

DOANE COLLEGE

“The Developing Professional”

Student Handbook

Graduate Studies in Education
Curriculum and Instruction
Educational Leadership
Accelerated Certification
Additional Endorsements

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Doane College

The Developing Professional

Student Handbook - Master of Education Curriculum and Instruction Educational Leadership

INTRODUCTION

The Deans of Graduate Studies in Education are committed to keeping students informed of policy, procedures, expectations, and guidelines. The College Graduate Catalog forms one part of the available information. This handbook is another integral part of the information students may access for information about the program.

While the program endeavors to give students advance notice of procedures and academic requirements, from time to time it may be necessary to take immediate action to respond to changing circumstances. Accordingly, following stated procedures in the Policy manual, the Doane College Teacher Education Unit reserves the right to make such additions, deletions, and alterations to the policies and procedures set forth in this handbook as well as those in other official program publications.

GENERAL INFORMATION

Doane College is a private, independent, coeducational college serving both traditional and nontraditional students. The College continues its historical relationship with the United Church of Christ and its tradition of encouraging free inquiry. The College offers instruction in the liberal arts and in related professional and pre professional areas leading to the Bachelor of Arts, Bachelor of Science and Masters degrees. At both undergraduate and graduate levels, Doane is committed to a student centered educational characterized by close student/teacher relationships. Doane seeks to attract students, faculty and staff with diverse geographic, racial, ethnic, religious, economic, and cultural backgrounds.

CONCEPTUAL FRAMEWORK

The Developing Professional

The Doane College Teacher Education Division believes all educational professionals are life long learners. The Developing Professional serves as the Unit's theme. The graduate experiences of courses and supervised field experiences are designed to assist the advanced professional's development. They are based upon the following mission statement, belief statements, guiding principles, and outcomes.

Mission Statement of the Doane Teacher Education Unit

To meet future expectations for our nation's schools, the Doane education faculty believes the education of teachers and administrators is a developmental and emergent process. For development to occur, the roles of the educational professional include learner, teacher researcher and leader. To facilitate this growth, we will (1) establish collaborative opportunities; (2) promote reflective inquiry action research; (3) provide leadership experiences focusing on group processes; and (4) facilitate learning content in context. . We believe these essential elements create practices designed to develop knowledge, skills, and attitudes for the developing professional which are grounded in reflective, deliberate and collaborative work and which advocate success for all students.

Belief Statements for the Teacher Education Unit

The process of becoming a teacher/leader is emergent based upon integration of theory and practice to develop attitudes, knowledge, and skills, we believe:

- ◆ Programs of quality promote learner-centered experiences and collaborative planning among the college teacher-educators, liberal arts faculty, K-12 practitioners and pre-service programs
- ◆ Programs of quality promote inquiry and reflectivity and develop leadership to improve professional practice.
- ◆ Programs of quality provide a learning environment encouraging teachers to inquire into the context of learning and practice, act on beliefs, critique their own teaching and learning, and accept their research as an authentic and important means of improving practice.
- ◆ Programs of quality facilitate curriculum and instruction honoring diversity in gender, ethnicity, culture, language, social class, and exceptionalities.
- ◆ Programs of quality promote modeling as an essential aspect of effective teacher education. Faculty in teacher education will model excellent teaching as defined by current research, applied practice and professional experience.
- ◆ Faculty in programs of quality engages in teaching in settings in the world of practice and utilizes action research for the direct purpose of enhancing programs.
- ◆ Programs of quality offer opportunities for students to examine the moral purposes of education and put into practice a philosophy of teaching and learning based on a personal ethical platform.

Guiding Principles for the Graduate Studies Program in Education

- ◆ Faculty design curricula in an integrated or problem-based mode to promote an understanding of the integration of the various knowledge and skill areas in teaching, learning, research and leadership.
- ◆ Programs include 1) the acquisition of concepts and information; 2) the integration of concepts with practice and use of knowledge in context; and, 3) the application of knowledge and skills in a workplace environment.
- ◆ Faculty develop bridging experiences between course content and the workplace that feature clinical exercises, field settings, and internships, which provide a synthesis and application of appropriate knowledge and skills.
- ◆ Instructional practices utilize appropriate adult learning strategies.
- ◆ Faculty place instructional emphasis on those methods and materials that anticipate learner performance in the workplace.
- ◆ Faculty adapts activities in courses to the degree and level sought by each candidate.

- ◆ Faculty provides candidates the opportunity to formulate and examine an ethical platform upon which to rely for difficult decisions.
- ◆ Assessment of the candidates is carried out through the use of multiple sources of data, including performance assessment.
- ◆ Faculty demonstrates expertise through continued involvement in professional practice.
- ◆ Faculty promotes collaborative planning among school and college faculties, administrators, school boards, and community leaders.
- ◆ Participants critique their personal practice through action-based inquiry/research.
- ◆ The graduate program promotes the understanding of equity, cultural diversity, and exceptionalities.
- ◆ The graduate education faculty participates in the dissemination of research findings through a variety of formats.

Program Standards – The Developing Professional

Curriculum and Instruction

The Unit Graduate Faculty believes the development of teachers continues throughout the educator's career. Therefore, the outcomes for practicing teachers remain the same as those for the pre-service teacher, but the skills, knowledge and dispositions change to foster the continued development of the in-service teacher. These standards have been aligned with the five Core Propositions of the National Board for Professional Teaching Standards. This alignment ensures that the Doane College Master of Education program seeks to identify teachers who effect enhanced student learning and demonstrate high levels of knowledge, skills, and attitudes and commitment in teaching.

The Teacher Education Graduate Student...

1. Understands Content: The developing professional understands the content knowledge of the discipline (s).

- 1.1. Demonstrates how knowledge in content area is created, organized, linked to other disciplines and applied to real world settings.
- 1.2. Commands specialized knowledge of how to convey content knowledge to students.
- 1.3. Encourages students to construct new knowledge by seeking answers to their questions.
- 1.4. Aligns content knowledge with state and national standards.

PROPOSITION 2

2. Understands Development: The developing professional understands how children learn and develop, and provides opportunities supporting intellectual, social, and personal growth.

- 2.1 Maintains the belief that all students can learn by developing learning experiences for all cognitive levels.
- 2.2 Evaluates and selects developmentally appropriate outcomes and activities
- 2.3 Incorporates current and research-based learning theories into practice.
- 2.4 Acknowledges that learners learn best from involvement with experiences.

PROPOSITION 1

3. Understands Differences: The developing professional recognizes and provides for individual differences and diversity.

- 3.1 Recognizes individual differences in students and adjusts practice to ensure fairness and success for each student
- 3.2 Evaluates and designs curriculum for students with special needs.
- 3.3 Critiques and enhances curriculum for multidimensional perspectives fostering an attitude supporting the development of a community that values diversity.

- 3.4 Considers the influence of context and culture on behavior
- 3.5 Fosters students' self-esteem and respect for race, gender, class, culture, language, family, community, and religious differences.

PROPOSITION 1

4. Designs Instructional Strategies: The developing professional uses a variety of instructional strategies to encourage students' development of skills and strategies for critical thinking and problem solving

- 4.1 Views the teacher and learners in a reciprocal relationship: the teacher is also a learner, the learners are teachers.
- 4.2 Differentiates instruction based on observation and knowledge of student interests, abilities, skills, background knowledge, family, and peer relationships.
- 4.3 Commands a wide range of instructional techniques including those of technology, knows when each is appropriate, and implements them as needed.
- 4.4 Exposes students to different modes of higher order thinking by teaching students to think analytically and critically about authentic, real-world situations.

PROPOSITION 2

5. Manages and Motivates: The developing professional uses classroom management and motivational strategies to create a positive learning environment.

- 5.1 Creates a community where high expectations and support of students promote learning to support individual student achievement to ensure success for all.
- 5.2 Utilizes different organizational settings in the learning environment to provide various learning opportunities.
- 5.3 Creates, enriches, and alters the instructional setting to encourage intrinsic motivation of students.
- 5.4 Facilitates problem solving and conflict management among peers.

PROPOSITION 3

6. Communicates: The developing professional uses knowledge of effective communication techniques.

- 6.1 Possesses the interpersonal skills needed to work collaboratively.
- 6.2 Communicates effectively with all audiences.
- 6.3 Uses a variety of media and technological tools to enrich learning and communication.
- 6.4 Seeks opportunities to facilitate communication with diverse populations.

PROPOSITION 5

7. Plans: The developing professional utilizes effective planning techniques.

- 7.1 Implements standards established by local, state and national authorities.
- 7.2 Collaborates in planning the instructional process to assure continuity of learning experiences for students.
- 7.3 Uses student-centered strategies and models.
- 7.4 Differentiates curriculum and instruction based on children's developmental stages, intelligences, learning styles, strengths and needs.

PROPOSITION 3

8. Assesses: The developing professional understands and uses a variety of formal and informal assessment strategies.

- 8.1. Defines assessment criteria and standards consistent with local, state, and national outcomes.
- 8.2. Uses culturally sensitive and developmentally appropriate assessment strategies in multiple contexts.
- 8.3. Conducts ongoing assessment in the instructional process measuring individual student understanding
- 8.4. Uses assessment data to plan for student learning.

8.5. Fosters student involvement in assessment.

PROPOSITION 3

9. Reflects on Practice: The developing professional is a reflective practitioner who actively seeks out opportunities to grow professionally.

- 9.1 Utilizes action research promoting problem solving and reflection to improve teaching and learning practices.
- 9.2 Engages in lifelong learning, assuming a variety of leadership roles including professional presentations, mentoring and coaching, graduate study, and publishing research.
- 9.3 Implements and supports daily practices based on a personal philosophy of teaching and learning.
- 9.4 Envisions new contexts for student learning to meet future demands.

PROPOSITION 4

10. Participates in the Professional Community: The developing professional fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

- 10.1 Uses a range of human resources (peer tutors, other teachers, aides, volunteers and school and community resources to meet the needs of students
- 10.2 Acts as an advocate for students using family and community resources.
- 10.3 Works collaboratively and creatively with families, engaging them in the work of the school.
- 10.4 Acts as an instructional leader by participating collaboratively in the ongoing development of a strong school program.

PROPOSITION 4 and 5

Educational Leadership Program Outcomes

The program develops the knowledge, attitudes and performances needed for effective school leadership. We continually focus on matters of learning and teaching and the creation of powerful educational communities that value and support all learners. Our work is to develop a deeper and more productive understanding of school leadership resulting in ethical actions reflecting integrity and fairness. Participants will develop:

1. Strategic Leadership by facilitating the development, articulation, implementation, and stewardship of a vision of learning to promote the success of all students that is shared and supported by the school community.

- 1.1 Articulates and consistently demonstrates a philosophy of education that considers sociological, cultural, and historical foundations.
- 1.2 Develops vision and purpose with others.
- 1.3 Utilizes leadership processes to achieve common goals.
- 1.4 Values ethical action in the educational community.
- 1.5 Supports innovations within the school community.
- 1.6 Engages in problem solving techniques and decision making skills.
- 1.7 Uses data to make informed decisions.
- 1.8 Provides ongoing assessment of people, programs, plans, processes, and products.
- 1.9 Addresses competing priorities and values.

2. Instructional Leadership by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- 2.1 Creates with others an inclusive community of learners.
- 2.2 Participates actively in the design and implementation of curriculum, instruction, and assessment utilizing research-based, best practices.
- 2.3 Promotes effective teaching and learning styles.

- 2.4 Facilitates curriculum, instruction, and assessment which honor diversity in gender, ethnicity, culture, language, socio-economic status, and exceptionalities.
- 2.5 Promotes assessing student progress using a variety of techniques.
- 2.6 Utilizes teacher supervision and evaluation to influence teaching and learning.
- 2.7 Plans strategies collaboratively to encourage the developing professional.

3. Organizational Leadership by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- 3.1 Encourages participation in or development of activities outside the classroom that promote learner growth and development.
- 3.2 Understand existing policies and implement practices that provide for the safety, health, and welfare of the educational community.
- 3.3 Applies a systems perspective, viewing schools as open structures interacting with external environments.
- 3.4 Understands processes for the recruitment, selection, and induction of personnel with attention to equity and diversity.
- 3.5 Identifies and analyzes the major sources of fiscal and non-fiscal resources for schools. *(Revised, 12/29-30/08)*
- 3.6 Understands the budget planning and implementation process involving the school community and driven by identified priorities.
- 3.7 Facilitates support and performance appraisal for non-instructional staff.

4. Community / Political Leadership by collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources and by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

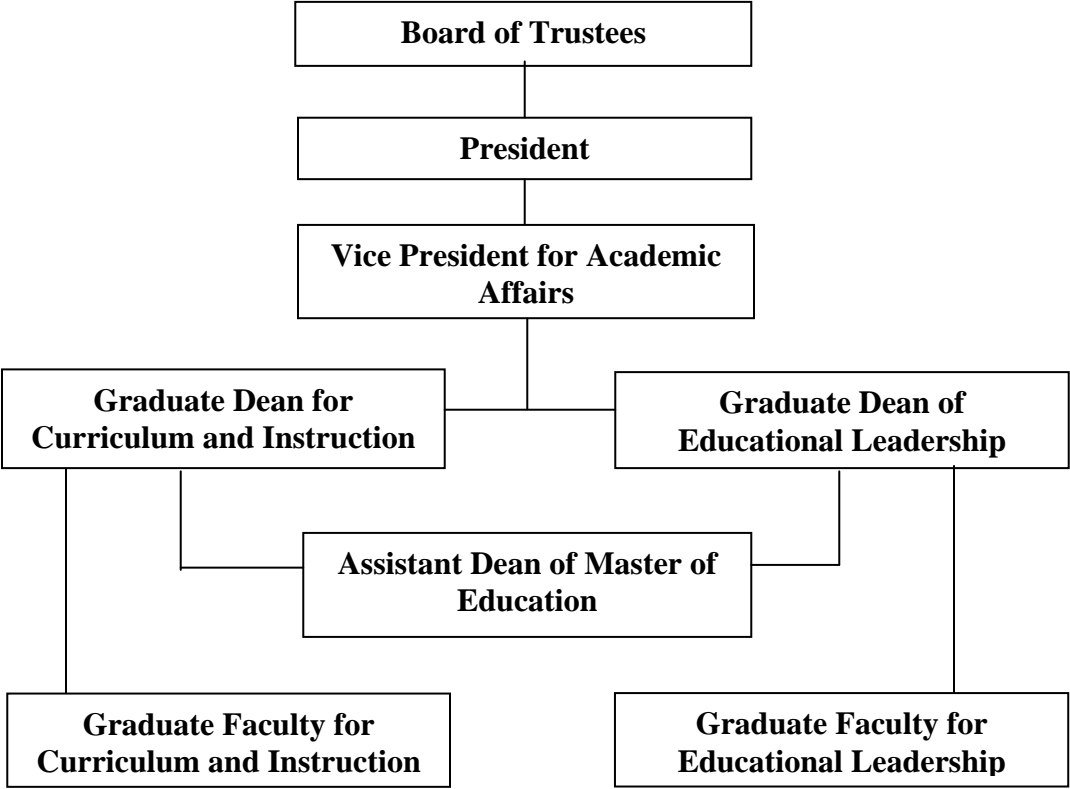
- 4.1 Addresses conditions affecting learning by collaborating and developing relationships with community agencies to integrate health, social, and other services for families.
- 4.2 Promotes multicultural awareness, gender sensitivity, socio-economic, racial, and ethnic understanding in the school and community.
- 4.3 Forms collaborative relationships and builds support with district personnel.
- 4.4 Develops an understanding of communication plans and public relations programs.
- 4.5 Acts in accordance with legal provisions and statutory requirements.
- 4.6 Makes decisions based on the moral and ethical implications of policy options and political strategies.
- 4.7 Demonstrates sensitivity, respect, and empathy for multiple perspectives.

