

Monmouth University

School of Education Academic and Professional Dispositions Review Committee

Procedure

Purpose

The purpose of this committee is to allow the school of education to address academic and disposition issues that are unresolved at the department level. The committee will review artifacts included with the referrals, engage in fact finding dialogue with all parties involved, and take action toward resolution.

Rationale

Monmouth University's School of Education (SOE) aims to improve processes on a continuous basis that support student learning while complying with unit and university policy and accreditation. An improved process for academic and professional dispositions is necessary to provide a mechanism to ensure candidates are prepared to enter their prospective education fields both academically and with the professional dispositions required of P-12 schools.

Monmouth University's School of Education (SOE) is an NCATE accredited institution that focuses on research based teacher preparation with an emphasis in clinical practice in the departments of Curriculum and Instruction, Special Education, School Counseling and Speech and Language Pathology.

The SOE Academic and Professional Dispositions Review Committee (APDRC) Membership.

The APDRC consists of administrators, faculty and advisors to ensure all cases are reviewed fairly by a impartial multidisciplinary committee. A pool of seven standing committee members will include the Associate Dean, Assistant Dean, an Advisor, and representatives from each of the four departments (curriculum and instruction, school counseling, special education, speech and language pathology). A minimum of three APDRC members must review each case. An APDRC coordinator will be appointed by the Dean.

Departmental Process

Each Department will create their own process to address issues relating to academics and/or dispositions. The SOE already has a standing policy in alignment with NJDOE code for academic requirements that will be maintained and supported by this process.

