



CHILD AND FAMILY STUDIES RETENTION

Updated: October 2018

I. DEFINITIONS

Terms indicated below will be shown in italics and shall have the following meanings in this Retention Policy statement, unless the context clearly indicates otherwise:

Retention Committee - Standing committee of the Department of Child and Family Studies charged with executing student retention affairs.

In Good Standing - No unresolved problems or concerns exist between the applicant and faculty/administration of any higher education institution attended by the student.

Preliminary Review - A due process meeting of the Retention Committee wherein a brief summary of concerns from one or more Student Referral(s) is presented for the sole purpose of determining whether formal Committee action is warranted for the case.

Retention Hearing - A meeting of the Child and Family Studies Retention Committee to consider academic and/or professional concerns raised through a Student Referral. In such meeting, the referred student may present written and/or verbal information and evidence to address or refute concerns raised by the referral. After evidence has been presented and discussed (including gathering of additional information if necessary), the Committee shall render a decision whether the referred student's enrollment in Child and Family Studies should be continued (with or without conditions) or withdrawn.

Student Referral (also referred to simply as a Referral) - A written referral submitted by a faculty/ staff member for a student's failure to adhere to one or more of the Child and Family Studies Professional Standards. A Serious Referral is a Student Referral (or referrals submitted independently by multiple faculty/staff members) that could potentially jeopardize a student's enrolled status as a declared major or minor in Child and Family Studies.

Program Suspension - A student is not able to participate in practicum or lab activities, participate in current classroom activities, and/or enroll in current and future classes in the Child and Family Studies programs.

Child and Family Studies Professional Standards (also referred to as Child and Family Studies Standards) - Standards expected of all CFLE and NAEYC professionals, or those who aspire to be.

II. RETENTION COMMITTEE

A. Functions and Responsibilities. The Child and Family Studies Retention Committee is a standing committee in the Department of Child and Family Studies and performs dual functions:

- Regularly review standards, policies, and procedures for retention in Child and Family Studies programs; and recommend modifications to policies and procedures as appropriate.
- Review student progress in Child and Family Studies programs to ensure the maintenance of academic, professional, and ethical standards.
- Conduct hearings and reviews on students referred by faculty or staff.
- Communicate actions related to student retention to department faculty and other appropriate authorities.

B. Committee Membership. The Child and Family Studies Retention Committee is chaired by a faculty member appointed by the Chair of the Department of Child and Family Studies. It consists of faculty members from the Department of Child and Family Studies and may include representatives from other WSU academic departments, each of whom is appointed by the Chair of the departments they represent. The Child and Family Studies Department Chair serves as ex officio (non-voting) member of the Committee. Continuity of experience is assured on the Committee by members serving staggered three-year terms.

The Committee consists of five (5) voting members as follows:

- Three Department of Child and Family Studies faculty members.
- Two College of Education faculty members from either the Teacher Education, Health Promotion and Human Performance, or Athletic Training and Nutrition Departments.

A minimum of four members are required to make a voting quorum, and all decisions will be decided by a simple majority.

Department of Child and Family Studies Policies and Procedures for Student Retention in Declared Major or Minor

Welcome to the Major Packet

Upon declaring a major in the Department of Child and Family Studies, each student will receive a welcome and orientation packet. Included in the packet will be a formal welcome and description of the department, the programs of study, and the anticipated outlook for career/employment. Also included in the packet, will be a list of all required courses (per program), a list of department faculty and staff, a description of student performance expectations and procedures for student referral and appeals.

Welcome to the Minor Packet

Upon declaring a Minor in the Department of Child and Family Studies, each student will receive a welcome and orientation packet. Included in the packet will be a formal welcome and description of the department, the programs of study, and the anticipated outlook for career/employment. Also included in the packet, will be a list of all required courses (per program), a list of department faculty and staff, a description of student performance expectations and procedures for student referral and appeals.

Student Performance Expectations

Child and Family Studies students are expected to maintain high standards, both professionally and academically. Evidence of dedication/commitment and quality of work are two major criteria considered for professional competence. Instructor expectations and course procedures will be detailed in the syllabus for each Child and Family Studies course. Students will also be expected to be in compliance with the University Student Code (see WSU PPM 6-22), and any national standards established by the applicable professional organizations (e.g., NCFR Ethical Principles and Guidelines, CFLE Standards & Criteria, NAEYC Code of Ethical Conduct, NAEYC Standards for Professional Preparation).