Educational Leadership Core Values

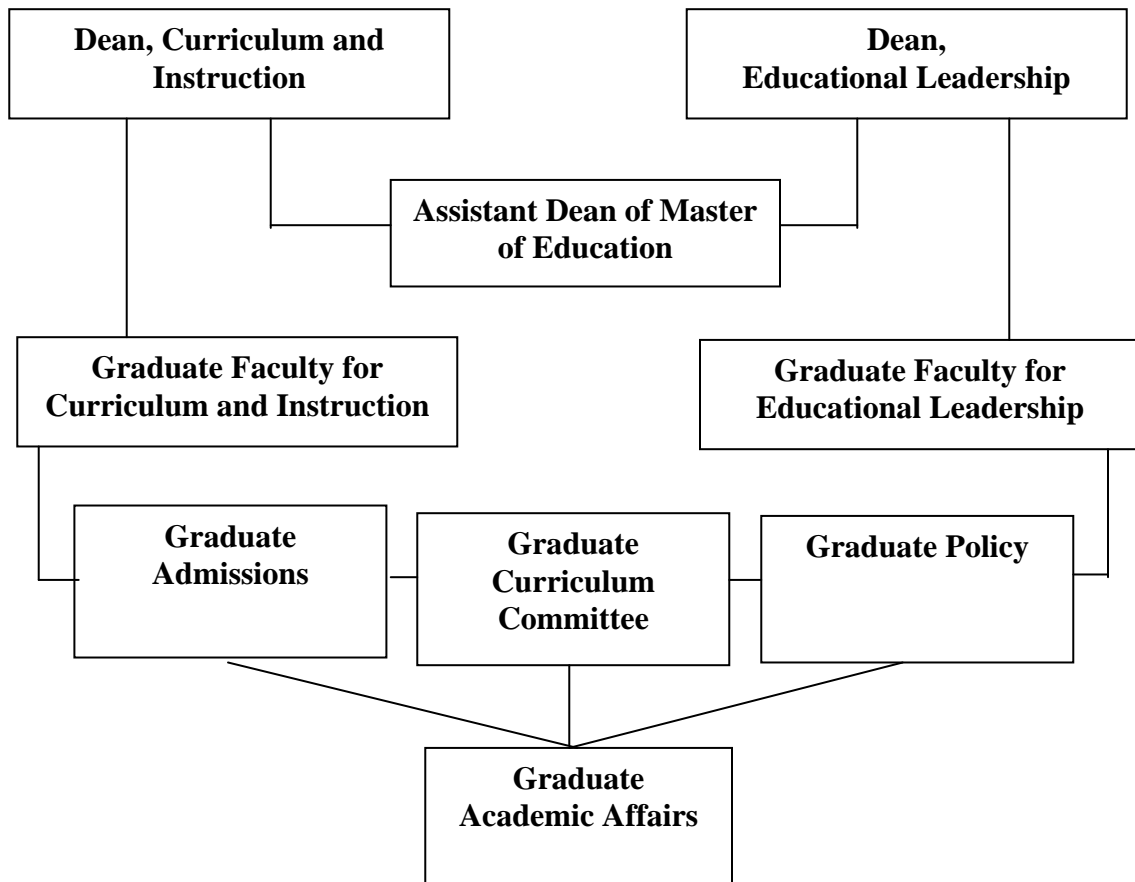
- The central responsibility of educational leadership is to improve teaching and learning.
- Leadership is collaborative and inclusive, not exclusive.
- Leadership is active, not passive.
- Leadership includes an ethical dimension.
- Leadership programs are essentially a college responsibility, but the design and delivery of the program includes the participation of practitioners in the schools.

ADMINISTRATIVE STRUCTURE

The College administrative structure for the graduate program in education is outlined in the following diagram.



The Programmatic administrative structure for the graduate program in education is outlined in the following diagram.



The graduate programs in Education are administered by the Deans of Graduate Studies in Education in Curriculum and Instruction and in Educational Leadership. Their responsibilities for the graduate program include the following:

1. Administration of all graduate programs within the Unit.
2. Establishing, directing, and supervising of the budget of the graduate programs.
3. Design of the Strategic Long-Range Plan for the graduate program and supervision of its progress.
4. Recruitment and staffing for graduate and adjunct graduate faculty in education.
5. Leadership in faculty development for graduate faculty.
6. Providing leadership to the faculty in education for the design and implementation of the graduate curriculum for professional preparation.
7. Providing leadership for the assessment of the programs.
8. Review, supervision, and implementation of all policies.
9. Implementation of a faculty evaluation.

The Graduate Deans of Curriculum and Instruction and Educational Leadership provide direction for their respective programs. The two Deans share the administrative responsibilities that are common to both programs. The Assistant Dean supports both Deans in the administration of the programs.

Specific responsibilities for the Assistant Dean of Graduate Studies include the following:

1. Coordination of all student and personnel files in the graduate program.
2. Assisting the Graduate Deans in the process of establishing and managing a budget.
3. Assisting the Graduate Deans in the coordination of program offerings.
4. Presenting all students to the admissions committee for action on admission, retention and graduation.
5. Assisting with the coordination of all sites.

Graduate Standing Committees

The graduate committees are composed of the Deans of the Graduate Studies in Education and two faculty members. One faculty member serves as chair of the committee. The Assistant Dean of the Graduate Studies in Education programs serves as an ex officio member on each of the committees.

Graduate Curriculum Committee

The Graduate Curriculum Committee is composed of the Graduate Dean of Curriculum and Instruction and two faculty members. One of the faculty members serves as chair of the committee. The Assistant Dean serves as an ex officio member. The committee responsibilities are the following:

1. Curriculum Review
2. Recommendation of major program changes
3. Assessment of the program

Graduate Policy Committee

This committee is composed of the Dean of the Graduate Programs in Education, Educational Leadership, and two faculty members. One faculty member serves as chair of the committee. The Assistant Dean of the Graduate Studies in Education Program serves as an ex officio member. The Committee responsibilities are the following:

1. Review of all policies related to the graduate programs in education.
2. Action upon exceptions to policy.
3. Recommending changes in policy.
4. Review of policy dispute in course grades.

Graduate Admissions and Retention Committee

This committee is composed of the Deans of the Graduate Programs in Educational Leadership, Curriculum and Instruction, and two faculty members. One faculty member serves as chair of the committee. The Assistant Dean of the Graduate Studies in Education Program serves as an ex officio member. The Committee responsibilities are the following:

1. Recommendation for student admission and retention to the resident graduate faculty.
2. Review of all questions related to admission, readmission and retention in the graduate programs and removal from the graduate programs.
3. Review of all folders for admission submitted by the assistant dean of the graduate program.
4. Official recognition of admittance to all degree-seeking students.

Graduate Academic Affairs Committee

Membership of the committee includes from each of the graduate programs at Doane College, one full-time graduate faculty member, one adjunct faculty member (appointed by the program dean), and one graduate student (appointed by the program dean). The registrar, the Vice President for Academic Affairs, and the program deans serve as ex officio members. The committee's duty is to consider all changes in graduate course offerings and academic policies and, if approved, to forward them to the faculty for their approval or disapproval.

Curriculum and Instruction Graduate Advisory Committee

This committee is composed of unit faculty, K-12 teachers, adjunct faculty for Curriculum and Instruction, administrators, and graduate students. Each year the committee meets to discuss issues and directions for the unit. Specific committee responsibilities are the following:

- To make recommendations for graduate and undergraduate policies and curriculum.
- To inform unit faculty of issues and policy affecting K-12 education.

Educational Leadership Graduate Advisory Committee

This committee is composed of unit faculty, K-12 administrators, adjunct faculty for Educational Leadership, and graduate students. Each year the committee meets to discuss issues and directions for the unit. Specific committee responsibilities are the following:

- To make recommendations for graduate policies and curriculum
- To inform unit faculty of issues and policy affecting K-12 education and administration

GRADUATE STUDIES IN EDUCATION PROGRAMS

Master of Education in Curriculum and Instruction

Doane's site-based Curriculum and Instruction degree is designed to maintain a program committed to excellence while giving special attention to the needs of K-12 teachers. Many of the classes offered in this site-based program are held in K-12 schools across Nebraska.

Course content is designed with concern for best practice, current research, and a commitment to the application and evaluation of the content. Doane's holistic approach recognizes that the cumulative effects of the completed graduate degree program are greater than the sum of the courses. The resident and adjunct graduate education faculty takes particular pride in the high marks for relevance and quality of instruction given to the entire program by students completing Doane graduate education courses.

The curriculum and instruction program consists of 36 credit hours of coursework. There are five core courses, including a culminating project. All students must complete this course work. Twelve credits may be transferred into the program. The transfer courses must meet the Doane criteria for graduate credit at the institution granting the credit. Each course in this curriculum is a graduate-level course and is designed to extend undergraduate work and meet the needs of the **developing professional**. Graduate students are allowed to register for a maximum of six credit hours each term in the fall and spring semesters and 12 credit hours during the summer term.

The program requires research (3 semester hours) and a culminating project (3 semester hours). A minimum of 30 semester hours of appropriate graduate work must be completed in good standing, followed by research and the culminating project, bringing the total credit hours to 36.

Accelerated Certification

The accelerated program for certification prepares candidates to teach in grades 7-12 in an area in which Doane endorses individuals. These areas include the sciences, mathematics, social sciences, English, language arts, business, foreign languages, music, and art. Through a series of course work, practicum, and internship experiences, candidates may complete the program in four terms (Summer I, Fall, Spring, Summer II).

Endorsements

Endorsements are offered in Early Childhood, ESL, Mild/Moderate K-12 Special Education and Reading Specialist. Coursework required for the endorsements may also be used to meet requirements for the Master of Education in Curriculum and Instruction if students are seeking both the degree and the endorsement.

Master of Education in Educational Leadership

The Educational Leadership program requires 36 hours of coursework. Students begin the program in the summer and move through the program as part of a cadre. If a student is seeking K-12 certification, a 45 credit-hour program is required. Graduate students in Educational Leadership are allowed to register for a maximum of six credit hours each term in the fall and spring and 12 credit hours during the summer term. Six hours of transfer credit from other institutions can be applied for applicable courses in the Doane program.

In the Educational Leadership program, all students will complete a research and action research project segment in their final cadre experience as one of the requirements of that experience.

Categories of Graduate Students

Six broad categories of graduate students are recognized by the Graduate Program in Education:

- Degree-seeking graduate students desiring a Nebraska Standard Administrative Certificate – Educational Leadership program students.
- Students seeking a K-12 Nebraska Standard Administrative Certificate who have previously completed an administrative graduate program and are certified in elementary, middle school, or secondary administration but want to add K-12 certification.
- Accelerated certification students in Curriculum and Instruction seeking initial certification.
- Degree-seeking graduate students (non-certification) pursuing a Master of Education degree in Curriculum and Instruction. The Curriculum and Instruction degree leads to no initial or additional certifications **unless the student is completing the accelerated certification program or an endorsement program in addition to the curriculum and instruction program.**
- Students seeking an endorsement in Early Childhood, English as a Second Language, Special Education in Mild/Moderate Disabilities, or Reading Specialist
- Non-degree seeking students. The non-degree seeking category serves students who do not wish to pursue a graduate degree at Doane College and also those who wish to begin graduate study before seeking admittance to a degree program.

Faculty Advisers/Development of Student Programs of Study

The Advising Office is housed on the Lincoln campus. The Dean of the Curriculum and Instruction program and the Assistant Dean advise Curriculum and Instruction degree-seeking and accelerated certification students through the advising office and the Dean of the Educational Leadership program advises Educational Leadership students.

Advisers assist students in developing programs of study, monitoring progress in the program, and assisting with program changes. Advisers go to the class sites each semester for graduate advising, but students are also encouraged to contact their advisers at any time with questions or concerns. Advisers may be reached through email or by telephone. In addition, students may review their academic program through Doane's web site, www.doane.edu/wa.

The advisers will monitor students completing 9 hours of Curriculum and Instruction credit with B or better in each course for full graduate standing. Students in the Educational Leadership program must complete EDL 675 and either EDL 680, 681 or 682 with a B or better for full graduate standing. To be admitted to EDL 621 (Leadership Internship), students must also successfully complete one of the following: EDL 683, 684, or 685.

Accelerated certification students must be admitted to teacher education (see the admissions requirements.) Advisers will present those students meeting the requirements to the Admission committee. Letters will be mailed to the students when full graduate standing is granted.

Curriculum and Instruction students enrolled in EDU 603 Research Methods will register for EDU-604 Culminating Project with the same professor the next semester. Students cannot register for both EDU-603 Research Methods and EDU-604 Culminating Project during the same semester unless these courses are specifically offered as a six hour block.

APPLICATION-ADMISSION-RETENTION-PROGRAM DESIGN

Doane College does not discriminate in education, employment or professional agreements on the basis of race, color, religion, sex, national origin, disability, age, marital status or sexual orientation. For further information, contact the 504 Compliance Coordinator at 1014 Boswell Avenue, Crete, NE 68333, or call 800.333.6263. In accordance with Title V, Section 504 of the Rehabilitation Act of 1973, students with physical and/or learning disabilities will not be discriminated against on the basis of their disabilities. Should you require any physical or other assistance in completing the application, assistance is available at the Graduate Studies Office, 303 North 52nd Street, Lincoln, NE 68504, 402.466.4774, upon request.

Students must complete application to the Graduate Program in order to enroll in any class numbered 600 or over. Submitting incomplete or false information is grounds for denial or subsequent dismissal. Students can obtain the appropriate application forms from Graduate Studies in Education; Doane College; 303 N. 52nd; Lincoln, NE 68504 or online at www.doane.edu by selecting the Master of Education application.

To complete application a student must submit:

- A completed application form
- A check for \$30 made payable to Doane College (this application processing fee is not refundable and does not apply toward tuition.)

Access/Services for Students with Disabilities

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provides that “no otherwise qualified disabled individual in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.” This regulation requires that Doane programs are accessible to the disabled, but it does not require that every building or part of a building on campus is accessible. Some of the architectural barriers at course sites cannot be removed in the immediate future. Thus, it will be necessary to reschedule classes to accessible buildings or take other steps to open some of our programs to students with mobility impairments.

Students interested in services related to a disability should notify the college of any special circumstances that would affect their ability to compete equally in the college environment. To assist the college in providing services, qualified professionals upon request must provide documentation of such disabilities.

Students are encouraged to self-identify at any time by initiating the process described above. To initiate this process, students are encouraged to contact the following office before arriving on campus so their needs can be anticipated, reviewed, and accommodated: Graduate Education Office.

NON-DEGREE-SEEKING STUDENTS

Admission Requirements Non-Degree-Seeking Students

Non-degree-seeking students must complete the application form and pay the non-refundable \$30.00 application fee. Verification of a previous bachelor's degree must be provided, either by arranging to have an official undergraduate transcript sent to the Graduate Studies in Education office or by other acceptable means.

The non-degree-seeking category consists of students not wishing to pursue a graduate degree at Doane College, but who wish to take graduate courses. Although there is no limit on the amount of credit that may be earned as a non-degree-seeking student, if a non-degree-seeking student later wishes to pursue the Master of Education degree at Doane College, no more than 12 credits earned while in the non-degree status may be applied toward the graduate degree. If a student feels there are extenuating circumstances, the student may petition the Graduate Policies Committee to accept more than 12 hours completed as a non-degree-seeking student. A student who has taken coursework as a non-degree-seeking student and who later wishes to be admitted into a degree program must complete all requirements for admission and all program requirements currently in effect rather than those in effect when the coursework was begun.

MASTER OF EDUCATION - CURRICULUM AND INSTRUCTION

Admission Requirements-Degree-seeking Curriculum and Instruction Students

After completion of the application for admission, each degree seeking student is required to provide an official transcript from the institution awarding his/her undergraduate degree, and an official transcript from each institution granting graduate credit the student wishes evaluated for transfer credit. These transcripts must be sent directly from the institution to the Graduate Studies in Education office at Doane College and must bear the official stamp of the issuing institution. Transcripts issued to students are not acceptable for submission. In addition, students must have an undergraduate cumulative GPA of 2.8 or higher. Three letters of recommendation are required, as well as completion of the "Self-Reporting Survey." Degree-seeking students may begin study before these materials are received, but their application file should be complete before the end of the first term of study.

Transfer of Credit Policy – Curriculum and Instruction

A degree-seeking student in the Curriculum and Instruction Program may transfer up to twelve credit hours into the program. This credit must have been earned from a regionally accredited institution of higher learning. Any course considered for transfer is individually reviewed for recency and relevance of the material as it relates to best practice and theory at the time of review. Courses must be approved courses for graduate study in a graduate program leading to a degree from the granting institution before they will be transferred into the Doane program. Transfer credit should be work completed within seven years prior to application to the program. Final determination on transfer credit is made by the Dean of Graduate Studies in Education in Curriculum and Instruction. Only graduate courses in which the student's letter grade is B- or above may be considered for transfer credit and applied toward fulfilling degree and certification requirements. A maximum of six credits of courses with an earned grade of Pass or Credit may be transferred. All transfer courses are entered on the transcript with a grade of P (passed).