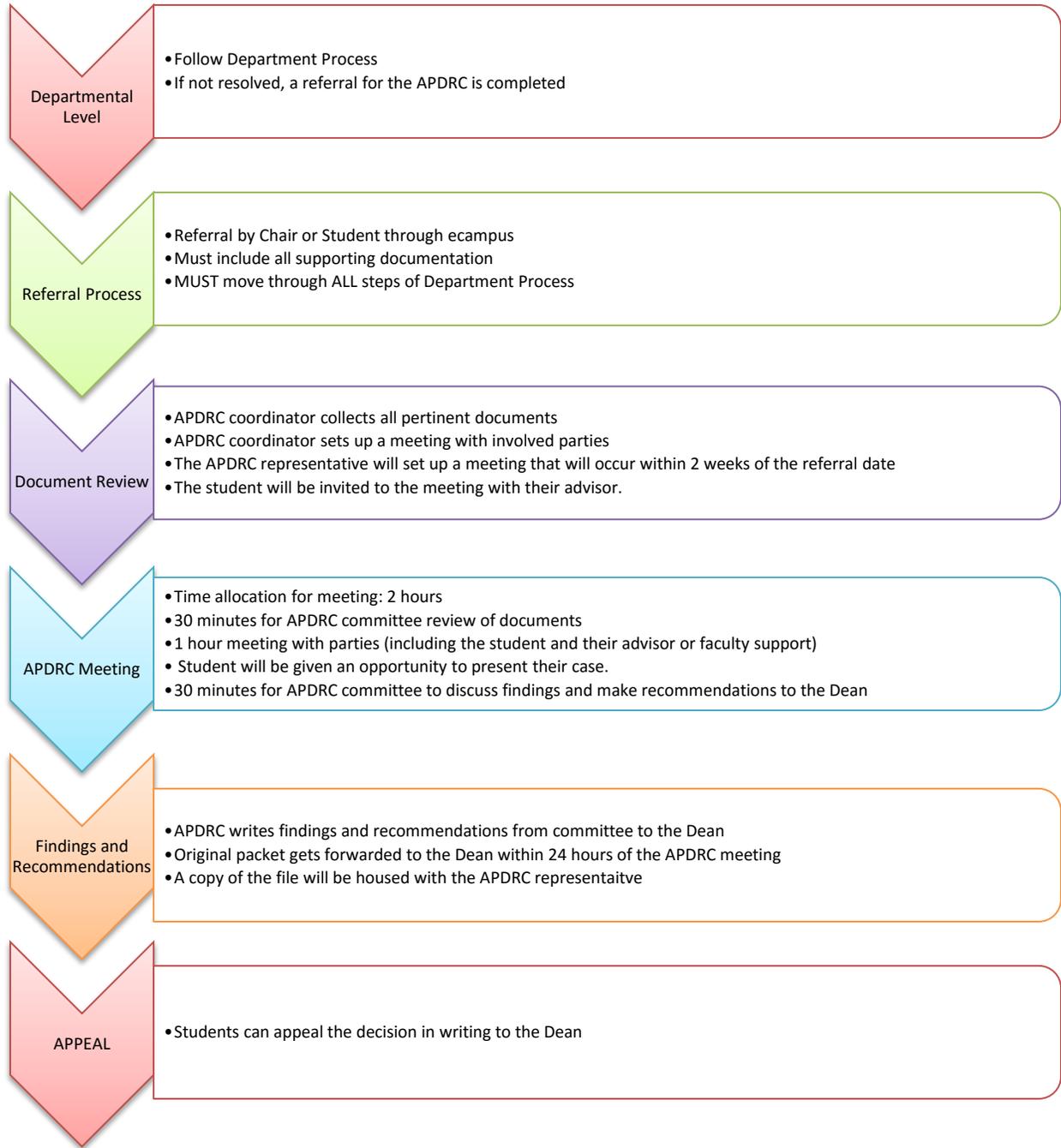
The Process

1. Each Department will create their own process for academic and disposition issues that may arise. The SOE already has a standing policy in alignment with NJDOE code for academic requirements that will be maintained. The academic requirements include:
 - a. 3.0 GPA at entrance and throughout the program.
 - b. Passing Praxis Core prior to the start of ED coursework.

2. Referral If resolution is not achieved at the department level a referral for APDRC review can be made through ecampus.
 - a. Chair Referrals-
 - i. The Department Chair completes a referral through ecampus if a case has not been resolved through the Department's process.
 - ii. All supporting documents will be attached electronically for review.
 - iii. All faculty, advising and other support concerns will go through the departmental process appropriate to the student.
 - b. Student Referrals-
 - i. A student who did not feel their case was resolved at the department level can complete the APDRC referral form on ecampus.
 - ii. The referring student must attach documentation
 - iii. The APDRC will review the documents submitted to determine if the student followed the correct steps in the process.
 1. If the student followed the correct steps they will continue through the APDRC process.
 2. If the student did not follow the correct steps, they will be guided to the next step in the process at the department level.
 - iv. The APDRC coordinator will review the documents and request any missing documentation.
 - v. The APDRC coordinator will collect documents from SOE Department Chair to complete the file that will be reviewed by the committee.
3. Scheduling of the APDRC Meeting
 - a. Once all documents are received, the APDRC coordinator will work with the committee to schedule a time to review the documents and meet with the referring party, along with any other parties pertinent to the case.
 - b. The APDRC coordinator will set up a meeting that will occur within 2 weeks of the referral date
 - c. The APDRC coordinator will schedule 2.0 hours. The first 30 minutes will be allocated for file review, followed by an hour meeting to discuss with all involved parties. The last half hour will be given to the committee to discuss their findings and make recommendations to the dean.
 - d. The APDRC coordinator or academic advisor will inform the student of the process.
4. Meeting
 - a. The documents relevant to the case will be distributed at the beginning of the meeting for individual review. The committee will not discuss at that time.
 - b. Committee members can formulate questions based on the documents and come up with a set of questions to ask during the meeting.
 - c. The student will be invited to attend the meeting with an advisor.
 - d. The meeting will be facilitated by the APDRC coordinator who will also serve as the time keeper.
 - e. The meeting will end promptly in an hour.

- f. The committee will meet for up to a half hour to discuss their findings and recommendations.
- g. The APDRC coordinator will complete the APDRC findings and recommendations form and attach it to all supporting documents.
 - i. A copy of this will be housed in the APDRC representative's files.
 - ii. The original copy will be forwarded to the Dean.
 - iii. Student will be provided a copy of the recommendations within seven business days.
 - iv. Dean will be provided a copy of the recommendations within seven business days.
- h. The student may write of letter of appeal to the dean within seven business days.

ALL DECISIONS ARE FINAL. STUDENTS MAY APPEAL THE DECISION BY A WRITTEN REQUEST FOR A MEETING DIRECTLY WITH THE DEAN.



(Draft of items to be placed on ECAMPUS form)

Academic and Professional Disposition Review Committee (APDRC) Referral Form

Completed By: Department Chair Name: _____
 Student
 Designee

(if student a prompt to put name of faculty/administration they are bringing a concern about)

(If a student, a second prompt to ask if the student went through the department process)

(If a Department Chair/Designee, a prompt will be given to name the student they are referring to the APCRC)

Categorize the nature of the referral:

- Academic concern
- Professional disposition concern
- Academic and Dispositional Concern
- Other (Prompt to explain)

Reason for referral:

