/12/08  
Date(s) of Revision: 09/15/10
University of Illinois at Urbana-Champaign
Council on Teacher Education

<table>
<thead>
<tr>
<th>Policy:</th>
<th>Secure Web Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain:</td>
<td>Operations</td>
</tr>
<tr>
<td>References:</td>
<td><a href="http://www.admin.uiuc.edu/cam/cam/x/x-6.html">http://www.admin.uiuc.edu/cam/cam/x/x-6.html</a></td>
</tr>
</tbody>
</table>

Access to the Council on Teacher Education secure web site is granted by the Executive Director on a need to know basis. Individuals will only be granted access to information on candidates and other personnel associated with their professional education preparation program. Individuals granted access must comply with all federal and university rules and regulations regarding confidential records.
# University of Illinois at Urbana-Champaign
## Council on Teacher Education

<table>
<thead>
<tr>
<th>Nature of Petition</th>
<th>Decision</th>
<th>Information to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To make substitutions or waivers in general education requirements (Undergraduates)</td>
<td>College</td>
<td>Council</td>
</tr>
<tr>
<td>2. To make substitutions or waivers in general education requirements (Graduates)</td>
<td>Council</td>
<td>Department(s)</td>
</tr>
<tr>
<td>3. To make substitutions or waivers in major, minor or area of concentration (Colleges will assure that course substitutions are reviewed by instructors for compliance with standards)</td>
<td>College</td>
<td>Council</td>
</tr>
<tr>
<td>4. To deviate from requirements specified in the Unit Common Assessment Plans</td>
<td>Council</td>
<td>College and Department</td>
</tr>
<tr>
<td>5. To make substitutions or waivers in the courses in the professional education sequence (EPSY, EPS, SPED) petitions must be supported by syllabi which will be reviewed by the Urbana campus course instructor to assure that all standards have been met)</td>
<td>Council</td>
<td>College and Department</td>
</tr>
<tr>
<td>6. Accept substitutions or waivers for EFE requirements (petitions must be supported with course syllabi, a completed Urbana CAP EFE form, and any portfolio artifacts that the Urbana campus course provides)</td>
<td>Council</td>
<td>College and Department</td>
</tr>
<tr>
<td>7. Request to student teach on probation</td>
<td>Council</td>
<td>College and Department</td>
</tr>
<tr>
<td>8. Request to student teach in another state (See policy: Conditions for Student Teaching Through Another Institution)</td>
<td>Council</td>
<td>College and Department</td>
</tr>
<tr>
<td>9. Request to waive or substitute student teaching (Petitions must be supported by syllabi, a completed Urbana CAP Student Teaching Evaluation form, and all artifacts required by Urbana for the portfolio)</td>
<td>Council</td>
<td>College and Department</td>
</tr>
<tr>
<td>10. Requests to be recommended for certification without completing coursework on Urbana campus (see note 5)</td>
<td>Council</td>
<td>Department</td>
</tr>
</tbody>
</table>

**Approved by/Date:** CoTE Executive Committee/ 02/08/83  
**Date of Revision:** 07/11/95; 11/14/01; 12/17/03; 09/15/10
Notes:

1. All petitions that come to the Council for ultimate review require departmental and college review prior to Council action. Council action on petitions is reported to all levels – candidates, advisor, department, college, and clinical experiences program coordinator, when appropriate.

2. IAI articulations will be honored for courses in general education, professional education, and subject matter content.

3. Requests to waive or substitute student teaching are not likely to be granted often. The petitioner will need to demonstrate that completing student teaching through this campus poses a hardship.

4. Courses approved as substitutes for Urbana campus courses, other than IAI, will be reviewed for continued acceptability on a 7-year cycle.