Student Referrals

The Department of Child and Family Studies will adhere to and follow the established Student Code regarding standards violations and/or faculty-student disputes; “Procedures which foster dialogue and promote resolution between the immediate parties involved in a dispute are encouraged. Every effort [will] be made to resolve disputes at the lowest possible level (i.e., individual, supervisor, department chairperson, program director, and/or dean).” Any student who fails to adhere to Child and Family Studies standards, and has been previously advised by a faculty member, may be formally referred to the Child and Family Studies Retention Committee for grievance proceedings. The student’s status within the department, or any of its programs, may be revoked by the department chair, as advised by the committee.

Departmental Process for Referral

- A. Student Performance Expectations.** Child and Family Studies students are expected to maintain high standards, both professionally and academically. Evidence of dedication/ commitment and quality of work are two major criteria considered evidence of professional competence. Instructor expectations, course requirements, and laboratory procedures are detailed in the syllabus for each department course.
- B. Monitoring Student Progress** - Student progress in Child and Family Studies programs is monitored by faculty, staff, and administrators in the department. Field experiences at all levels are monitored and evaluated by university faculty and collaborating professionals in the community with a variety of checklists and performance critiques. The WSU Charter Academy and MSL Children’s School laboratory experiences are monitored by faculty, program director/principal, and assigned mentor teachers through formal and informal observations and feedback.
- C. Student Referrals** - Any student who fails to adhere to Child and Family Studies standards, and has been previously advised by a faculty member, may be formally referred to the Child and Family Studies Retention Committee for grievance proceedings. The student’s status within the department, or any of its programs, may be revoked by the department chair, as advised by the committee.
 1. **Initial Referral** - Student Referrals are submitted directly to the Retention Committee Chair. Referrals that are received prior to an informal attempt for resolution by faculty, will be redirected back to the referring person. Referrals that are received after failed attempts at a lower level, will be acknowledged and responded to by the Chair within 10 working days. The referral will be documented in Canvas and a file will be created to organize communications and proceedings. If the Committee determines that concerns reported in the referral have sufficient merit to warrant intervention, but not to the degree that would jeopardize the student’s standing in the department programs, the student will be notified within 10 business days of the committee’s decision, and will be invited to respond in writing to the identified concerns. After considering the student’s written

response, the committee may then decide to suggest remedial steps to support the student's success within the department. The department chair will meet with the student to share the committee's suggestions and invite the student to discuss and agree to a plan for remediation.

2. Serious or Multiple Referrals - Student Referrals of a serious nature (i.e. student's declared status could be in jeopardy) or from multiple faculty/staff members (during the entire period of Child and Family Studies programs) may be submitted to the Retention Committee Chair, without faculty first attempting to resolve the concern directly. The chair will notify the student's faculty advisor and the student within 10 business days and consult with the committee for the Preliminary Review.

When a serious referral is received, the faculty advisor will work with the Retention Committee to notify the student of issues reported in the referral(s) and inform her/him that the Retention Committee will conduct a Preliminary Review of the issues in a timely manner. The purpose for a Preliminary Review is to determine whether a formal hearing by the Retention Committee is warranted. Thus, the referred student is not invited to participate in the preliminary review. When the committee determines that the referred student is invited to submit a written statement to be considered by the Retention Committee. Referrals deemed to be of a serious nature may result in the student being immediately suspended from the departmental programs pending Retention Committee review.

3. Referrals during Practicum or laboratory experience – Referrals during or following the student practicum or laboratory experience may be made by a University Supervisor, Collaborating Professionals, Mentor Teacher, Program Director, and/or the Practicum Coordinator. A referral will be made to the Retention Committee in the following cases:
 - a. The Student is removed from the assigned placement when it is determined that the situation is damaging to the community members, children and families in the program and/or the reputation of Weber State University, and/or the Student is incompetent in fulfilling assigned practicum or laboratory responsibilities.
 - b. The Student receives a grade of “E” or failing grade.

When a single referral is made, the course instructor will (a) meet with the referred student to discuss plans for resolving concerns addressed in the referral, (b) meet with the collaborating community partner to determine possible plans for resolution, and/or (c) request that the Retention Committee conduct a Preliminary Review of the issues in its next meeting to determine whether or not formal involvement of the Retention Committee is warranted. Student Referrals of a serious nature or from multiple faculty/staff members are automatically forwarded to the Retention Committee for Preliminary Review, and will be treated as stated in Item 2 above.