Please attach all relevant supporting documentation

PROFESSIONAL DISPOSITIONS

The Nature of Professional Dispositions

Professional dispositions are set forth by the State of New Jersey Professional Teaching Standards, the Specialty Program Associations of CAEP (SPAs) and Monmouth University's School of Education, as well as the university itself (e.g., academic honesty). Although many entities have input in what constitutes professional dispositions in K-12 teaching, there are some agreed-upon concepts that are espoused by all parties. Therefore, we have determined that professional dispositions in K-12 teaching fall under four broad categories: Responsibility, Ethics, Attitude and Professionalism. In order to assist students having difficulty in one or more of these categories, a procedure has been established to ensure due process. It is the student's responsibility to uphold the principles of professional conduct established by our profession and Monmouth University; however, this process recognizes that some students may have difficulty adhering to the standards without assistance. It should be noted that because our students complete clinical placements, adherence to these dispositions is especially important and mandated in the clinical setting outside of the university campus.

The Dispositions assessed are included under the Acronym of REAP (Responsibility, Ethics, Attitude, and Professionalism). The following outlines the dispositions assessed

<p>Responsibility:</p> <ul style="list-style-type: none"> • Demonstrated timeliness in course attendance and responsibilities • Followed syllabus guidelines • Communicated questions and concerns to the instructor
<p>Ethics:</p> <ul style="list-style-type: none"> • Practiced academic integrity and honesty including the consistent use of APA style and proper documentation of sources, as well as submission of own work • Clinical experience and practice were completed in full and honesty of documentation was practiced • Maintained confidentiality*
<p>Attitude:</p> <ul style="list-style-type: none"> • Participated regularly and positively • Respectful of others' contributions • Responded positively to feedback • Demonstrated appreciation of diversity and of new ideas
<p>Professionalism</p> <ul style="list-style-type: none"> • Made equitable contributions to group efforts • Collaborated with peers and school staff members and mentor teachers in a professional manner • Communicated high regard for the profession, educators, students, and parents • Viewed course assignments as opportunities to enhance content area knowledge and skills

Every initial program candidate takes ED 320/624 as their entry course. The checklist will be completed on all candidates at course completion.

STUDENT DISPOSITION REVIEW PROCESS

All students in initial teaching programs will be reviewed in ED 320/624, which is a common course for all teacher education majors. Each candidate will be reviewed by faculty using the REAP form, which will be accessed electronically. In addition, faculty will be asked to fill out an Undergraduate Course Summary Sheet which details the grades earned in the course and students who had difficulties of any kind in the course. If a student had a difficulty of any kind as noted on the forms, the following action will be taken:

Step	Process	Action
1	Student and professor meet together to discuss problem and make a plan to resolve the problem, involving the student's advisor as needed.	Problem will have been documented on the REAP form; plan is formulated to help student.
2	Discuss dispositional issue at the monthly department meeting to determine if the issue is across courses	Include the discussion in minutes for a record. Include who will take the next action
3	If the student and the professor cannot resolve the problem and/or the plan is not followed by the student, the professor will fill out an "Individual Referral for Dispositions".	The referral is sent to the chair who reviews the form and sets meeting with the student (and the professor and/or advisor as needed).
4	Chair meets with student to try to resolve problem and re-formulate a plan. Advisors/professors invited to meeting as needed.	If the chair cannot resolve the problem with the student and/or the new plan is not being followed, chair will refer the student to the School of Education Academic and Professional Dispositions Review Committee.

Dept. of Curriculum & Instruction
REAP Dispositional Evaluation Form ED 320/624

Teacher Candidate: _____

Date: _____

Program: Early Childhood Elementary Special Ed Secondary/K-12 [Area: _____]

Academic Performance				Comments
Course Grade =	<input type="checkbox"/> Midterm <input type="checkbox"/> Final			
Professional Conduct	Not Met/ Needs Improvement	Met	Exemplary	Comments
Responsibility: <ul style="list-style-type: none"> Demonstrated timeliness in course attendance and responsibilities Followed syllabus guidelines Communicated questions and concerns to the instructor 				
Ethics: <ul style="list-style-type: none"> Practiced academic integrity and honesty including the consistent use of APA style and proper documentation of sources, as well as submission of own work Clinical experience and practice were completed in full and honesty of documentation was practiced Maintained confidentiality* 				
Attitude: <ul style="list-style-type: none"> Participated regularly and positively Respectful of others' contributions Responded positively to feedback Demonstrated appreciation of diversity and of new ideas 				
Professionalism <ul style="list-style-type: none"> Made equitable contributions to group efforts Collaborated with peers and school staff members and mentor teachers in a professional manner Communicated high regard for the profession, educators, students, and parents Viewed course assignments as opportunities to enhance content area knowledge and skills 				