5. Post-MSW candidates and others who complete programs elsewhere and seek the recommendation of Urbana campus for Illinois certification will be required to demonstrate that the program they have completed meets the same standards as the Urbana campus program. Candidates will be required to submit a portfolio which will be evaluated by the appropriate Urbana campus clinical experiences coordinator who will be responsible for recommending the candidate to the Council for certification.
University of Illinois at Urbana-Champaign
Council on Teacher Education

<table>
<thead>
<tr>
<th>Procedure:</th>
<th>Guidelines for Monitoring CAP GPA for Teacher Certification Candidates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain:</td>
<td>Procedures</td>
</tr>
<tr>
<td>References:</td>
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</table>

Once a candidate is admitted to a teacher certification program, the candidate’s University of Illinois at Urbana-Champaign GPA will be monitored each semester to make certain that his/her academic record warrants continuation in the program. Upon review, if it is found that one or more of the following GPAs (Urbana campus, overall, content area, or professional education) has fallen below 2.5 or the GPA established by the candidate’s individual program, a warning letter will be issued to the candidate by CoTE. Clinical experience program coordinators, advisors, and the appropriate representative to the CoTE Executive Committee will receive copies of the candidate warning letters so that they can follow up with the candidate as deemed appropriate by their specific department.

**Student Teaching**

If any of the candidate’s GPAs, as listed above, is below 2.5 or the GPA established by the candidate’s individual program the semester prior to student teaching, the candidate will not be allowed to student teach unless he/she has petitioned CoTE to continue and been granted permission to do so.

Approved by/Date: CoTE Executive Committee/ 06/23/04
Date(s) of Revision: 09/15/10
University of Illinois at Urbana-Champaign
Council on Teacher Education

| Procedure: | Guidelines for Reviewing Proposals |
| Domain: | Procedures |
| References: |

Executive Committee Review – Proposals that substantially modify the curricula; adding new requirements; increasing graduation hours; requests to establish new curricula; requests to delete programs.

Administrative Approval – Proposals requesting minor modifications to programs, e.g., substituting one course for another within the major; updating courses to ensure that the program conforms to current course offerings; replacing courses that have been dropped.

In most cases, it is easy to distinguish between major and minor revisions and to determine the appropriate level of review. In cases where the distinction is unclear, the Executive Director will determine the Executive Committee’s preference to discuss the proposal. If one or more members of the Executive Committee indicate a preference for discussing the proposal, it will be placed on the next agenda. If all members of the Executive Committee indicate that the proposal does not warrant extensive discussion and consideration by the full Committee, the Executive Director will administratively approve it.

For those proposals that are administratively approved, the Executive Director will routinely report the action taken on them to the Executive Committee.

Effective Fall Semester, 2001, program revision proposals must include an appendix that addresses how the proposed revision relates to the University of Illinois at Urbana-Champaign Conceptual Framework and all pertinent ISBE standards for program approval.

Approved by/Date: CoTE Executive Committee/ 07/14/86
Date of Revision: 10/22/93; 09/12/01; 09/15/10
### Procedure:

**Procedures for Evaluating Teacher Education Candidates Prior to Student Teaching and Certification**

**Domain:** Procedures

**References:**

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**Evaluation Prior to Student Teaching**

The clinical experiences program coordinator will review the qualifications of candidates who intend to student teach in the subsequent semester. The review will take into account all academic records that are available and the evaluations of early field experiences.

The following criteria should be applied to each candidate:

- **a)** The candidate has qualified for a student teaching assignment in terms of program requirements, e.g., methods courses are completed, the candidate has accumulated a minimum of 80 hours of early field experience, the candidate has a minimum 2.5 (A = 4.0) institutional and overall grade point average and meets other GPA requirements (e.g., in the major) as specified by individual programs;

- **b)** The evidence suggests that the candidate has met professional standards of scholarship, ethics and responsibility;

- **c)** Grades in methods courses and professional education are predominantly A’s and B’s. A grade of C in a methods course or in an EFE assignment does not automatically result in withholding a recommendation for student teaching, but candidates in this category merit special review.

Candidates who apparently do not merit recommendation after a preliminary study will be further reviewed by enlisting the comments of relevant faculty members and/or public school personnel. On the basis of this additional study, the clinical experiences program coordinator may or may not recommend a candidate for student teaching.

Candidates who are not recommended for student teaching should be notified by the clinical experiences program coordinator. A list of students recommended and not recommended should be submitted to the Council on Teacher Education as soon as possible after the close of the semester. For an occasional candidate, relevant information may not be available at the designated time for review. The Council on Teacher Education will, when appropriate, aid program areas in reviewing deferred decisions in a timely manner.