Students are responsible for making formal requests to graduate institutions they have attended to have their graduate transcripts sent directly to Doane College, Graduate Studies in Education, 303 North 52nd Street, Lincoln, NE 68504

Full Graduate Standing for the Master of Education in Curriculum and Instruction

After completion of nine credit hours of graduate study, the file of a degree-seeking student is reviewed by the Graduate Admissions and Retention Committee to determine if the student is eligible for full graduate standing. The criteria for full graduate standing in the Master of Education Curriculum and Instruction program are as follows:

1. The applicant must have earned a bachelor's degree from an accredited college or university with an undergraduate GPA of 2.8 or higher. Applicants not meeting this requirement will be referred to the Graduate Admissions and Retention Committee for consideration.
2. The applicant must obtain three letters of recommendation from professional educators who are well acquainted with the applicant and can speak to his/her ability to pursue a graduate degree.
3. The applicant must maintain the highest ethical conduct in coursework and in professional positions held as defined in the Standards for Professional Practices Criteria in 92 NAC 27. A student must be a model, representing the ideals expected of members of the teaching profession.
4. The applicant must complete nine hours of graduate study at Doane with a 3.00 or higher cumulative grade point average. A student receiving a grade below a B- for any graduate course will have his/her file reviewed even though the student's cumulative GPA might be 3.00 or higher.

All decisions regarding full graduate standing are based upon reviews of official transcripts of prior college work, letters of recommendation, GPA, and other pertinent information. If evidence of a breach in ethical behavior is presented, the Dean and/or graduate faculty reserve the right to evaluate this factor as a criterion for denying full graduate standing.

Decisions are communicated in writing as soon as practical after the student completes nine credits of study and has on file the three letters of support and the required transcripts. Decisions cannot be given by telephone, nor can they be given to any person other than the applicant without a written release from the applicant.

Hold for Credit Policy – Doane Undergraduate Seniors – Curriculum & Instruction

A Doane Senior who completes graduation requirements in December may receive up to 12 Doane College Master of Education credits taken during the summer term before his/her December completion. Permission to enroll in the summer term must be granted by the Dean of Graduate Studies in Education, Curriculum and Instruction, the Chairperson of the Education Department, and the student's academic adviser. An incomplete grade notation (I) will be given at the end of the summer term in all of the graduate courses and will be replaced by the actual letter grades after the requirements of the baccalaureate degree are completed in December. If certification requirements are not completed, credit will not be granted and the (I) grade notations will change to W (withdrawal). The following criteria will be used to determine if permission will be granted.

- ◆ The student must have completed all coursework for the undergraduate degree, except for student teaching. Student teaching arrangements must be set for the fall semester.
- ◆ The student must have extenuating circumstances that have made it impossible to complete requirements for graduation in May before the summer graduate classes are offered. These

circumstances do not include change of major or the student's optional delay in meeting all degree requirements.

- ◆ The student must be able to show that delaying completion of graduate coursework until the following summer would cause extreme financial hardship to the student.
- ◆ All tuition, materials, fees, and books for early graduate coursework must be paid in full by June 1 of the summer term. This coursework is not eligible for graduate student financial aid. A student may be eligible for undergraduate aid in some instances. Check with the Financial Aid Office in Crete for specific information regarding individual circumstances.

Students should note that courses taken before graduation may not transfer as graduate credit to other institutions depending upon the regulations of the institution to which the credit is being transferred.

Program Design

Thirty-six credit hours are required for the Master of Education degree in Curriculum and Instruction. Five courses are required; the remaining courses are electives, which are selected by the graduate student in consultation with the academic adviser to best meet the professional goals of the graduate student. Students are allowed to register for a maximum of six credit hours each term in the fall and spring, and 12 credit hours during the summer term. The required core courses are:

EDU 600 Improvement of Instruction	Or	3 credits
EDU 613 Models of Teaching		3 credits
EDU 601 Critical Issues in Curriculum & Instruction		3 credits
EDU 602 Assessment of Learning	Or	3 credits
EDU 645 Assessment of Literacy	Or	3 credits
EDU 614 Assessment Literacy Development		3 credits
EDU 603 Research Methods		3 credits
EDU 604 Culminating Project		3 credits

Time Limitations

A student is expected to complete the degree within seven years of beginning graduate study at Doane College. Credits taken in the program which were completed more than seven years prior to graduation are reviewed by the Graduate Policies Committee. The criteria for accepting or rejecting these credits as a part of the student's program are always based on the relevance of the material at the time of review. If the Graduate Policies Committee does not validate a course or courses because, in its' judgment, the course material is no longer relevant, the student must then retake the appropriate graduate course(s) as part of the program of study.

Academic Standing

A graduate student is in good academic standing if he/she maintains a graduate cumulative grade point average of 3.00 or higher.

Academic Probation

A degree-seeking curriculum and instruction graduate student is placed on academic probation if, at any time, the graduate cumulative grade point average falls below 3.00. The student is notified in writing of his/her academic status and of any specific conditions for retention.

Academic Suspension

A curriculum and instruction student may be dismissed from Doane College for any of the following reasons:

1. Failure to return to good academic standing after the specified probationary period of one semester.
2. Failure to meet requirements set forth in the letter of probation.
3. Receipt of a second course grade below a "B-".
4. Breach of academic integrity.

In all cases, the student is notified of the suspension in writing by the Dean of the program. For the right of appeal, consult that section in this handbook. For specifics on what constitutes plagiarism, please see that section of this handbook.

Academic Dismissal

A graduate student may be dismissed from Doane College when the appeal process for suspension has been exhausted. Such students are notified in writing by the Vice President for Academic Affairs.

ACCELERATED CERTIFICATION

Admission Requirements for Accelerated Certification Students

The accelerated certification program prepares candidates to teach in grades 7 – 12 in an area in which Doane endorses individuals. These areas include the sciences, mathematics, social sciences, English, language arts, business, foreign languages, music, and art. Through a series of course work, practicum, and internship experiences, candidates may complete the program in four terms (Summer I, Fall, Spring, Summer II).

Prospective students must request an admission packet and submit the following documents:

- A completed application for admission and the \$30 application fee
- Two official copies of the transcript showing the undergraduate degree posted, and an overall 2.8 minimum GPA
- Three letters of recommendation
- A writing sample (about 250 words) indicating reasons for interest in completing an endorsement
- The PPST with a passing score (Doane College must receive the scores prior to beginning coursework.)
- The State of Nebraska teacher certification background check is required before beginning coursework. Doane College will request the background check for all students before they can begin coursework. The applicant must affirm that he/she has not been convicted of a felony or misdemeanor involving abuse, neglect or sexual misconduct. As

required by the State of Nebraska, each student is required to affirm under oath that he or she does not have an order or determination currently in affect by a court or any other governmental which finds the student to be any of the following: a mentally ill and dangerous person, mentally competent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional. In compliance with this rule, each student must affirm yearly, prior to student assisting or teaching in any practicum methods class or student teaching experience, that he/she has not been convicted of a felony or misdemeanor involving moral turpitude. Furthermore, it is the student's responsibility to report any change in his/her status regarding this rule. Students not meeting this standard are not allowed to participate in K-12 activities until they have received permission by proceed by the State Board. Finally, the student must complete a successful interview and transcript review with the Dean, the Director of the program or the Assistant Dean of Graduate Studies.

Full Graduate Standing for Accelerated Certification Students

After completion of nine credit hours of graduate credits (Summer I coursework), the files of all students in the cadre are reviewed by the Dean and recommendations are made to the Graduate Admissions Committee concerning the students' eligibility for full graduate standing and to the Teacher Education Committee for admission to Teacher Education. The criteria for full graduate standing are as follows:

- The applicant must have completed all admission requirements.
- The applicant must have completed at least nine hours of graduate study at Doane College with a 3.00 or higher cumulative grade point average. A student receiving any grade below a B- for any graduate course will have his/her file reviewed even though the student's cumulative GPA may be 3.00 or higher
- Passing grades for all sections of the PPST are on file at Doane College
- The student must also receive a recommendation from the Teacher Education Committee to continue in the program.

Teacher Education Admission and Certification

1. At the completion of the summer session I, students will apply for admission to Teacher Education. Criteria for admission include the following:

- Maintain a 3.0 GPA minimum.
- Receive favorable recommendations from classroom teachers.
- Have passing grades on all sections of the PPST on file at Doane College

2. At the completion of the Fall semester, students will apply for admission to the Internship. Criteria for admission include the following:

- Maintain a 3.0 GPA minimum.
- Receive favorable recommendations from classroom teachers.
- Receive favorable recommendations from the practicum supervisor.
- Successfully complete the practicum.
- Have no mental health determination or have been charged with a felony or misdemeanor involving abuse, neglect or sexual misconduct.

3. Students are recommended for certification when all of the following criteria have been met:
- Students have successfully completed the internship.
 - Students have received favorable recommendations from faculty, internship supervisor, and cooperating teachers.
 - Students have completed all course work successfully and maintained a 3.0 GPA minimum.

Program Design – Accelerated Certification

Summer I – EDS 620, EDU 613 or EDU-600, EDU 624, EDU-663

Fall – EDU 626, EDU 633, EDU 639

Spring – EDU 655, EDU 602

Summer II – EDU 665, and a computer class to be selected from EDU 625, EDU 636 or EDU 638

An additional 9 hours (EDU 601, EDU 603, and EDU 604) are required for the Master of Education degree.

Please see the information under “Endorsement Programs” for the additional requirements for an ESL or Mild, Moderate Special Education endorsement for accelerated certification students. These endorsements will require additional credit hours and additional term or terms of study.

Academic Standing

A graduate student is in good academic standing if he/she maintains a graduate cumulative grade point average of 3.00 or higher.

Academic Probation

An accelerated certification graduate student is placed on academic probation if, at any time, the graduate cumulative grade point average falls below 3.00. The student is notified in writing of his/her academic status and of any specific conditions for retention.

Academic Suspension

An accelerated certification graduate student may be dismissed from Doane College for any of the following reasons:

1. Failure to return to good academic standing after the specified probationary period of one semester.
2. Failure to meet requirements set forth in the letter of probation.
3. Receipt of a second course grade below a “B-“.
4. Breach of academic integrity.

In all cases, the student is notified of the suspension in writing by the Dean of the program. For the right of appeal, consult that section in this handbook. For specifics on what constitutes plagiarism, please see that section of this handbook.

Academic Dismissal

A graduate student may be dismissed from Doane College when the appeal process for suspension has been exhausted. Such students are notified in writing by the Vice President for Academic Affairs.

ENDORSEMENT PROGRAMS

Admission Requirements – Endorsement-Seeking Students

After completion of the application for admission, each endorsement seeking student is required to provide an official transcript from the institution awarding his/her undergraduate degree, and an official transcript from each institution granting graduate credit the student wishes evaluated for coursework applicable for their desired endorsement area. These transcripts must be sent directly from the institution to the Graduate Studies in Education office at Doane College and must bear the official stamp of the issuing institution. Transcripts issued to students are not acceptable for submission. In addition, students must have an undergraduate cumulative GPA of 2.8 or higher. Three letters of recommendation are required, as well as completion of the “Self-Reporting Survey.” Endorsement-seeking students may begin study before these materials are received, but their application file should be complete before the end of the first term of study. Endorsements are offered in Early Childhood, ESL, Mild/Moderate K-12 Special Education and Reading Specialist.

Upon completion of all required coursework for an endorsement, the student must complete the applicable paperwork required by the State of Nebraska Department of Education for adding the endorsement to his/her teaching certificate. Information is available on the web page of the Nebraska Department of Education about adding an endorsement to a teaching certificate.

Program Requirements

Early Childhood Endorsement

In addition to a transcript review to determine what courses were completed at the undergraduate level, the following Doane courses are required.

Depending on the results from a transcript review, additional coursework may be required. Each course is 3 credit hours, for a total of 15 credit hours.

- EDC-612 Developing Literacy in the Primary Classroom
- EDC-614 Developmentally Appropriate Practices: The Primary Program
- EDC-616 Critical Issues in Early Childhood Education
- EDU-602 Assessment of Learning / EDU-645 Assessment of Literacy/ EDU-614 Assessment Literacy Development– Select one course to meet the Assessment course requirement.
- EDC-680 Practicum in Early Childhood
- Endorsement portfolio is required.

ESL Endorsement

This endorsement requires a minimum of 15 graduate semester hours of course work in English as a Second Language, including Linguistics, Cross-Cultural Communication, Curriculum Design for English as a Second Language, and Methods in Teaching English as a Second Language. Each course is 3 credit hours.

- EDU-656 Reaching Understanding: Communicating Effectively in an Educational Environment
- EDU-683 Linguistics for ESL Teachers
- EDU-682 Curriculum for ESL Students
- EDU-684 Methods of Teaching & Assessing ESL Students

- EDU-621 Internship in ESL – EDU-682 and EDU-684 must be completed before students can register for EDU-621
- No portfolio is required.

Endorsement in Mild/Moderate Disabilities for Certified Teachers

Program Requirements

A minimum of 40 graduate hours are required for successful completion of the Mild, Moderate Disabilities endorsement. Practicum experience can be completed at the teacher's school. The practicum requires a minimum of 150 hours working with special education students. An additional internship is required if the candidate is changing levels of certification.

Required Courses

EDU-620 Exceptional Child – 3 hours

EDS-622 School Programming – 3 hours

EDS-626 Advanced Instructional

Modifications & Accommodations – 3 hours

EDS-631 Teaching Strategies for Exceptional Children – 3 hours

EDS-621 Advanced Assessment – 3 hours

EDS-621L Advanced Assessment – 1 hour

EDS-610 Collaborative Teaching – 3 hours

EDS-632 Critical Issues in Special Education – 3 hours

EDU-602/EDU-614 Assessment – 3 hours

EDS-680A Practicum for Special Education K-12 – 3 hours

EDS-625 Methods of Teaching Mild/Moderate Special Education – 3 hours

EDU-663 Reading/Writing in the Content Area – 3 hours

EDU-xxx – Graduate Elective (if secondary teacher, elementary course in Reading is required.)

EDU-xxx – Graduate Elective (if secondary teacher, elementary course in Math is required for this elective.)

An Endorsement Portfolio is required.

Endorsement in Mild, Moderate Special Education Options for Accelerated Certification Students

1. **Special Education 7-12 with a secondary content area endorsement**
2. **Special Education K-8 with a secondary content area endorsement
(Contingent upon taking the EECIA prep course/passing exam)**
3. **Special Education K-12 with no secondary content area endorsement
(Contingent upon taking the EECIA prep course/passing exam)**

Endorsement portfolio is required for all Mild/Moderate Disabilities Endorsements.

Required 22 hours for all SPED Certificate candidates – see below for additional requirements

EDS-620 Exceptional Child – 3 credit hours

EDS-622 School Programming for Exceptional Youth – 3 credit hours

EDS-626 Advanced Instructional Modifications and Accommodations for Students – 3 credit hours

EDS-631 Teaching Strategies for Exceptional Children – 3 credit hours

EDS-621 Advanced Assessment – 3 credit hours

EDS-621L Advanced Assessment Practicum - 1 credit hour

EDS-610 Collaborative Teaching: An Inclusion Model – 3 credit hours

EDS-632 Critical Issues in Special Education – 3 credit hours

1. **Additional 18 Hours required for those wishing to be endorsed SPED 7 – 12 with Another Content Area

EDU-602 or EDU-614 or EDU-645 Assessment – 3 credit hours

EDS-680C Practicum for Special Education in 7 - 12 – 3 credit hours

EDU-663 Reading & Writing in the Content Area- 3 credit hours

EDS-625 Methods of Teaching Mild/Moderate Special Education – 3 credit hours

Graduate 3 hour Elective

Graduate 3 hour Elective

*You must student teach in your Content Area.

* Complete Accelerated Certification Requirements

2. ** Additional 22 Hours required for those wishing to be endorsed SPED K-8 with a Secondary Content Area

EDU-602 or EDU-614 or EDU-645 Assessment – 3 credit hours

EDS-680B Practicum for Special Education in K-8 – 3 credit hours

EDU-663 Reading & Writing in the Content Area – 3 credit hours

EDS-625 Methods of Teaching Mild/Moderate Special Education – 3 credit hours

EDS-699 EECIA Examination Preparation Course – 1 credit hour

Two three-credit Language Arts graduate courses – one in reading and one in writing for K-8 students

Mathematics Methods for Elementary Education – 3 credit hours

* You must student teach in your Content Area.

* Complete Accelerated Certification requirements

3. ** Additional 30 Hours Required Coursework for those wishing to be endorsed SPED K-12 Only, No Content Area Certification

EDU-602 or EDU-614 or EDU-645 Assessment – 3 credit hours

EDS-680A Practicum for Special Education K-12 – 3 credit hours

EDU-663 Reading in the Content Area – 3 credit hours

EDS-625 Methods of Teaching Mild/Moderate Special Education – 3 credit hours

EDS-655 Student Teaching in Special Education – 8 credit hours

EDS-699 EECIA Examination Preparation Course – 1 credit hour

Two three-credit Language Arts graduate courses – one in reading and one in writing for K-8 students

Mathematics Methods for Elementary Education – 3 credit hours

*Complete Accelerated Certification requirements.

Reading Specialist Endorsement

The following 33 hours of course work leads to an endorsement as a K -12 reading specialist. This endorsement requires a regular teaching certificate and two years of teaching prior to beginning work on the endorsement.