D. Retention Committee Action - The Retention Committee is responsible to review student performance and assure that Child and Family Studies Standards are maintained.

1. Preliminary Review - Major issues addressed in the referral(s) will be summarized for the Committee to determine if there is sufficient cause for Committee involvement.
2. Retention Hearing - When the Committee determines that concerns reported in the referral have sufficient merit to potentially jeopardize the student's continuation in the Child and Family Studies Programs, a Retention Hearing will be conducted in general compliance with WSU established

procedures. A Retention Hearing is a WSU Child and Family Studies Department action, not a legal proceeding.

A referred student will be notified by the chair of the retention committee in writing at least 10 working days before the hearing date of his/her right to appear before the Committee. The notification will inform the student of the date, time, and place of the hearing and invite him/her to attend. To assure that all explanations and points of rebuttal are clearly understood by the Committee, the student is encouraged to present a written response addressing each of the allegations to the Chair of the Committee at least two working days prior to the hearing. Though counsel (personal or legal) may attend the hearing with the student, such counsel may not speak for the student at the hearing. Students only may represent themselves in the hearing through written or verbal statements. Should a referring faculty member be appointed as the Chair of the Retention Committee, an alternate chair shall be assigned by the department chair to conduct the Retention Hearing.

If a referred student has no desire to continue in the Child and Family Studies programs, a written request for withdrawal of admission may be submitted to the Admission and Retention committee. A retention hearing would then not be conducted.

3. Notification of Findings and Decision

The student and Moyes College of Education Dean shall be notified in writing of the decision of the Committee within ten (10) working days of the hearing. As a minimum, the notification shall include a statement of findings as pertaining to the allegations, the decision of the committee, and indication of the student's right of appeal.

Possible outcomes include a written departmental warning to the student, the imposition of a probationary period, or a suspension/removal from the Child and Family Studies programs.

- E. Appeal Process** - A Student who wishes to appeal a ruling of the Retention Committee shall communicate such appeal in writing to the Dean of the College of Education, with copies forwarded simultaneously to the Chairs of the Department of Child and Family Studies and the Retention Committee. To be valid, an appeal must be received by the Dean of the Moyes College of Education within 10 working days from when the student received notification from the Retention Committee and must include a thorough explanation of issues the student wishes to be considered, along with documentation to support any and all assertions.

**Beginning January 1, 2019, the above appeals process will be replaced by the level-2 university appeals process.

- F. Reapplication for Enrollment**- Written approval from the Retention Committee shall be required before a previously admitted student whose Child and Family Studies admission has been withdrawn may reapply for re-enrollment to Child and Family Studies Programs. If after review, it is determined that the student or registered student did not violate University or Department policy, arrangements will be made so that any missed academic work may be made up.

Background Security Clearance

For Department and College procedure see <http://www.weber.edu/fingerprinting>

NAEYC Professional Standards / NCFR Professional Standards

https://www.naeyc.org/positionstatements/ethical_conduct

https://www.ncfr.org/sites/default/files/standards_2013.pdf

Child and Family Studies Professional Standards

STANDARD I -- Personal/Professional Skills

- adhere to the WSU code of student rights and responsibilities
- just and equitable treatment of all students, faculty, and staff
- maintain dignity of the profession by respecting/obeying laws and program regulations, and exemplifying honesty and integrity
- respect personal, academic, and professional rights of others
- do one's own work on assignments and exams (unless specifically directed to collaborate)
- cooperate with department established policies and procedures
- assume personal responsibility for actions and consequences

STANDARD II – Interpersonal/Social-Emotional Skills

- demonstrate respect for the dignity, individuality, culture, and values of all people
- safeguard others from conditions detrimental to learning, health and/or safety
- work compatibly with students, staff, and faculty

STANDARD III – Academic Skills

- maintain departmental academic standards
- demonstrate commitment to learning, openness to new ideas, and tolerance for ambiguity
- demonstrate competence in all forms of communication (verbal, non-verbal, and written)
- maintain a pattern of meeting minimal requirements in coursework and fieldwork
- demonstrate ability to apply knowledge and skills in classroom settings and in the community