**Evaluation Prior to Recommendation for Certification**

The clinical experiences program coordinator reviews the student teaching evaluations completed by both the University supervisors and the cooperating teachers to ascertain if candidates who have completed student teaching merit recommendation for certification.

The following criteria should be applied to each candidate:

- **a)** The evaluations of student teaching suggest that the candidate has met professional standards, including scholarship, ethics, and responsibility;

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**Approved by/Date:** CoTE Executive Committee/ 1992

**Date(s) of Revision:** 09/15/10
b) The candidate has completed program requirements, has accumulated a minimum of 80 hours of early field experience, has a minimum 2.5 (A = 4.0) institutional and overall grade point average and meets other GPA requirements (e.g., in the major) as specified by individual programs;

c) Grades in methods courses are predominantly A’s and B’s. Candidates who receive U grades (unsatisfactory) in student teaching are not eligible to be recommended for certification. These candidates are eligible for graduation, however, if they have sufficient credit hours and grade point averages and their colleges will graduate them.

Candidates who apparently do not merit recommendation after a preliminary study are further reviewed by enlisting the comments of relevant faculty members and/or public school personnel. On the basis of the additional study, the clinical experiences program coordinator may or may not recommend a candidate for certification.

A list of candidates recommended and not recommended should be submitted to the Council on Teacher Education as soon as possible after the close of the semester. If for any reason the recommendation process is delayed, the Council office should be informed of the delay, and a projected target date for completing the task will be set.

Candidates who are denied certification are notified of this action by the Council office upon receipt of the recommendation from the area committee.
Procedure: Withholding a Recommendation for Certification
Domain: Procedures
References:

1. Within ten days of the end of student teaching the clinical experiences program coordinator drafts a letter to the candidate informing him/her of the decision to not recommend for certification. The letter must state the reasons for the decision and indicate any remediation that would make it possible for the student to obtain a recommendation.

2. The draft is given to the executive director for review. The executive director must approve the letter before it is sent to the candidate. The letter is then sent to the candidate with copy to the executive director and certification officer.

3. Upon receipt of the copy of the letter, the executive director writes to the candidate informing him/her that Council has been notified of the decision to withhold a recommendation for certification. The letter will include a restatement of the options, if any, for remediation and remind the individual that certification requirements are subject to change without notice. The candidate will be invited to contact the executive director if they wish to discuss the matter further. A copy of the letter will be sent to the certification officer, the clinical experiences program coordinator, the appropriate college dean, and department chair.

4. If the student elects to contact the executive director, the student will be informed of the grievance procedure.

Approved by/Date: CoTE Executive Committee/ 10/31/79
Date(s) of Revision: 09/15/10
University of Illinois at Urbana-Champaign
Council on Teacher Education

Appendix A

Common Assessment Plan for Graduate Professional Education Programs Leading to Certification as School Leaders or School Service Personnel

Transition Point 1: Admission to a Graduate Professional Education Program

Requirement: All applicants must meet admission requirements of the Graduate College and the department offering the program.

Transition Point 2: Continuation in a Graduate Professional Education Program

Requirements: All candidates must:
1. maintain a minimum Urbana campus graduate GPA of 3.0;
2. satisfactorily complete all requirements as documented by program-defined, performance-based assessments.

Transition Point 3: Admission to Internship/Clinical Experience

Requirements: All candidates must:
1. have a minimum Urbana campus graduate GPA of 3.0;
2. be cleared through a criminal background check prior to participating in clinical experiences;
3. complete bloodborne pathogens training annually during clinical experiences;
4. have satisfactorily completed all required pre-clinical experiences as documented by program-defined, performance-based assessments;
5. be recommended for an internship/clinical experience placement by the appropriate faculty area committee or designee.

Transition Point 4: Recommendation for Certification

Requirements: All candidates must:
1. have a minimum Urbana campus graduate GPA of 3.0;
2. have satisfactorily completed internship/clinical experience as documented by CoTE and other program-defined, performance-based assessments;
3. have satisfactorily completed the CoTE Common Assessment Portfolio requirement;
4. receive a recommendation for certification by the appropriate clinical experiences program coordinator;
5. be awarded a master’s or certificate of advanced study or equivalent;
6. be a U.S. citizen or legally present and authorized to work, of good character and in good health, and at least 19 years of age;
7. have passed the appropriate ICTS test(s).