Critical Issues in Reading	EDU 685	3 credits
Reading in the Content Area	EDU 663	3 credits
Providing Leadership in Literacy	EDU 686	3 credits
Literature for Children and Youth	EDU 640	3 credits
Diagnosis, Assessment and Instruction in Reading	EDU 687	3 credits
Any One of the Following (3 credits)		
Writing Across the Curriculum	EDU 667	3 credits
Teaching and Assessing Writing in the K-8 Classroom	EDU 652	3 credits
Any One of the Following (3 credits)		
Literature in the Secondary Classroom	EDU 676	3 credits
Literature for Adolescents	EDU 688	3 credits
Any One of the Following (3credits)		
Assessment of Literacy	EDU 645	3 credits
Assessment Literacy Development	EDU 614	3 credits
Assessment of Learning	EDU 602	3 credits
Any One of the Following (3 credits)		
Reading in the K-6 Classroom	EDU 634	3 credits
Enhancing Literacy in the K-8 Classroom	EDU 641	3 credits
Reading in the 4-8 Classroom	EDU 679	3 credits
Improving Strategic Instruction in the Language Arts	EDU 606	3 credits
Any One of the Following (3 Credits)		
Reading in the K-3 Classroom	EDU 678	3 credits
Developing Literacy in the Primary Grades	EDC 612	3 credits
Internship in Reading Instruction	EDU 689	3 credits
Endorsement-portfolio is required.		

Academic Standing

A graduate student is in good academic standing if he/she maintains a graduate cumulative grade point average of 3.00 or higher.

Academic Probation

A graduate student is placed on academic probation if, at any time, the graduate cumulative grade point average falls below 3.00. The student is notified in writing of his/her academic status and of any specific conditions for retention.

Academic Suspension

A graduate student may be dismissed from Doane College for any of the following reasons:

1. Failure to return to good academic standing after the specified probationary period of one semester.
2. Failure to meet requirements set forth in the letter of probation.
3. Receipt of a second course grade below a "B-".
4. Breach of academic integrity.

In all cases, the student is notified of the suspension in writing by the Dean of the program. For the right of appeal, consult that section in this handbook. For specifics on what constitutes plagiarism, please see that section of this handbook.

Academic Dismissal

A graduate student may be dismissed from Doane College when the appeal process for suspension has been exhausted. Such students are notified in writing by the Vice President for Academic Affairs.

MASTER OF EDUCATION-EDUCATIONAL LEADERSHIP

Admission Requirements - Educational Leadership Students

- All students applying for admission to the Educational Leadership program will submit the following items:
- A completed application for admission and the \$30 application fee.
- A copy of a current teaching certificate.
- A vita or resume.
- Documentation of computer literacy (List classes taken and/or experiences that demonstrate computer knowledge and application).
- A writing sample (about 250-500 words) indicating reasons for interest in Doane's Educational Leadership program and philosophy about teaching and learning.
- Official transcripts from the institutions granting the undergraduate degree and any graduate work that is to be considered for transfer credit. The undergraduate GPA must show an overall minimum GPA of 2.8. Those transcripts must be sent directly from the institution to Doane College, Graduate Studies in Education, 303 North 52nd Street, Lincoln, NE 68504. They must bear the official stamp of the issuing institution.
- Letters of recommendation from three professional associates. Using the forms enclosed in the admission packet, these letters must be sent directly to Doane College.

An interview with the Graduate Dean of Educational Leadership or a full-time faculty member who teaches in the Educational Leadership program is scheduled after the above materials have been received. The Graduate Dean of Educational leadership and the faculty member will then determine, based upon the credentials submitted and interview, if the student is admitted to the program. A letter of acceptance to the student will follow.

Transfer of Credit Policy – Educational Leadership

A student may transfer up to six hours of credit into the Educational Leadership program. This credit must have been earned from regionally accredited institutions of higher learning. Any course considered for transfer is reviewed individually for recency and relevancy of the material as it relates to best practice and theory at the time of the review. The recency standard includes work that is completed within seven years before beginning the program. Courses are reviewed for relevancy as they relate to educational issues in the areas of instructional improvement, critical issues, and assessment as they may take the place of Education 600, 601, or 602 in the program of study.

Final determination of transfer credit is made by the Dean of Graduate Studies, Educational Leadership. Only graduate courses in which the student's letter grade is B- or above may be considered for transfer credit and applied toward fulfilling degree and certification requirements. A maximum of six credits of courses with an earned grade of Pass or Credit may be transferred. All transfer courses are entered on the transcript with a grade of P (passed).

Students are responsible for making formal requests to graduate institutions they have attended to have their graduate transcripts sent directly to Doane College, Graduate Studies in Education, 303 North 52nd Street, Lincoln, NE 68504

Full Graduate Standing for the Master of Education degree in Educational Leadership

After completion of nine credit hours of graduate credits including EDL 675 and EDL 680/681/682), the files of all students in the cadre are reviewed by the Dean and recommendations are made to the Graduate Admissions and Retention Committee concerning the students' eligibility for full graduate standing. The committee then submits the candidates to the Graduate Faculty for final acceptance. The criteria for full graduate standing in the Master of Educational Leadership program are as follows:

1. The applicant must have completed all admission requirements.
2. The applicant must have completed at least nine hours of graduate study at Doane with a 3.00 or higher cumulative grade point average. A student receiving any grade below a B- for any graduate course will have his/her file reviewed even though the student's cumulative GPA may be 3.00 or higher.
3. Affirm that there are no felony convictions or misdemeanor convictions involving moral turpitude.
4. The student is reviewed for leadership potential, including the ideals expected of individuals in school administrative positions and outlined in the program's core values, for attitudes and skills that promote what is needed for effective school leadership, and for indicators of probable success in the field.
5. Proof of successful completion of the Basic Skills Examination at the level required by the State of Nebraska in Title 92, Rule 20 of the NAC.
6. Affirm that there is no court order or determination currently in effect which finds the student to be mentally unhealthy as determined by Title 92, NAC Rule 20.

Decisions are communicated to the student in writing as soon as practical after the student completes the first nine hours of the cadre experience and prior to enrollment in the spring practicum.

Program Design

Through classroom learning, experiences in the field, and action-based research, participants move to an increasingly complex understanding of the role of leaders in today’s schools. Students will be part of a cadre, which provides continuity and support for its members.

DEGREE REQUIREMENTS

EDL 675	Foundations of Educational Leadership	6 hrs.
EDL 680	Elementary Field Experience/Practicum I	3 hrs
EDL 681	Middle Schools Field Experience/Practicum I	3 hrs.
EDL 682	Secondary Schools Field Experience/Practicum I	3 hrs.
EDL 683	Elementary Field Experience/Practicum II	3 hrs
EDL 684	Middle Schools Field Experience/Practicum II	3 hrs
EDL 685	Secondary Schools Field Experience/Practicum II	3 hrs.
EDL 621	Leadership Internship	3 hrs.
EDL 686	Advanced Educational Leadership	6 hrs.
EDL 687	Advanced Educational Leadership II	3 hrs.
EDL 695	Research/Project Implementation	3 hrs.
EDU 600	Improvement of Instruction	3 hrs.
EDU 613	Models of Teaching	3 hrs.
EDU 601	Critical Issues in Curriculum and Instruction	3 hrs
EDU 602	Assessment or EDU-614 or EDU-645 or	
EDL 676	Assessment for Student Leaders	3 hrs.

Academic Standing

A degree-seeking Educational Leadership graduate student is placed on academic probation if, at any time, the graduate cumulative grade point average falls below 3.00. In addition, a 3.00 or higher grade is required for all EDL-prefixed courses.

Academic Probation

A degree-seeking Educational Leadership graduate student is placed on academic probation if, at any time, the graduate cumulative grade point average falls below 3.00. Any student receiving a grade below a “B” or 3.00 for any EDL-prefixed course will have his/her file reviewed for academic probation even if the cumulative GPA is 3.00 or higher. The student is notified in writing of his/her academic status and of any specific conditions for retention.

Academic Suspension

An Educational Leadership graduate student may be dismissed from Doane College for any of the following reasons:

1. Failure to return to good academic standing after the specified probationary period.
2. Failure to meet requirements set forth in the letter of probation.
3. Receipt of a second EDL-prefixed grade below a “B” or receipt of a second EDU/EDC/EDS course grade below a “B-“.
4. Breach of academic integrity.

The student is notified of the suspension in writing by the Dean of the program. For the right of appeal, consult that section in this handbook. For specifics on what constitutes plagiarism, please see that section of this handbook.

Academic Dismissal

An Educational Leadership graduate student may be dismissed from Doane College when the appeal process for suspension has been exhausted. Such students are notified in writing by the Vice President for Academic Affairs.

REGISTRATION AND ENROLLMENT POLICIES

Payment and Fees

Graduate students eligible to enroll in courses are classified in the following three categories:

- Degree-seeking students who have been given full admission status.
- Degree-seeking students who are in conditional status (before completion of the first 9 hours).
- Non-degree-seeking students.

Full time students in the M.Ed. program are defined as those enrolled in six credit hours during a term of instruction.

Registration dates for the Curriculum and Instruction program are listed in the course schedules and on the Doane web site. Students with financial or other holds on their account will not be permitted to register for classes.

Financial Aid students must meet the requirements set by the Financial Aid Office. Financial Aid policies may be found in the Graduate Catalog.

Educational Leadership students will be notified about registration procedures for the Educational Leadership program following the selection process. Educational Leadership cadre class registration is restricted to students who have been admitted to the cadre.

Tuition for graduate courses is due in full on or before the first day of class. Most courses have a textbook or a required set of materials. When materials are required for the course, those charges are automatically billed to the student and must be paid with tuition. Textbooks must be ordered from Specialty Books online at www3.specialty-books.com/doane. Graduate education books are not available at either the Doane-Crete or the Doane-Lincoln bookstores. Please see the current catalog or course schedule for tuition charges.

Refund Policy

A student withdrawing prior to the official beginning of a term is refunded all tuition payments. Tuition refunds for dropping or withdrawing from any graduate education courses are based on the semester schedule instead of the beginning and ending dates of particular Education graduate classes. This schedule of refunds is as follows:

After the FIRST DAY OF THE TERM, refunds for student withdrawing or dropping a class are based on the following schedule:

0-10 days: 100%	29-35 days: 10%
11-21 days: 50%	After 35 days: 0
22-28 days: 25%	

Master of Education students must keep in mind that their first class meeting MAY be past the deadline for ANY tuition refund based on the Doane College Calendar. Please refer to the graduate catalog or the course schedules for the official starting date of each term.

First-time attendees receiving federal loans are refunded those federal funds based on a pro-rated refund policy if they withdraw during the first 60% of the period for which they have been charged. This calculation requires that a pro-rated calculation be done on all direct charges assessed in direct proportion to the period of time that remains in the period of enrollment at the time the student withdraws. The percentage of direct costs to be refunded is computed by dividing the total number of weeks in the term into the number of weeks remaining in the term at the time the student withdraws. This percentage is applied to the total direct costs to determine the amount of refund. Doane College will retain an administrative fee of five percent or \$100 whichever is less. Students not receiving federal funds do not receive pro-rated refunds.

If a student received benefits from federal financial aid, a portion of any refund must be returned to that federal student aid program.

After census day, no refund is made unless a complete withdrawal occurs.

Federal loans that are forwarded by electronic fund transfer and applied to students' accounts are done so after the first scheduled class meeting. Credit balances may be requested from the Business Office at any time after the second class meeting. Refund checks will be issued about one week after the request is approved.

Policy for Continuing Matriculation

If a student applies to the Graduate Program in Education either as a degree-seeking student or as a non-degree seeking student but fails to register at Doane College for any class within one year, the student's application materials will be considered inactive. If the student later wishes to register for a graduate class the student must contact the Graduate Studies in Education office to activate his/her file.

The records of former students not registered in a graduate class for more than two years will be considered inactive. If a student wishes to register again, he/she must contact the Graduate Studies in Education office for reactivation of the file. These readmitted degree-seeking students must meet the degree requirements operative at the time of readmission.

Policies for Evaluating Satisfactory Progress for Graduate Studies in Education

Doane College has established the following standards for determining satisfactory progress toward a graduate degree. To continue in a graduate program, a student must make reasonable and timely progress toward the degree in terms of grades and courses. Faculty of the Graduate Admission and Retention Committee may dismiss a student from a graduate program because of unsatisfactory academic work, or issues dealing with academic honesty, academic integrity, or breach of the Standards for Professional Practices Criteria as defined in 92 NAC 27. The following topics outline policies pertaining to maintaining and evaluating satisfactory progress in all programs.

Academic Integrity

The faculty expects students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete. Any breach of academic integrity may result in immediate suspension from the program. For specifics on what constitutes plagiarism, please see that section of this handbook.

Time Limitations

In the Curriculum and Instruction Program, a student is expected to complete the degree within seven years of beginning graduate study at Doane College. Credits taken in the program which were completed more than seven years prior to graduation are reviewed by the Dean of the program and the Registrar's Office. The criterion for accepting or rejecting these credits as a part of the student's program is always based on the relevance of the material at the time of review. If a course is not validated because the course material is no longer relevant, the student must then retake the appropriate graduate course(s) as part of the program of study.

In the Educational Leadership Program, a student is expected to complete the degree within seven years of beginning graduate study at Doane College. If a student withdraws from the cadre experience, it is necessary to wait one year and resume classes with the next cadre. The Dean will determine if a student can resume participation in the program if the time away from the program extends beyond one year. If the course material is no longer relevant, the student must then retake appropriate graduate courses as part of the program of study. If a student stays out three years or more, the student must repeat the coursework.

Good Academic Standing

In order to remain in good academic standing, graduate students are required to maintain an overall grade point average of 3.0 (B). Students will not be permitted to graduate until their overall grade-point average is at least 3.0. Any grade below a B- in a graduate course will earn no credit applicable to program requirements and will be forwarded to the Graduate Admissions and Retention Committee and a recommendation made to the Graduate Faculty for continued participation in the graduate education program. Any student receiving a grade of B- or lower in any course will automatically be reviewed by the Graduate Admission and Retention Committee regardless of their cumulative grade point average.

Students must also maintain the highest of ethical standards as defined by the Standards for Professional Practices Criteria in 92 NAC 27.

THE GRADING SYSTEM

Graduate Credit - Course Numbering

The scholastic level of Graduate Education courses is indicated by the number. Courses numbered below 500 are not available for graduate credit. Courses numbered 500-599 are graduate level workshop courses, and do not apply to graduate degree programs. Courses numbered 600-799 may be used for the graduate degree program.

Letter grades are used to evaluate a student's performance in coursework. These letter grades become part of the student's permanent record. The grade of A is used to indicate superior performance, the grade of B is used to indicate adequate performance, and grades of C, D and F are used to indicate performance that is below the minimal expectations for graduate students.

Computation of Grade-Point Average

The following policies apply to all graduate students in Education.

1. Only courses numbered 600 and above taken in the Doane Graduate Studies program are used to compute a student's cumulative grade-point average.
2. All courses taken in the graduate program in Education will be used to compute the cumulative grade-point average.
3. Transfer credit earned in other institutions will not be used in computing the cumulative grade-point average.

The College calculates grade point averages by assigning quality points to the respective grades as follows:

Grade	Quality Points
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.07
F	0.0

Cumulative grade point averages are computed by dividing the total quality points earned by the divisor (total number of graded credits). Grades of Withdraw, Pass, Audit, and Incomplete are not included in this calculation.

Changes in Grades

After grades are submitted to the Registrar's office, students are not allowed to submit any extra work or to ask for a reexamination of work in order to raise a grade.

A grade which has been reported by the instructor to the Registrar and recorded cannot be changed except in the following instances:

- ◆ Error in grade: An incorrect course grade will be changed by the Registrar when notified of the error by the course instructor.
- ◆ Student Appeal: In the case of a successful student appeal under the established grade appeals policies, a grade is changed by the Registrar upon notification by the Vice President for Academic Affairs.

A student may not graduate from the Master of Education in Curriculum and Instruction or Educational Leadership programs with an I remaining in a course in his/her program of study. The conditions to be met in removing an incomplete are established by the course instructor.

A graduate student is in good academic standing if he/she maintains a graduate cumulative grade point average of 3.00 or higher. Those found not to be in good standing will at that time be reviewed by the Graduate Admissions and Retention Committee and a recommendation made to the Graduate Faculty concerning continued participation in the graduate education program.

Repeated Courses

The following guidelines apply if the student receives a grade below a B- in a graduate course:

1. The course must be repeated in order to receive credit toward the degree.
2. The student is allowed to repeat the course only once.
3. The original grade is used in computing the graduate cumulative grade point average until the course is repeated and a grade is given.
4. After the course is repeated, only the second grade is used in computing the student's graduate cumulative grade point average.
5. The credits and quality points earned for a repeated course are listed on the student's grade report with the notation "repeat" and recorded on the student's transcript in the usual manner except for the notation * beside the repeated course.
6. Term averages are computed in the usual manner.
7. All courses taken and grades earned are permanently recorded on the student's transcript.