Transition Point 5: Follow-up of Program Completers

Data will be collected via the following:
1. Statewide follow-up surveys for first and third year administrators;
2. exit surveys of Urbana campus candidates;
3. other follow-up instruments administered by the unit and/or programs.
University of Illinois at Urbana-Champaign
Council on Teacher Education

Appendix B

Common Assessment Plan for Graduate Professional Education Programs Leading to Initial Certification

Transition Point 1: Admission to a Graduate Professional Education Program

Requirements: All applicants must:
1. meet the admission requirements of the graduate college and department offering the program;
2. pass the Illinois Certification Testing System (ICTS) test of Basic Skills.*

Transition Point 2: Continuation in a Graduate Professional Education Program

Requirements: All candidates must:
1. maintain a minimum Urbana campus graduate GPA of 3.0;
2. maintain a minimum content area GPA of 2.5**;
3. maintain a minimum professional education GPA of 2.5**;
4. clear a criminal background check prior to participating in clinical experiences;
5. complete bloodborne pathogens training annually during clinical experiences;
6. satisfactorily complete all required early field experiences as documented by the CoTE EFE Evaluation Form and other program-defined, performance-based assessments.

Transition Point 3: Admission to Student Teaching

Requirements: All candidates must:
1. have a minimum Urbana campus graduate GPA of 3.0;
2. have a minimum content area GPA of 2.5**;
3. have a minimum professional education GPA of 2.5**;
4. have satisfactorily completed student teaching as documented by the CoTE EFE Evaluation Form and other program-defined, performance-based assessments;
5. have passed the appropriate ICTS content test(s) if required by the program and not previously required for admission;
6. be recommended for a student teaching placement by the appropriate faculty area committee or designee.

Transition Point 4: Recommendation for Certification

Requirements: All candidates must:
1. have a minimum Urbana campus graduate GPA of 3.0;
2. have a minimum content area GPA of 2.5**;
3. have a minimum professional education GPA of 2.5**;
4. have satisfactorily completed student teaching as documented by the CoTE Common Student Teaching Evaluation Form and other program-defined, performance-based assessments;
5. have satisfactorily completed the CoTE Common Assessment Portfolio requirement;
6. be recommended for certification by the appropriate clinical experiences program coordinator;
7. be awarded a master’s degree, if required by the program;
8. be a U.S. citizen or legally present and authorized to work, of good character and in good health, and at least 19 years of age;

Approved by/Date: CoTE Executive Committee/ 05/09/01
Date(s) of Revision: 01/25/06; 09/15/10
9. have passed the appropriate ICTS content test(s) if not passed for admission or student teaching;
10. have passed the appropriate ICTS Assessment of Professional Teaching test.

**Transition Point 5: Follow-up of Program Completers**

Data will be collected via the following:
1. Statewide follow-up surveys for first and third year teachers;
2. Statewide follow-up surveys for first and third year administrators;
3. exit surveys of Urbana candidates;
4. other follow-up instruments administered by the unit and/or programs.

* Some programs also require a passing score on the ICTS content test based on policy of the academic college housing the professional education program.
**GPA minimum may be higher based on the policy of the academic college housing the professional education program.
Appendix C

Common Assessment Plan for Undergraduate Professional Education Programs Leading to Initial Certification

Transition Point 1: Admission to an Undergraduate Professional Education Program

Requirements: All applicants must:
1. meet the admission requirements of the college and department offering the program;
2. have a minimum Urbana campus grade point average (GPA) of 2.5 (A=4.0)*;
3. have a minimum cumulative GPA of 2.5*;
4. pass the Illinois Certification Testing System (ICTS) test of Basic Skills.

Transition Point 2: Continuation in an Undergraduate Professional Education Program

Requirements: All candidates must:
1. maintain a minimum Urbana campus GPA of 2.5;
2. maintain a minimum cumulative GPA of 2.5;
3. maintain a minimum content area GPA of 2.5**;
4. maintain a minimum professional education GPA of 2.5**;
5. clear a criminal background check prior to participating in clinical experiences;
6. complete bloodborne pathogens training annually during clinical experiences;
7. satisfactorily complete all required early field experiences as documented by the CoTE EFE Evaluation Form and other program-defined, performance-based assessments;
8. be recommended for continuation in the program.