Incomplete Course Work

The grade of I (Incomplete) may be given to students who, for nonacademic reasons beyond their control, are unable to fulfill the requirements of a course. It is the responsibility of the student to inform the instructor of the desire to receive an Incomplete. Incompletes are awarded at the discretion of the instructor, subject to approval by the program Dean, and are not the prerogative of the student. Conditions to be met for removing an Incomplete are established by the instructor and must be submitted to the Registrar along with the deadline for the student to complete work so the incomplete can be removed. If the Incomplete is not removed by the deadline, the student will receive an "F" and have to repeat the course.

To qualify for a grade of "I" a student must:

1. Have completed most of the major assignments of a course.
2. Be passing the course in the judgment of the instructor.
3. Have extenuating circumstances for not completing the course.

Audit of Course Work

Graduate students may audit an available course but they must receive permission from the Dean of the program or the Assistant Dean to do so. Students do not receive any graduate credit for the audited course, and the grade assigned is an AU. Any course audited by a graduate student may not be taken for credit at a later date. The cost to audit a course is one half of the regular tuition charge per credit hour. Additional fees may be assessed, depending on the course. Once course registration has been completed, students cannot change from “audit” status to “credit” status or from “credit” to “audit.”

Withdrawal from a Course

Graduate students are expected to complete courses for which they have registered unless unusual circumstances require withdrawal. Students desiring to withdraw from classes must notify the Graduate Studies in Education office. Failure to follow this procedure will result in the awarding of a grade of F instead of a W. The date of the withdrawal or drop of the course is one factor in determining a student’s grade and applicable refund. In NO case is withdrawal possible after the last class meeting. Informing the instructor that he/she no longer will be attending class does not meet the withdrawal requirements, and will result in a grade of “F” unless the Graduate Office is notified of the withdrawal.

POLICIES CONCERNING COMPLETION OF A DEGREE PROGRAM

Application for Degree

Each candidate for a Master’s degree must signify his/her intention to complete the requirements by a particular graduation date by submitting a completed Application for Degree form. Since this form is used to check completion of requirements, order the diploma, and enter the student in the commencement program, the form must be returned to the Graduate Studies in Education office by mid-October for December completion; mid- February for May completion and mid-June for August completion. Failure to meet these deadlines MAY delay your graduation for one semester. Application for degree forms are available from the Graduate Office and are mailed to prospective graduates each semester.

Policies for Classroom and School-Based Projects in Curriculum and Instruction and Educational Leadership

- Graduate students design a qualitative action research project under faculty supervision. The purpose of these projects is to learn the research process in an authentic setting.

- Graduate students follow the ethical practices established by Doane College, and the qualitative research community (Spradley, 1980). The Doane College Human Subjects Research Ethical Standards are: 1) voluntary participation, 2) no harm to participants, 3) anonymity and confidentiality, 4) informed consent, 5) inform participants of purpose, 6) analysis and reporting, 7) researchers are value free or state values. Spradley presents a parallel list of six ethical principles. They are 1) consider informants first, 2) safeguard informants’ rights, interests, and sensitivities, 3) communicate research objectives, 4) protect the privacy of informants, 5) do not exploit informants, and 6) make reports available to informants. All graduate students inform their local building principal of their project emphasis.

- Graduate faculty members approve the action research topic in either EDU 603 or EDL 687. Topics for culminating projects focus on teaching practices to strengthen student learning. These projects support the local school improvement plan for academic and social growth in areas specified by the Nebraska State Standards.
- Graduate students are expected to complete the local district's approval process for completion and dissemination of action research projects.
- A part of the final project includes sharing the results with a professional community. Results of the graduate student's culminating project may be distributed by presentations to: 1) members of the professional community at local districts or schools; 2) students in other undergraduate or graduate courses; and/or 3) project advisers. In addition, some final action reports are shared with members of regional or professional accreditation teams. Annually project abstracts are compiled in the Orange Book. Occasionally, graduate students submit their projects for presentation at a local or regional conference.
- At a graduate student's request, Doane faculty will support their efforts to submit a manuscript for publication in a professional journal. Graduate students are expected to obtain written approval of their local district prior to manuscript submission.

**Doane College Institutional Review Board
Exemption Request Form - Curriculum & Instruction - Revised November, 2008**

Doane College Policy Statement:

Doane College’s Institutional Review Board (IRB) is a standing committee comprised of individuals which reviews proposed research involving human participants to determine whether the research meets the ethical standards required by the Department of Health and Human Services (HHS), as described in the Code of Federal Regulations, part 46: <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>

For IRB purposes, research is defined as “a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge.” (45 CFR 46.102(d)). This broad definition highlights the fact that gathering information about people with the intention of sharing that knowledge in some form with others (such as the general public or other scholars in the form of conference presentations or journal publications) is research that must be reviewed by an IRB.

Some research activities submitted to the Doane College Institutional Review Board (IRB) may be exempt from formal IRB review processes. When specifically deciding whether a research activity is exempt from such review, the IRB chair (or person designated by the chair) will rely on the exemption categories provided by the Code of Federal Regulations, Title 45, Part 46. (Specifically, 46.101(b).) These categories are listed below.

Doane College Curriculum and Instruction (C&I) Action Research Requirement

Graduate students in the Doane Curriculum and Instruction Program conduct an Action Research project as requirements in EDU603 Research Methods and EDU604 Culminating Projects. Course Capsule:

<p>EDU603 Research Methods. Upon completion of this course, the graduate student has selected a research question relevant to a K-12 classroom assignment, reviewed literature about the question, and designed a project that includes a plan to evaluate the effectiveness of the educational innovation related to the research question.</p>	<p>EDU604 Culminating Project. Implementing and educational innovation selected in EDU603. Upon completion, the graduate student presents a synthesis and evaluation of the project, identifies on-going questions for future examination, and submits a final copy of the culminating project abstract to the Graduate Office.</p>
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The Doane C&I action research project is a classroom-based design. Only best practice, consistent to the curriculum design of the school the graduate student works in is implemented. The purpose of classroom-based projects is to improve the instructional skills of the graduate student. Projects follow the design of action research used within Nebraska schools that adhere to the following design:

1. **Problem Identification:** Why do you want to do it? Is it an important and practical problem, something worth your time and effort, something that could be beneficial to you, your students and others? Is the problem stated clearly and in the form of a question? Is it broad enough to allow for a range of insights and findings? Is it narrow enough to be manageable within your timeframe and your daily work?
2. **Plan of Action:** Will you develop and implement a new strategy or approach to address your question? If so, what will it be? Will you focus your study on existing practices? If so, which particular ones? What is an appropriate timeline for what you are trying to accomplish?

3. **Data Collection:** What types of data should you try to collect in order to answer your question? How will you ensure that you have multiple perspectives? What resources exist and what information from others might be useful in helping you to frame your question, decide on types of data to collect, or to help you in interpreting your findings?
4. **Analysis of Data:** What can you learn from the data? What patterns, insights, and new understandings can you find? What meaning do these patterns, insights, and new understandings have for your practice? For your students?
5. **Plan for Future Action:** What will you do differently in your classroom as a result of this study? What might you recommend to others? How will you write about what you have learned so that the findings will be useful to you and to others?

According to the Doane College IRB, school-based projects, like the C&I Action Research Projects, have exempt status meeting Criteria items # 1, 2 & 4, outlined below. Even though exempt of IRB review, each project must meet criteria for ethical consideration of participants ensuring confidentiality.~ Dr. Jed K. Johnston, Dean of Graduate Studies in Educational Leadership, Member of the Doane College Institutional Review Board, November, 2008

Graduate Student Name: _____

C&I Advisor: _____

Project Title:

Problem Statement:

Project Questions:

Best Practice Intervention (If Applicable):

Some school districts require that all projects conducted by graduate students comply with district policy by completing a research proposal that needs to be reviewed and acted upon by the district. In such situations, students should attach the following completed form to the proposal submitted to their district.

1. Exempt Status: The Curriculum and Instruction Action Research Project is not considered as research and qualifies for Doane College exempt status by the standards required by the

Department of Health and Human Services (HHS), as described in the Code of Federal Regulations, part 46: <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>.

The Doane C&I Action Research Project is a classroom-based project patterned after the action research process utilized in schools. The Action Research Project is not “a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge.” An experimental design approach is not acceptable. Instead, it is a project grounded in accepted instructional processes utilized by the school district. The project requires each C&I student to examine the instructional practice in the classroom, requires the use of only acceptable, research-based best practice, and requires the measurement and reporting of the results of the implementation of such practice. Results are of a formative nature and identify no specific individuals, but instead represent the impact of the measurement on instructional practice. Progress of how C&I students understand the action research process is shared in the confidential setting of the Class Seminars of EDU 604, but no specific student results are reported.

2. Indicate which specific exemption(s) you believe applies to your C&I Action Research Project. (Please check all that apply.)

____ (1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

____ (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

N/A (3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

____ (4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

N/A (5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

N/A (6) Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

4. Signatures:

C&I Graduate Student _____ **Date** _____

C&I Instructor _____ **Date** _____

CLASSROOM & SCHOOL-BASED PROJECT APPLICATION

Applicant's Name _____

Address _____ Zip _____

Telephone Number (W) _____ (H) _____

Doane College Degree Program: _____ Curriculum & Instruction _____ Educational Leadership

Instructor _____

Title _____

Purpose:

Potential Benefits to School District:

Methods Used in the Study:

Describe the methods by which confidentiality will be assured.

Signed: _____ Signed: _____
Applicant Instructor

Date: _____ Date: _____

Approval by Applicant's District
Representative: _____

Title _____ Date: _____

**Doane College Institutional Review Board
Educational Leadership Exemption request form
Revised November, 2008**

Doane College Policy Statement:

Doane College's Institutional Review Board (IRB) is a standing committee comprised of individuals which reviews proposed research involving human participants to determine whether the research meets the ethical standards required by the Department of Health and Human Services (HHS), as described in the Code of Federal Regulations, part 46: <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>

For IRB purposes, research is defined as "a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge." (45 CFR 46.102(d)). This broad definition highlights the fact that gathering information about people with the intention of sharing that knowledge in some form with others (such as the general public or other scholars in the form of conference presentations or journal publications) is research that must be reviewed by an IRB.

Some research activities submitted to the Doane College Institutional Review Board (IRB) may be exempt from formal IRB review processes. When specifically deciding whether a research activity is exempt from such review, the IRB chair (or person designated by the chair) will rely on the exemption categories provided by the Code of Federal Regulations, Title 45, Part 46. (Specifically, 46.101(b)). These categories are listed below.

Doane College Educational Leadership (EDL) School Improvement Project (SIP)/Continuous Improvement Project (CIP) Requirement

The Doane EDL School Improvement Project (SIP)/Continuous Improvement Project (CIP) requires each EDL student to engage in a real, school-based project that is patterned off the process of school improvement required of all schools in the state of Nebraska by the Nebraska Department of Education. The EDL focus is for each student to lead a collaborative team in...

- Identifying and analyzing real data from their school.
- Asking questions of data and of instructional practices.
- Seeking research-based best practice for potential interventions to implement and measure.
- Measuring results and reporting conclusions and new learning.

Each EDL student prepares a six chapter paper describing the work in SIP/CIP accomplished within their school setting, thereby demonstrating each of the Educational Leadership Outcomes of Strategic Leadership, Instructional Leadership, Organizational Leadership, and Community/Political Leadership.

According to the Doane College IRB, school-based projects, like the EDL SIP/CIP, have exempt status meeting Criteria items # 1, 2 & 4, outlined below. Even though exempt of IRB review, each SIP/CIP must meet criteria for ethical consideration of participants ensuring confidentiality, also outlined below.

~ Dr. Jed K. Johnston, Dean of Graduate Studies in Educational Leadership
November, 2008

EDL Student Name: _____ EDL Cadre _____

EDL SIP/CIP Project Title:

Problem Statement:

Project Learning Goal/s:

Best Practice Intervention:

(Please attach a copy of the EDL SIP Plan of Action to this form)

Some school districts require that all projects conducted by graduate students comply with district policy by completing a research proposal that needs to be reviewed and acted upon by the district. In such situations, EDL students should attach the following completed form to the proposal submitted to their district.

1. Exempt Status: The Educational Leadership School Improvement/Continuous Improvement Project (SIP/CIP) is not considered as research and qualifies for Doane College exempt status by the standards required by the Department of Health and Human Services (HHS), as described in the Code of Federal Regulations, part 46: <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>.

The Doane EDL SIP/CIP is a school-based project patterned after the process for school improvement required by the Nebraska State Board of Education. The SIP/CIP is not “a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge.” An experimental design approach is not acceptable. Instead, it is a project grounded in school improvement processes utilized by the school district. The SIP/CIP requires each EDL student to examine public data on achievement trends in their school, requires the use of only acceptable, research-based best practice, and requires the measurement and reporting of the results of the implementation of such practice. Results are of a formative nature and identify no specific individuals, but instead represent the impact of the measurement on instructional practice. Progress of how EDL student’s understand the SIP/CIP process is shared in the confidential setting of the Cadre Seminars of EDL687 and EDL695, but no student results are reported.

2. Indicate which specific exemption(s) you believe applies to your EDL SIP/CIP. (Please check all that apply.)

____ (1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

_____ (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

N/A (3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

_____ (4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

N/A (5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

N/A (6) Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

3. Statement of Confidentiality for Ethical Consideration. Briefly describe how you will address each question.

- How will you provide for confidentiality?
- How will you safeguard participants?
- How will you share results?
 - With what audience? (school site, Cadre)
- How project complies with current school SIP/CIP initiatives?
- How is project consistent to school policy/guidelines?

4. Signatures:

EDL Student _____ **Date** _____

EDL Instructor _____ **Date** _____

EDL Dean _____ **Date** _____

[A copy of this form is to be included as part of the Appendices for the SIP/CIP.]

Portfolio Requirements – Curriculum and Instruction

Portfolio Development

A component of the graduate program is the on-going development of a professional portfolio, in which the graduate student is asked to record, integrate, and reflect on his/her professional experiences in the graduate program. The portfolio will provide the student with a personal tool for reflecting upon his/her teaching skills, knowledge and understanding. It allows the student to mesh the theories and practices of teaching and learning and provides the documentation of growth and of integration throughout the graduate work. Portfolios serve as self-assessment for the graduate student and as a means for the faculty to assess the strengths and areas of weakness of the graduate program.

The Doane Graduate Education Program Standards provide direction for the portfolio.

- 1. Understands Content: The developing professional understands the content knowledge of the discipline (s).**
 - 1.1. Demonstrates how knowledge in content area is created, organized, linked to other disciplines and applied to real world settings.
 - 1.2. Commands specialized knowledge of how to convey content knowledge to students.
 - 1.3. Encourages students to construct new knowledge by seeking answers to their questions.
 - 1.4. Aligns content knowledge with state and national standards.

- 2. Understands Development: The developing professional understands how children learn and develop, and provides opportunities supporting intellectual, social, and personal growth.**
 - 2.1. Maintains the belief that all students can learn by developing learning experiences for all cognitive levels.
 - 2.2. Evaluates and selects developmentally appropriate outcomes and activities
 - 2.3. Incorporates current and research-based learning theories into practice.
 - 2.4. Acknowledges that learners learn best from involvement with experiences.

- 3. Understands Differences: The developing professional recognizes and provides for individual differences and diversity.**
 - 3.1. Recognizes individual differences in students and adjusts practice to ensure fairness and success for each student.
 - 3.2. Evaluates and designs curriculum for students with special needs.
 - 3.3. Critiques and enhances curriculum for multidimensional perspectives fostering an attitude supporting the development of a community that values diversity.
 - 3.4. Considers the influence of context and culture on behavior
 - 3.5. Fosters students' self-esteem and respect for race, gender, class, culture, language, family, community, and religious differences.

- 4. Designs Instructional Strategies: The developing professional uses a variety of instructional strategies to encourage students' development of skills and strategies for critical thinking and problem solving**
 - 4.1. Views the teacher and learners in a reciprocal relationship: the teacher is also a learner, the learners are teachers.

- 4.2. Differentiates instruction based on observation and knowledge of student interests, abilities, skills, background knowledge, family, and peer relationships.
 - 4.3. Commands a wide range of instructional techniques including those of technology, knows when each is appropriate, and implements them as needed.
 - 4.4. Exposes students to different modes of higher order thinking by teaching students to think analytically and critically about real-world situations.
- 5. Manages and Motivates: The developing professional uses classroom management and motivational strategies to create a positive learning environment.**
- 5.1. Creates a community where high expectations and support of students promote learning to support individual student achievement to ensure success for all.
 - 5.2. Utilizes different organizational settings in the learning environment to provide various learning opportunities.
 - 5.3. Creates, enriches, and alters the instructional setting to encourage intrinsic motivation of students.
 - 5.4. Facilitates problem solving and conflict management among peers.
- 6. Communicates: The developing professional uses knowledge of effective communication techniques.**
- 6.1. Possesses the interpersonal skills needed to work collaboratively.
 - 6.2. Communicates effectively with all audiences.
 - 6.3. Uses a variety of media and technological tools to enrich learning and communication.
 - 6.4. Seeks opportunities to facilitate communication with diverse populations.
- 7. Plans: The developing professional utilizes effective planning techniques.**
- 7.1. Implements standards established by local, state and national authorities.
 - 7.2. Collaborates in planning the instructional process to assure continuity of learning experiences for students.
 - 7.3. Uses student-centered strategies and models.
 - 7.4. Differentiates curriculum and instruction based on children's developmental stages, intelligences, learning styles, strengths and needs.
- 8. Assesses: The developing professional understands and uses a variety of formal and informal assessment strategies.**
- 8.1. Defines assessment criteria and standards consistent with local, state, and national outcomes.
 - 8.2. Uses culturally sensitive and developmentally appropriate assessment strategies in multiple contexts.
 - 8.3. Conducts ongoing assessment in the instructional process measuring individual student understanding.
 - 8.4. Uses assessment data to plan for student learning.
 - 8.5. Fosters student involvement in assessment.
- 9. Reflects on Practice: The developing professional is a reflective practitioner who actively seeks out opportunities to grow professionally.**
- 9.1. Utilizes action research promoting problem solving and reflection to improve teaching and learning practices.
 - 9.2. Engages in lifelong learning, assuming a variety of leadership roles including professional presentations, mentoring and coaching, graduate study, and publishing research.

- 9.3. Implements and supports daily practices based on a personal philosophy of teaching and learning.
- 9.4. Envisions new contexts for student learning to meet future demands.

10. Participates in the Professional Community: The developing professional fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

- 10.1 Uses a range of human resources (peer tutors, other teachers, aides, volunteers and school and community resources to meet the needs of students
- 10.2 Acts as an advocate for students using family and community resources.
- 10.3 Works collaboratively and creatively with families, engaging them in the work of the school.
- 10.4 Acts as an instructional leader by participating collaboratively in the ongoing development of a strong school program.

Portfolio Contents

The contents of the portfolio should represent your learning journey and how you have put the pieces of the puzzle together in a way to create your picture. It will give us a window into your thinking. You must decide how you want to represent your journey, but it is important to include the growth dimension.

*Every portfolio **must** contain at least the following items:*

- 1. An Overall Reflective Statement: A reflective statement describing the contents of the portfolio and how these components demonstrate the student's achievement of the program outcomes must be included. The statement may take many forms: a written summary, a narrative, a pictorial/visual representation, a timeline of important events, etc. The statement should explain how the portfolio is organized, what the portfolio shows, and things to watch for as reviewing the materials.**

Possible prompts/questions in preparing the reflective statement include:

- What have been the experiences and events that created my most important learning opportunities?
- How has my participation in this program affected my teaching practices and the way I view teaching and learning?
- My goals in growing as a teacher have been . . .
- I think I have succeeded in . . .
- I still need to . . .
- Some new goals in continuing my development include . . .
- The graduate program has helped me to grow and develop in the following ways . . .

- 2. IF YOU ARE WORKING ON AN ENDORSEMENT (READING SPECIALIST, SPECIAL EDUCATION or EARLY CHILDHOOD the second section of your portfolio must contain the following:**

REQUIREMENTS FOR INDIVIDUAL'S COMPLETING ENDORSEMENTS FOR PORTFOLIOS

- ❖ If your endorsement is part of your master's degree and is completed by the time you complete your master's degree, you may complete the portfolio requirements with the master's degree portfolio. Please see attached requirements for the master's degree portfolio.
 - ❖ If your endorsement is added on to your master's degree or is not complete when you complete the master's degree, you must complete and present the portfolio requirements separately.
- A. Three artifacts from any class within the endorsement program that document your ability to work with K-12 students and their influence on student learning in the area of endorsement.
 - B. A reflection on the practicum/internship experience for the endorsement.
 - C. A philosophy statement for that endorsement program
 - D. A summary and reflection of your endorsement work over what you have learned.

- E. Evidence of working with or reflecting on working in diverse settings.
- F. Evidence of the use of technology (could be a list of programs you use for teaching/assessment and curricular design) or examples.
- G. Evidence of research, data collection and analysis in the classroom. This could be an artifact or a statement of how you do this.

These artifacts may be placed in a notebook or binder. Before your endorsement will be issued, you must meet with me or send me your mini-portfolio for the endorsement area.

3. **Reflective Statements for Each Section of the Portfolio:** If the portfolio is organized into sections, reflective statements for each section should be included. These statements should summarize the information in that section.

4. **Artifacts:** Artifacts demonstrating growth and development in the teaching profession in relation to the outcomes must be included. The exact nature of the specific contents of the portfolio will be determined by each student. The contents may be generated as part of the student’s course, or they may be created specifically for the portfolio. The following represent possible items for inclusion:
 - Goals
 - Philosophy – original and latest to show growth and changes
 - Sample journal entries
 - Reflective statements
 - Action plan
 - Videotapes, audiotapes, pictures
 - Professional readings or a list of professional readings
 - Resume
 - Future plan
 - School and community involvement
 - Research proposal
 - Projects or products specific for classes
 - Select lessons developed because of the program
 - Workshops, conferences, etc. attended
 - Case study
 - Group work from a class
 - Statement of plans for continued professional development
 - Activities or involvement related to key concepts/outcomes covered in class

5. **Document Captions:** A document caption must be placed on each artifact. The purpose of these is to guide the reader through your professional portfolio. The document caption must indicate which outcome(s) you are referencing with the artifact and WHY you decided to include it in your portfolio collection. These do not need to be long statements.

EXAMPLE:

Date:
Date: Standard: Comments:

ORGANIZATION OF THE PORTFOLIO

Each student will determine how to organize their portfolio. Possible options include organizing the material around:

- The program outcomes
- Strengths and growth areas
- Common themes
- Goals
- Significant learning events

Each student may structure the portfolio in any manner. Possible options to consider include:

- Expandable file and file folders
- Notebook with dividers
- Artist's portfolio
- Box
- Scrapbook
- Hyperstudio, Power Point, Web Page, Imovie - Your choice

ASSESSMENT OF THE PORTFOLIO

The faculty will ask you to informally discuss your portfolio and your ideas for the portfolio at the time you are enrolled for EDU 603 Research Methods. In the semester you graduate, you will receive a list of times and places a portfolio review will be held. You are **REQUIRED** to pick **ONE** time, bring your completed portfolio and review it with a faculty member and your peers based on the enclosed rubric. These meetings should take about 1 1/2 hours. During this time, you will be asked to comment on your portfolio and a partner's portfolio. The purpose of this is to document students' professional growth and help us to assess the program.

DOANE COLLEGE – Curriculum and Instruction Portfolio Review Rubric

NAME: _____ DATE: _____

REVIEWER: _____

Criteria For Evaluation	5. Professional Master Teacher	4. Distinguished Exceeds Standard	3. Proficient Meets Standard	2. Progressing Making Progress	1. Beginning
Content	The portfolio's content has a clear organizational structure that is often unique. All parts of the portfolio clearly describe the educator's growth		The portfolio's content has a clear organizational structure. This portfolio contains artifacts that the educator has completed course requirements.		This work is not clearly organized.
Reflection	Reflective statements and document captions are reflective and thoughtful and elaborate on the student's philosophy. Artifacts are selected to enhance the overall reflective effect of the portfolio and to reveal personal commitment to teaching and learning. This portfolio is an outstanding representation of the work of the student. The portfolio exceeds the requirements.		Document captions and reflective statements give basic information but do not elaborate greatly on the student's philosophy and goals. While the information presented shows what the educator gained from the program, it does not offer significant reflective information. The portfolio meets but does not exceed the requirements.		The reflective statements are not thoughtful and do not elaborate on the student's philosophy.
Originality	The educator employed unique ways to showcase work. Unusual techniques were used to personalize the portfolio.		The educator has an attractive and organized portfolio		Little originality is evident in the portfolio.
Professional Growth and Leadership	The portfolio presents a philosophy of teaching and learning and clearly demonstrates the professional growth of the educator as a leader in schools working collaboratively with others toward change in the learning community.		The portfolio presents a clear philosophy of teaching and learning and demonstrates the professional growth of the educator as an emerging leader willing to try new techniques and strategies to alter teaching practices.		The portfolio does not demonstrate a clear philosophy of teaching and learning or professional growth.
Evidence of the integration of technology into teaching.					

Portfolio Requirements – Accelerated Certification Program

(Reflects Critical Pieces from three courses, EDU 626, 633, 655)

Assignment Overview

In keeping with the Education Division requirements for all Doane education majors, participants in the Accelerated Certification Program will create and maintain a portfolio to include selected critical pieces charting their professional development. This will begin during the fall semester in conjunction with the student practicum experience EDU 633, along with EDU 626 Secondary Methods and EDU 639 Program Seminar. The portfolio will also include EDU 655 Student Teaching.

Critical pieces from the Accelerated Certification Program

Selected entries from reflective journal	EDU 633 (practicum)
Selected entries from reflective journal	EDU 655 (student teaching)
Selected lesson development samples	EDU 626/655
Cultivating One's Stance paper	EDU 626
Focus on Student Learning analysis summative report	EDU 655 (student teaching)

Assignment Due Dates

The portfolio will be submitted twice for instructor review and feedback. This will take place at the end of EDU 633 Practicum (Fall Semester) and once again at the conclusion of student teaching (Spring Semester).

Special Note for those students intending to complete the Master's in Curriculum and Instruction upon completion of the Accelerated Certification Program, please check the required additional components discussed below.

An expanded portfolio and its formal presentation serve as the capstone products for those seeking the Master's Degree in Curriculum and Instruction. You may add those critical pieces from your Accelerated Certification portfolio to the one submitted for the Master's Degree, which will include your work from the following courses:

- EDU 601 Critical Issues in Education
- EDU 603 Research Methods
- EDU 604 Research Project

Rubric Rating Sheet
Accelerated Certification Program Portfolio

	Progressing Making Progress 2	Proficient Meets Standard 3	Distinguished Exceeds Standard 4	Final Rating and Comments
Selected entries from reflective journal (practicum)	<p>Observations touch on assigned elements but are weak in detail.</p> <p>Analysis level of observations needs greater depth.</p> <p>Initial insights from observations show no level of enhanced conclusions.</p> <p>Summative statements do not reflect a synthesis level of thinking.</p>	<p>Observations reflect intentionality to capture assigned elements.</p> <p>Analysis of the practicum observations is generally evident.</p> <p>Reflections demonstrate collaboration and some initial insights are enhanced.</p> <p>Summative statements demonstrate some examples of synthesis.</p>	<p>Observations reflect intentionality to capture assigned elements.</p> <p>Analysis of the practicum observations is consistently evident.</p> <p>Reflections demonstrate a consistent spirit of collaboration and initial insights are enhanced.</p> <p>Summative statements demonstrate a consistent level of synthesis work.</p>	
Selected entries from reflective journal (student teaching)	<p>Observations touch on assigned elements but are weak in detail.</p> <p>Analysis level of observations needs greater depth.</p> <p>Initial insights from observations show no level of enhanced conclusions.</p> <p>Summative statements do not reflect a synthesis level of thinking.</p>	<p>Observations reflect intentionality to capture assigned elements.</p> <p>Analysis of the practicum observations is generally evident.</p> <p>Reflections demonstrate collaboration and some initial insights are enhanced.</p> <p>Summative statements demonstrate some examples of synthesis.</p>	<p>Observations reflect intentionality to capture assigned elements.</p> <p>Analysis of the practicum observations is consistently evident.</p> <p>Reflections demonstrate a consistent spirit of collaboration and initial insights are enhanced.</p> <p>Summative statements demonstrate a consistent level of synthesis work.</p>	
Lesson development samples	Lesson samples include some of the required elements and they are well documented.	Lesson samples include most elements and they are well documented.	Lesson samples include all required elements and each is well documented.	

	<p>Learning opportunities lack attention at sequencing and gaps exist in the design.</p> <p>Learning opportunities have low levels of student engagement and lack sufficient processing components.</p> <p>Learning opportunities lack consistent attention to design and/or the elements of implementation, balance is not attained.</p> <p>Learning opportunities show little evidence of instructional growth and development.</p>	<p>Learning opportunities show some attention sequencing although some gaps exist.</p> <p>Learning opportunities have some level of student engagement and processing components.</p> <p>Learning opportunities reflect greater attention to either design or the elements of implementation, although balance is not attained.</p> <p>Learning opportunities indicate instructional growth and development.</p>	<p>Learning opportunities are well designed and show attention to sequencing and thoughtful planning</p> <p>Learning opportunities emphasize student engagement and processing throughout instruction</p> <p>Learning opportunities show balanced attention to creation and practical elements of implementation</p> <p>Learning opportunities indicate instructional growth and development.</p>	
Cultivating One's Stance paper	<p>Paper is missing some of the required elements or would benefit from additional supporting details.</p> <p>Some conceptual gaps of understanding are evident.</p>	<p>Paper makes mention of each required element and sufficient detail is provided.</p> <p>Paper demonstrates a general level of understanding of "stance" and how to create it.</p>	<p>Paper is well written and exhibits thoughtful attention to all required elements.</p> <p>Paper demonstrates an in-depth understanding of "stance" and how it is cultivated.</p>	
Focus on Student Learning Analysis, summative report	<p>Report is missing some of the required elements or would benefit from additional supporting details.</p> <p>Some conceptual gaps of understanding are evident.</p>	<p>Report is well written and some attention to analyzing the experience is evident.</p> <p>Report makes some mention of the details that led to personal and professional growth and understanding.</p>	<p>Report is well written and exhibits thoughtful attention to analyzing the experience.</p> <p>Report provides numerous and well discussed details that led to personal and professional growth and understanding.</p>	
Selected observations from cooperating teachers/Doane	No rating	No rating	No rating	

supervisors				
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Portfolio Requirements – Endorsements

Early Childhood

- If your endorsement is part of your master's degree in curriculum and instruction and is completed by the time you complete your master's degree, you may complete the portfolio requirements with the master's degree portfolio. Please see the previous section for the Curriculum and Instruction portfolio requirements.
- If your endorsement is added to a previous master's degree or is not complete when you complete your Doane master's degree, you must complete and present the portfolio requirements separately.

Please complete the following for the endorsement portfolio:

1. Three artifacts from any class within the endorsement program that document your ability to work with K-12 students and their influence on student learning in the area of endorsement. Each artifact must have a document caption explaining why it is included in the portfolio.
2. A reflection on the practicum/internship experience for the endorsement.
3. A philosophy statement for the endorsement program.
4. A summary and reflection of your endorsement work over what you have learned.
5. Evidence of working with or reflecting on working in diverse settings.
6. Evidence of the use of technology (could be a list of programs you use for teaching/assessment and curricular design) or examples.
7. Evidence of research, data collection and analysis in the classroom. This could be an artifact or a statement of how you do this.

These artifacts may be placed in a notebook or binder. Before your endorsement will be issued, you must meet with the certification officer or send your endorsement portfolio to the Graduate Office.

ESL – There is no endorsement portfolio required for this endorsement

Mild/Moderate Disabilities

- If your endorsement is part of your master's degree in curriculum and instruction and is completed by the time you complete your master's degree, you may complete the portfolio requirements with the master's degree portfolio. Please see the previous section for the Curriculum and Instruction portfolio requirements.
- If your endorsement is added to a previous master's degree or is not complete when you complete your Doane master's degree, you must complete and present the portfolio requirements separately.

Please complete the following for the endorsement portfolio:

1. Three artifacts from any class within the endorsement program that document your ability to work with K-12 students and their influence on student learning in the area of endorsement. Each artifact must have a document caption explaining why it is included in the portfolio.
2. A reflection on the practicum/internship experience for the endorsement.
3. A philosophy statement for the endorsement program.
4. A summary and reflection of your endorsement work over what you have learned.
5. Evidence of working with or reflecting on working in diverse settings.

6. Evidence of the use of technology (could be a list of programs you use for teaching/assessment and curricular design) or examples.
7. Evidence of research, data collection and analysis in the classroom. This could be an artifact or a statement of how you do this.

These artifacts may be placed in a notebook or binder. Before your endorsement will be issued, you must meet with the certification officer or send your endorsement portfolio to the Graduate Office.