Transition Point 3: Admission to Student Teaching

Requirements: All candidates must:
1. have a minimum Urbana campus GPA of 2.5;
2. have a minimum cumulative GPA of 2.5;
3. have a minimum content area GPA of 2.5**;
4. have a minimum professional education GPA of 2.5**;
5. have completed at least 90 semester hours of credit;
6. have satisfactorily completed all required early field experiences (minimum 80 contact hours) as documented by the CoTE EFE Evaluation Form and other program-defined, performance-based assessments;
7. have passed the appropriate ICTS content test(s) if required by the program;
8. be recommended for a student teaching placement by the appropriate faculty area committee or designee.

Transition Point 4: Recommendation for Certification

Requirements: All candidates must:
1. have a minimum Urbana campus GPA of 2.5;
2. have a minimum cumulative GPA of 2.5;
3. have a minimum content area GPA of 2.5**;
4. have a minimum professional education GPA of 2.5**;

Approved by/Date: Council on Teacher Education/ 05/09/01
Date(s) of Revision: 01/25/06; 09/15/10
5. have satisfactorily completed student teaching as documented by the *CoTE Common Student Teaching Evaluation Form* and other program-defined, performance-based assessments;
6. have satisfactorily completed the *CoTE Common Assessment Portfolio* requirement;
7. be recommended for certification by the appropriate clinical experiences program coordinator;
8. be awarded a bachelor’s degree by the appropriate college;
9. be a U.S. citizen or legally present and authorized to work, of good character and in good health, and at least 19 years of age;
10. have passed the appropriate ICTS content test(s) if not required prior to student teaching;
11. have passed the ICTS Assessment of Professional Teaching test.

**Transition Point 5: Follow-up of Program Completers**

Data will be collected via the following:
1. Statewide follow-up surveys for first and third year teachers;
2. Statewide follow-up surveys for first and third year administrators;
3. exit surveys of Urbana candidates;
4. other follow-up instruments administered by the unit and/or programs.

*Does not apply to programs that admit freshmen. Transfer students must meet the competitive requirements of the program.

**GPA minimum may be higher based on the policy of the academic college housing the professional education program.
University of Illinois at Urbana-Champaign  
Council on Teacher Education  

Appendix D  

Common Assessment Plan for Graduate  
Professional Education Programs Leading to  
Advanced Teacher Certification  

Transition Point 1: Admission to a Graduate Professional Education Program  

Requirement: All applicants must meet admission requirements of the Graduate College and the department offering the program.

Transition Point 2: Continuation in a Graduate Professional Education Program  

Requirements: All candidates must:  
1. maintain a minimum Urbana campus graduate GPA of 3.0 (A=4.0);  
2. satisfactorily complete all requirements as documented by program-defined, performance-based assessments;

Transition Point 3: Admission to Practicum  

Requirements: All candidates must:  
1. have a minimum Urbana campus graduate GPA of 3.0;  
2. be cleared through a criminal background check prior to participating in practicum;  
3. complete bloodborne pathogens training;  
4. have satisfactorily completed all required pre-clinical experiences as documented by program-defined, performance-based assessments;  
5. be recommended for a practicum placement by the appropriate faculty area committee or designee.

Transition Point 4: Recommendation for Certification  

Requirements: All candidates must:  
1. have a minimum Urbana campus graduate GPA of 3.0;  
2. have satisfactorily completed practicum as documented by CoTE and other program-defined, performance-based assessments;  
3. have satisfactorily completed the CoTE Common Assessment Portfolio requirement;  
4. receive a recommendation for certification by the appropriate clinical experiences program coordinator;  
5. be awarded a master’s or certificate of advanced study or equivalent, if required by the program or by ISBE;  
6. be a U.S. citizen or legally present and authorized to work, of good character and in good health;  
7. have passed the appropriate ICTS test(s).

Transition Point 5: Follow-up of Program Completers  

Data will be collected via the following:  
1. Statewide Teacher Graduate Assessment(s);  
2. exit surveys of Urbana candidates;  
3. other follow-up instruments administered by the unit and/or programs.