Reading Specialist

- If your endorsement is part of your master's degree in curriculum and instruction and is completed by the time you complete your master's degree, you may complete the portfolio requirements with the master's degree portfolio. Please see the previous section for the Curriculum and Instruction portfolio requirements.
- If your endorsement is added to a previous master's degree or is not complete when you complete your Doane master's degree, you must complete and present the portfolio requirements separately.

Please complete the following for the endorsement portfolio:

1. Three artifacts from any class within the endorsement program that document your ability to work with K-12 students and their influence on student learning in the area of endorsement. Each artifact must have a document caption explaining why it is included in the portfolio.
2. A reflection on the practicum/internship experience for the endorsement.
3. A philosophy statement for the endorsement program.
4. A summary and reflection of your endorsement work over what you have learned.
5. Evidence of working with or reflecting on working in diverse settings.
6. Evidence of the use of technology (could be a list of programs you use for teaching/assessment and curricular design) or examples.
7. Evidence of research, data collection and analysis in the classroom. This could be an artifact or a statement of how you do this.

These artifacts may be placed in a notebook or binder. Before your endorsement will be issued, you must meet with the certification officer or send your endorsement portfolio to the Graduate Office.

Portfolio Requirements – Educational Leadership

Educational Leadership Professional Portfolio Development

Purposes of the professional portfolio

1. Show evidence of your growth and development during the leadership program experience.
2. Provide information about you as a leader and educator.
3. Document your experiences.
4. Provide an opportunity for you to do self-assessment.
5. Demonstrate accomplishments that will help you advance professionally as an administrator.
6. Demonstrate an understanding and application of each EDL Program Outcome.
7. Serve as an alternative assessment, both of your learning in the EDL Program as well as how the EDL Program impacted you as a leader.

Expectations

1. You are to develop a Professional Portfolio by spring semester of year two.
2. The Professional Portfolio should be organized to demonstrate how you have developed capabilities in those attitudes, skills, and knowledge expected of school leaders and shown in the four broad outcomes of the program (strategic leadership, instructional leadership, organizational leadership, and political/community leadership).
3. The portfolio must be understood by others. Through symbols and words, the contents of the portfolio are described and a link is made about how these components demonstrate the student's achievement of the program outcomes. The statements may explain how the portfolio is organized, what the portfolio shows, and things to watch for while reviewing the materials. Descriptive writing sets the stage (explain critical features, logical ordering, and inclusion of all types of leadership). The analytical writing in each section explains reasons, motives, and interpretation of why particular pieces are included in the portfolio (examples, details, conclusions, and explaining how you got them). Reflective writing discusses decisions made, what has been learned, and why. There is discussion of learning and growth. There are a combination of beliefs/values and examples to demonstrate how those beliefs show in action.
4. A table of contents documenting the contents of the portfolio and the outcomes addressed by each item.
5. Portfolio entries to document growth and development in the teaching profession and as a future school leader.

Documentation

Documentation may take many forms, with the exact nature of these contents determined by the author. These materials may be generated as part of the courses and field experiences, or they may be created specifically for the portfolio. You will complete a document caption for each entry that identifies the outcome(s) addressed by each item. Included in previous the course syllabus from previous EDL courses has been a suggested list of possible items for inclusion. In addition, the remaining courses for the EDL Program will have assignments to be developed into portfolio entries. All are excellent options to include in the final portfolio. As a result of a recent

EDL curriculum alignment, the certain artifacts have been designated as required for each Professional Portfolio in addition to the other entries you select to represent you as a leader.

- resume
- philosophy
- belief statements or position papers about various dimensions of schools (i.e. curriculum, instruction, discipline)
- list of leadership activities
- leadership experiences and projects
- practicum experiences that relate to the four outcome areas
- statement of plans for continued professional growth
- summary statement of teaching experiences
- evaluations of teaching effectiveness
- workshops, conferences attended
- annotated bibliography of professional literature read
- professional readings
- a web of experiences during the program
- letters of written commentaries by colleagues or faculty
- photographs illustrating products
- collection of documents and artifacts showing implementation of strategies
- reflective responses
- multicultural experiences
- articles written
- self-evaluations
- awards and honors received
- letters of commendation or thanks for service performed

Assessment: *Portfolios will be assessed at multiple points in the program. This includes:*

EDL 675 - Feedback from faculty	EDL 686 - Feedback from peers
EDL 680/681/682 - Feedback from faculty and feedback from peers	EDL 695 Presentation - Feedback from faculty and feedback from K-12 educators
EDL 683/684/685 Presentation –Feedback from faculty and feedback from school-based supervisors and colleagues	

Portfolio Review

Graduate Student _____ Course EDL695 Cadre _____

Reviewer _____ Date _____

A component of the Doane College graduate program is the on-going development of a professional portfolio, which records, integrates, and reflects on the professional experiences in the program. The portfolio provides students with a personal tool for representing and articulating their teaching and leadership beliefs, values, skills, and knowledge *so others can understand*. It allows educators to mesh the theories and practices of school leadership and provides documentation of growth and integration throughout the graduate work. Portfolios serve as self-assessment tools for graduate students and as a means for the faculty to assess the strengths and areas of weakness of the graduate program.

Format:

- _____ Cover Page
- _____ Table of Contents
- _____ Section Dividers
- _____ Section Captions – explanation of the theme/organization of each section
- _____ Document Captions
- _____ The portfolio can be understood by others.
- _____ There is coherence between sections and clear organizational patterns.

Captions:

- _____ Presented prior to the artifact (left side)
- _____ Descriptive Statements sets the stage (explain critical features, logical ordering, and inclusion of all types of leadership).
- _____ Analytical Writing in each section explains reasons, motives, and interpretation of why particular pieces are included in the portfolio (examples, details, conclusions, and explaining how you got them).
- _____ Reflective Writing discusses decisions made, what has been learned, and why.
- _____ Caption explain the link to EDL Outcome/s

Artifacts:

- _____ Presented after the caption (right side)
- _____ Displayed clearly and legibly on one page
- _____ Easy for reviewer to view and understand
- _____ Succinct presentation that allows quick reference by reviewer

Demonstration of Learning/Growth/Leadership Skills

- _____ Learning & Growth are exemplified
- _____ Beliefs/philosophy are evident.
- _____ Beliefs/philosophy are reflected throughout artifacts and captions
- _____ Multiple examples of work support the educator’s beliefs/philosophy.
- _____ Growth in leadership skills is evident.
- _____ Diversity is reflected within the Professional Portfolio
- _____ The portfolio is a portrait of a leader, not only a teacher.

EDL Outcomes:

There are examples of the Educational Leadership Outcomes:

- _____ Strategic Leadership
- _____ Instructional Leadership
- _____ Organizational Leadership
- _____ Community/Political Leadership

Comments/Suggestions:

Required Artifacts

- ___ Application of Assessment
- ___ Curriculum Action Plan
- ___ Application/action taken representing each “stand alone”/transfer class
- ___ Diversity beliefs
- ___ Diversity action plan
- ___ Effective Instructional Beliefs
- ___ Teacher Supervision & Evaluation
- ___ Application/Understanding of school policy
- ___ Depiction of broader view of schools (EDL Outcome 3.3)
- ___ Action taken to support new teachers
- ___ Resume
- ___ Personal Mission
- ___ Belief Statements
- ___ Balanced Leadership
- ___ SIP Abstract

Note: The Professional Portfolio will include many more entries.

Assessment Rating

<i>Assessment</i>	<i>Description</i>
<i>Outstanding</i>	An outstanding portfolio is a coherent story of the educator. All parts of the portfolio are clearly related to each other and to the central purpose of describing the educator as a leader. A reviewer can look at the portfolio and easily understand the educator's beliefs and philosophy. There are multiple examples of activities and artifacts that support the educator's beliefs. Strengths are clearly identified and defined. The educator clearly documents growth in leadership and in the four program outcomes. When reviewing the portfolio, you get the feeling you really know the educator as a leader and his/her achievements.
<i>On-Track</i>	An on-track portfolio is in the process of becoming a story of the educator. There are relationships between one part of the portfolio and another. The leader's educational beliefs and philosophy are evident. Several strengths are recognizable. There is potential.
<i>Emerging</i>	An emerging portfolio contains evidence that the educator has insights about school leadership, but the relationships may not be clear. The leader's educational beliefs and philosophy are beginning to emerge. However, the reviewer is left to infer information or relationships. There is insufficient information or organization to characterize the portfolio as either a story of learning and teaching or as a portrait of a learner or leader.
<i>Off-Track</i>	An off-track portfolio is simply a container of work without an attempt on the part of the educator to provide organization. There is little or no attempt by the author to make a statement about his/her beliefs or philosophy of leadership and provide evidence. It may be a collection of information, but the lack of organization does not clarify or explain the leader.

Reviewer: _____ **Date:** _____

Professional Portfolio Rating (PPR) [State Folio #1; EDL Critical Piece #5]

After reviewing the portfolio and rating on the above rubric, please complete the following charts based upon the picture you now have of the EDL Student. Utilize the first chart to formulate your rating for the Leadership Potential Chart.

	Not Able to Demonstrate	Low Demonstration	3	4	High Demonstration
	1	2	3	4	5
Articulates beliefs/philosophy of education (Disposition)					
Demonstrates a “can do” attitude (Disposition)					
Demonstrates a commitment to entire school community (Thinks all students, peers, teachers can learn) (Disposition)					
Demonstrates understanding of EDL Outcomes: (Knowledge)					
Strategic Leadership					
Instructional Leadership					
Organizational Leadership					
Community/Political Leadership					
Demonstrates the ability to identify with diverse populations – may include differentiation of instruction (commitment to entire school community) (Knowledge & Skills)					
Reflection: Aware of own professional development needs/establishes and meets learning goals (strengths/weaknesses/growth) (Skills)					
Demonstrates leadership skills (Skills)					
Collaboration: Demonstrates ability to work with groups and develop working relationships individuals (Skills)					

**Leadership Capacity:
Professional**

Emerging Progressing Proficient Distinguished

	Emerging	Progressing	Proficient	Distinguished
Demonstrates the dispositions to be an effective leader				
Demonstrates the knowledge to be an effective leader				
Demonstrates the skills to be an effective leader				
			Total	

Dispositions. The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

Knowledge. Understanding and applying of learning as it related to leadership...processes, methods, structures, settings, instructional and course content

Leadership Skills: Talent, proficiency, aptitude, competence to act upon beliefs and knowledge

EDL Student: _____

Cadre _____

Date _____

Rater: _____

EXIT CRITERIA

Exit criteria for the Master of Education, Curriculum and Instruction Degree

1. Successfully complete 36 hours of graduate work in the program.
2. Maintain a graduate cumulative grade point average of 3.00 or above.
3. File an application for degree form no later than the required date.
4. Complete and present a culminating project.
5. Submit a written summary of the project to the Graduate Office.
6. Complete and submit a portfolio.

Exit Criteria for Accelerated Certification Program

1. Successfully complete the 38 hours required for the accelerated certification program.
2. Maintain a graduate cumulative grade point average of 3.00 or above.
3. Successful completion of internship and recommendations from higher education faculty and school-based faculty.
4. Receive a recommendation for certification from the Teacher Education Committee.
5. Complete and submit a portfolio.

To complete the Master of Education in Curriculum and Instruction in addition to certification, complete EDU 601, EDU 603, and EDU 604 and portfolio requirements of the Curriculum and Instruction program.

Exit criteria for the Master of Education, Educational Leadership

1. Successfully complete 36 hours of graduate work in the program.
2. Maintain a graduate cumulative grade point average of 3.00 or above.
3. File an application for degree form no later than the required date.
4. Complete a minimum of 280 clock hours of internship/field-based experiences based on approved plans to engage in accredited or approved elementary, middle, or secondary schools.
5. Complete and present an action research project focused on school improvement.
6. Submit a written summary of the action research project to the Graduate Office.
7. Complete and submit a professional portfolio.

COMMENCEMENT

Upon approval of the Board of Trustees and payment of any outstanding financial obligations to the college, the student will receive the Master of Education degree from the President of Doane College.

The commencement ceremony is held twice a year at the end of the fall semester and the end of the spring semester. Students who complete their degree program in either August or December will be invited to participate in the December commencement. Students who complete their degree program in May will be invited to participate in the May commencement. Students must have completed all requirements for the degree before they can participate in graduation ceremonies, and when they complete their program, they cannot postpone participation in the commencement ceremony until a later semester. That is, if a student is an August or December

graduate, they can only participate in the December ceremony. If a student is a May graduate, they can only participate in the May ceremony.

CERTIFICATION REQUIREMENTS

Teachers Certification

Completion of the Accelerated Certification program prepares students for the Standard Teaching Certificate in Nebraska. This certificate is valid for teaching in all Nebraska school systems. In addition to completing the Doane program, candidates for a Nebraska certificate must meet all requirements as outlined in the Nebraska Department of Education Rule 21, 20 and 24 which include the following:

- ◆ Completing a three-credit hour course in special education that meets state guidelines.
- ◆ Completing an accepted course in human relations training.
- ◆ Submitting an acceptable PPST score.
- ◆ Students who apply for certification must comply with the request for information regarding convictions and mental capacity as defined in Title 92 Chapter 20.

As required by the State of Nebraska, each student is required to affirm under oath that he or she does not have an order or determination currently in effect by a court or any other governmental body which finds the student to be any of the following: a mentally ill and dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional. In compliance with this rule, each student must affirm yearly, prior to student assisting or teaching in any practicum methods class or student teaching experience, that he/she has not been convicted of a felony or misdemeanor involving moral turpitude. Furthermore, it is the student's responsibility to report any change in his/her status regarding this rule. Students not meeting this standard are not allowed to participate in K-12 activities until they have received permission to proceed by the State Board.

Adding an Endorsement to a Student's Teaching Certificate

Students should check the web site for the Nebraska Department of Education and follow the directions listed there for adding an endorsement to a current teaching certificate.

Principal Certification

Completion of the Master of Education degree in Educational Leadership prepares students for the Standard Administrative Certificate in Nebraska. This certificate is valid for teaching and administration in all Nebraska school systems, except for the position of superintendent of schools. There are two forms of review prior to recommending certification.

1. Nebraska Department of Education Rule 21 and Rule 24 requirements are as follows:
 - a. Complete at least two years of teaching in a K-12 school
 - b. Hold or qualify for a Nebraska standard or professional teaching certificate or its' equivalent
 - c. Complete a three-credit hour course in special education that meets state guidelines
 - d. Complete an accepted course in human relations training.
 - e. Affirm that there are neither felony convictions nor any misdemeanor convictions involving moral turpitude.

- f. Affirm that there is no court order or determination currently in effect which finds the student to be mentally unhealthy as determined by Title 92, Rule 20 of the NAC. As required by the State of Nebraska, each student is required to affirm under oath that he or she does not have an order or determination currently in effect by a court or any other governmental body which finds the student to be any of the following: a mentally ill and dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional. In compliance with this rule, each student must affirm yearly, prior to student assisting or teaching in any practicum methods class or student teaching experience, that he/she has not been convicted of a felony or misdemeanor involving moral turpitude. Furthermore, it is the student's responsibility to report any change in his/her status regarding this rule. Students not meeting this standard are not allowed to participate in K-12 activities until they have received permission to proceed by the State Board.
2. Recommendation for certification for Doane College for the Administrative Endorsement will be determined by the student's potential as indicated by the following:
- a. Completion of all Nebraska Department of Education requirements.
 - b. Successful completion of all coursework for the Master of Education in Educational Leadership.
 - c. A cumulative grade point average of 3.0 or higher for all courses leading to the degree.
 - d. Completion of the Certification Tracking form and application for degree form.
 - e. Successful completion of the Portfolio and project requirements.

The Dean of Graduate Studies in Educational Leadership recommends to the Certification Officer of the College (at Doane, this is the Chairperson of the Education Division) those students who should be certified. The Certifying Officer then recommends those students to the Graduate Faculty in Education for their approval.

<p>SUMMARY OF STEPS LEADING TO THE MASTER OF EDUCATION DEGREE – CURRICULUM AND INSTRUCTION</p>

- Admission to the Graduate program
- Appointment of faculty adviser
- Maintenance of good academic standing
- Full graduate standing granted after completion of 9 semester hours with at least a 3.0 GPA
- Monitor plan of study with adviser
- Completion and presentation of a final project
- Submission of Application for Degree form by the appropriate deadline
- Completion of 36 approved graduate credits including either the culminating project or the thesis
- Completion of the portfolio
- Submission of the project abstract to the Graduate Office

- Verification by the Graduate Studies in Education office that the student will complete the program on time
- Recommendation for the degree no later than 20 days before the end of the term in which the candidate is expected to complete all degree requirements
- Conferring of the degree

SUMMARY OF STEPS LEADING TO INITIAL CERTIFICATION IN THE ACCELERATED CERTIFICATION PROGRAM

- Completion of a four year BS/BA program
- Application and admission to the program
- Completion of summer course work
- Admission to Teacher Education
- Completion of a practicum experience
- Admission to Internship and completion of the internship
- Approval of certification

SUMMARY OF STEPS LEADING TO THE MASTER OF EDUCATION DEGREE – EDUCATIONAL LEADERSHIP

- Admission to the graduate program
- Appointment of faculty adviser
- Full graduate standing granted after completion of 9 graduate credits including EDL 675 and 680/681/682
- Monitor plan of study with adviser
- Complete a minimum of 280 clock hours of internship/field-based experiences based on approved plans to engage in accredited or approved elementary, middle, or secondary schools.
- Production of a final project
- Submission of application for degree form by the appropriate deadline
- Completion of 36 approved graduate credits for K-8 or 7-12 or 4-9 or completion of 45 hours for K-12 certification
- Completion of a professional portfolio
- Completion of an action research project focused on school improvement
- Submission of the project abstract to the Graduate Office
- Verification by the Graduate Studies in Education office that the student will complete the program on time
- Recommendation for the degree no later than 20 days before the end of the term in which the candidate is expected to complete all degree requirements.
- Conferring of the degree

DISCIPLINARY ACTION POLICIES

Academic Honesty and Plagiarism

According to Webster (1998) to plagiarize is to “take the ideas, writings, etc. from another and pass them off as one’s own” (p. 327). Plagiarism is representing someone else’s work or ideas as one’s own. It may occur as a result of ignorance and/or inexperience about the correct way to acknowledge and reference authors. It may also occur as a deliberate misuse of the work of others with the intent to deceive.

Another form of academic dishonesty is the fabrication or falsification of data or results of practicum or internships experiences or other field work. It is also arranging for someone else to create a piece of work and then present that work as one’s own, as well as submitting work from another class or another student, whether or not it has been previously submitted by that student (Pennsylvania State University, 1984).

Writers sometimes plagiarize ideas from outside sources without realizing that they are doing so. Put simply, you plagiarize if you present other writer’s words and ideas as your own. Anyone who buys, borrows, or steals a paper to turn in as his/her own work knows he/she is plagiarizing. You plagiarize if you use more than **three** consecutive words or ideas of an author without proper citation. Anyone who copies word-for-word—or who copies, changing a word here and there—without enclosing the copied passage in quotation marks and identifying the author and page number should know it is plagiarism. You do not plagiarize if you “provide citations for all direct quotations and paraphrases, for borrowed ideas, and for facts that do not belong to general knowledge” (Crews & Van Sant, p. 407). Paraphrasing in which someone else’s work is restated in different words, is often a useful device. The St. Martin’s Handbook defines an appropriate paraphrase as follows: “A paraphrase accurately states all the relevant information from a passage in your own words and phrasing” (as cited in Lunsford & Connors, p. 596).

Keep careful track of sources and painstakingly distinguish between what is the writer’s own and what comes from others. This can be difficult. All of us pick up ideas from friends, parents, and our own reading without being conscious of it. Ideas that are common—public property so to speak—need not, and often cannot, be documented. Ultimately, it is a matter of judgment whether credit needs be given for material in your paper. Did part of what you are saying come from an identifiable source? Say so. If in doubt, talk to your instructor.

Writing consists of thinking through ideas and expressing them in your own way. Other people may add to your thoughts. When they do, give them the credit they deserve.

Williams (2002) makes the following suggestions:

- Select carefully. Quotations should give weight to your argument. In general, do not select quotations which only repeat points you have already made.
- Be sure to integrate all ideas from other sources into your own discussion. Introduce direct quotations with your own words. After quoting, explain the significance of quotations.
- Avoid quoting more than is needed. Most of the time, brief quotations suffice.

- Use direct quotations only when the author’s wording is necessary or particularly effective.
- If you are using material cited by an author and you do not have the original source, follow the quotation with a phrase such as “as is cited in...”
- End citation alone is not sufficient for direct quotations; place all direct quotations within quotation marks. Be sure to copy quotations exactly as they appear.
- To avoid any unintentional failure to cite sources, include all citation information on note cards and in your first draft.
- At all times, stay in control of your argument and let your own voice speak for you.
- In your notes, be sure to distinguish between paraphrases and direct quotations. When you are copying a direct quotation, be extremely precise. Note all the information you will need for the citation and copy the quotation exactly as it appears.
- Cite every piece of information that is not a) the result of your own research, or b) common knowledge. This includes opinions, arguments, and speculations as well as facts, details, figures, and statistics.
- Use quotation marks every time you use the author’s words. For longer quotes, indenting the whole quotation has the same effect as quotation marks.

Northwestern University (2002) suggests “At the beginning of the first sentence in which you quote, paraphrase, or summarize, make it clear that what comes next is someone else’s idea:

- According to Smith...
- Jones says...
- In his 1987 study, Robinson proved...

Or, “At the end of the last sentence containing quoted, paraphrased, or summarized material, insert a parenthetical citation to show the source of the material. (Notice the use of brackets to mark a change in the wording of the original.)” (Some Tips section, 3).

Sometimes writers do not recognize when their use of other writers’ ideas constitutes plagiarism. Versions of the following source can help you see the difference between acceptable paraphrasing and plagiarism.

Original source: “People think principals know how to do it all. All too many principals fall into the trap of playing the all-knowing one” (Barth, 2000, p. 3).

Version A. Often people think principals should know it all. Many principals fall into the trap of trying to be all knowing (Barth, 2000).

Comment: This is plagiarism. Even though the writer has cited the source, the writer has not used quotation marks around the direct quotation “fall into the trap”. In addition, the phrase “all knowing” closely resembles the wording of the source.

Version B. People often think principals should know how to do everything, and many principals fall into that pitfall (Barth, 2000).

Comment: Still plagiarism. Even though the writer has substituted synonyms and cited the source, the writer is plagiarizing because the source’s sentence structure is basically unchanged.

Version C. It is easy for principals to believe, like others, they should know how to do everything (Barth, 2000).

Comment: No plagiarism. This is an appropriate paraphrase of the original sentence

References for Plagiarism Notes

- Crews, F. & VanSant, A. J. (1984). *The Random House Handbook*. (4th ed.). New York: Random House.
- Lunsford, A. & Connors, R. (1995). *St. Martin's Handbook*. (3rd ed.) New York: St. Martin's.
- Northwestern University (2002). *Avoiding plagiarism*. Retrieved May 24, 2002 from <http://www.writing.northwestern.edu/tips/plag.html#what>.
- Pennsylvania State University. (1984). Functional planning and evaluation of park systems. Recreation and Parks 434, an independent study course offered by the Department of Independent Learning, Pennsylvania State University.
- Webster's New World compact desk dictionary and style guide*. (1998). New York: Simon & Schuster.
- Williams, S. (2002). *Avoiding plagiarism*. Clinton, NY: Hamilton College. Retrieved May 24, 2002 from <http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html>

Academic Probation, Suspension, and Dismissal

A degree-seeking graduate student in good academic standing who at the end of a course term fails to meet the criterion of good academic standing will be placed on academic probation. Such a student must reestablish good academic standing within the next 6 semester hours. Students will be notified in writing by the Dean of the program in regard to the probationary status and conditions.

In general, a student's retention in a graduate program is contingent on the faculty's belief that the student is likely to complete the program successfully; if the faculty cease to believe this, the student will be dismissed and will not be readmitted to the program.

A graduate student may be dismissed from Doane College for any of the following reasons:

- ◆ Failure to return to good academic standing after the specified probationary period.
- ◆ Failure to meet requirements set forth in the probation letter.
- ◆ Receipt of a second course grade below a B-.
- ◆ Breach of the Doane College Student Academic Honesty Policy (a copy of the policy may be obtained from the Vice President for Academic Affairs Doane College, Crete, NE).
- ◆ Breach of the Standards for Professional Practices Criteria as defined in 92 NAC 27.
- ◆ Conviction of a felony involving abuse, neglect or sexual misconduct as defined in Title 92 Chapter 20 section 006.01A2.
- ◆ Be determined to have a mental or emotional incapacity to practice the profession as evidenced by a legal adjudication or determination thereof or by other lawful means as defined in Title 92 Chapter 20 006.03.

In all cases, the student is notified of the dismissal in writing by the Dean of the program.

APPEALS POLICIES

The following outlines the appeals processes. It is the student's responsibility to contact and complete the appropriate procedure for initiating an appeal.

Admissions Appeals Based on Exceptions to Criteria

An applicant denied full graduate standing to the graduate program based on minimum stated criteria, may request an exception to those criteria by submitting a written request to the Graduate Policy Committee. The request is submitted to the Graduate Policies Committee, Department of Education, Doane College, Crete, NE 68333, within 14 calendar days of the date of the letter of admission denial. The Committee will make a response to such a written request before the last day to register for the next course term.

In response to a written request, the applicant is granted a personal appearance before the Policy Committee. Following such a hearing a recommendation either supporting or not supporting the applicant's request will be made by the Committee and communicated, in writing, to the Dean of the appropriate program.

Course Grade Appeals

Any student in the graduate program of education may appeal to the Graduate Policy Committee for assistance in the resolution of disputed course grades. The appeals process must be initiated before the end of the course term following the course term in which the academic question occurred. Specific steps for the appeals process are as follows.

1. The student must complete a statement in writing stating the issues of the dispute. This statement must be sent to the course instructor and the Dean of the appropriate program.
2. Within one week of sending the letter, the student must request a conference with the course instructor.
3. The course instructor and student will meet in an attempt to resolve the appeal. If the complaint is not resolved during this conference, the course instructor will write a statement of the issues and why the complaint was not resolved. He/She will send a copy of this statement to the Dean of the appropriate program.
4. If the student wishes to take further action to resolve the appeal, the student may then request a conference with the appropriate Dean of Graduate Studies in Education. The Dean of Graduate Studies will review the statements from the student and instructor. The Dean will notify the student and instructor of his/her findings. If the Dean decides the appeal is not justified, the student may appeal to the Graduate Policy Committee.
5. The Graduate Policy Committee reviews the appeal. The Committee may decide to: a) consider written material submitted by both the student and the instructor; or b) convene an evidentiary hearing of the dispute; or c) request both a submission of written materials and an evidentiary hearing.
6. During the course of Committee review, the Chairperson of the Committee may request of the student clarifying information, confirmation of a hearing date or some similar request. If there is no response to the request, the Chairperson will notify the student by certified mail that he/she has one week from the date of receipt of the letter to respond. If at the end of this

period a response is still not forthcoming all rights to further appeal consideration will be terminated. At that time the Committee may render an opinion based upon information currently available or vote the appeal inactive.

No faculty member involved in a course grade appeal may sit upon the Graduate Policy Committee while such an appeal is being considered.

Appeals of Academic Probation

Any student in a graduate program in Education placed on academic probation must appeal to the Graduate Studies in Education Graduate Admissions and Retention Committee for the purpose of being restored to good academic standing. A graduate student is placed on academic probation if at any time the graduate cumulative grade point average falls below 3.00. The student is notified in writing of his/her academic status and of any specific conditions relating to the academic status. The following outline the process for the appeal:

1. The student must submit a written request to the Graduate Admissions and Retention Committee asking to be returned to good academic standing.
2. The student must submit an official transcript from Doane College documenting the fact the student's overall grade-point average is at least 3.0.
3. The student must be prepared to appear before the Graduate Admissions and Retention Committee, if such an appearance is requested by either the student or the Committee, to answer any questions the Committee may have about the student's potential to continue in the graduate program and to maintain his/her good academic standing.

The appeals process must be initiated by the end of the term in which the student's overall grade-point average has reached 3.0.

Appeals for Readmission Following Dismissal

Any student in a graduate program in Education dismissed from that program may appeal to the Graduate Admissions and Retention Committee for the purpose of seeking readmission. The following outlines the steps for appeal:

1. The student must submit a written request to the Graduate Admissions and Retention Committee asking to be readmitted to the graduate program on provisional status.
2. The student must submit to the Graduate Admissions and Retention Committee written evidence that a radical improvement in his/her ability to complete graduate-level work or to rectify the conduct that led to the dismissal.
3. The student must be prepared to appear before the Graduate Admissions and Retention Committee, if such an appearance is requested by either the student or the Committee, to answer any questions the Committee may have regarding the student's ability to perform satisfactorily at the graduate level or questions related to issues of ethical behavior leading to dismissal.

The appeals process may not be initiated until one full academic year has elapsed following the student's dismissal from the graduate program.

ADMINISTRATIVE POLICIES AND PROCEDURES

Affirmative Action Policy

Doane College Teacher Education Unit acknowledges its ethical and statutory responsibility to afford equal treatment and equal opportunity to all persons, and thus affirms its policy of compliance with all laws and directives which promulgate nondiscrimination and equality of opportunity through affirmative action.

It is the continuing policy not to discriminate on the basis of sex, race, color, religion, or national origin in the educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Sexual Harassment Policy

Doane College affirms that all men and women are to be treated fairly and equally, with dignity and respect. Any form of sexual harassment contradicts the policies of Doane College. Sexual harassment is defined by Doane College to be any unwanted to unwelcome sexual conduct to include: sexual, derogatory or suggestive comments, physical contact, or propositions backed by implied threats of losing, raising, or lowering work or academic status, and/or forced sexual relations. Sexual harassment is considered a form of sex discrimination and is prohibited under Title VII of the 1964 Civil Rights Act as amended and Title IX of the 1972 Amendment to the Higher Education Act. Procedures regarding complaints of sexual harassment may be obtained from the Office of Vice President for Academic Affairs, 1014 Boswell, Crete, NE 68333 or from the Office of Graduate Studies, 303 N. 52 St. Lincoln, NE 68504.

Privacy of Education Records

The Family Educational Right and Privacy Act of 1974 (commonly referred to as “FERPA” or the “Buckley Amendment”) is designed to give students access to their records to assure accuracy and to protect the confidentiality of students’ educational records. It limits access to student’s academic records by anyone other than the student, including parents, spouse, or employer, without the student’s written permission. Academic records include, but are not limited to, grades, course schedules, account balances, and financial aid monies. Doane’s policy is not to release academic information such as grades or a student’s course schedule over the phone to anyone, including the student.

FERPA does allow the College to provide directory information without consent. Directory information includes: name, address, phone number, email, birth date, field of study, dates of attendance, nature of any degrees granted and dates conferred, honors and awards earned, and photograph. For example, Doane releases names of graduates and degrees conferred to local newspapers and will confirm your degree to future employers. If you wish to have your directory information withheld, please contact the Registrar’s Office. FERPA also outlines when information may be disclosed without a student’s consent. For example, if your records are subpoenaed by the state.

For more information on FERPA, and to see the entire FERPA Policy, please visit the Registrar’s web page on the Doane website at www.doane.edu. Questions and concerns can be sent to the Registrar at registraroffice@doane.edu. By submitting an admissions application, students acknowledge that they have read and understand the above information about Disclosure of Academic Records within FERPA.

Grievance Procedure

Doane College wants to ensure prompt and equitable resolution of complaints alleging any discrimination or other conduct prohibited by the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973, as amended (20 U.S.C. 794.) If at any point a student, faculty or staff member believes that there has been a violation of ADA or Section 504, he or she should follow these steps:

- a. To file a grievance, the student, faculty or staff member must contact the college's Section 504 Coordinator within 30 working days of the alleged discrimination or other conduct. (In special circumstances an extension may be granted for filing a grievance.) All grievances should be filed with Laura Sears, Director of Human Resources and the College's designated Section 504 Coordinator. She may be contacted at (402) 826-6773 or via email at laura.sears@doane.edu.
- b. The 504 coordinator will make contact with the student or employee filing the grievance within two business days. The 504 coordinator will make a record of the meeting and may request person filing the complaint to present the grievance in writing.
- c. Upon review of the documentation and information gathering, the 504coordinator will render a findings report to Doane College, the student bringing forth the grievance and the parents or guardian of the student if FERPA (Family Educational Rights and Privacy Act) permits or employee within 30 days after its filing.
- d. The person filing the complaint may request reconsideration of the report determination and findings if he or she is dissatisfied with the resolution. This request should be made to the Section 504 Coordinator within 10 working days. The findings report will be provided to the Vice President for Student Leadership when a student requests reconsideration and to the Vice President for Finance and Administration when a faculty or staff member requests reconsideration. The designated Vice President will be responsible for reviewing the report findings and resolution and making a determination in writing and providing copies of the written determination to the person filing the grievance within 10 working days. Report findings will also be filed with the 504 Coordinator.

STUDENT SERVICES

Library Facilities

Following matriculation, each student is allowed free usage of the library at the main campus of Doane College in Crete. Students may also utilize other libraries across the state. They may need to present a Doane student ID card or a driver's license in order to obtain another university library card.

The Doane-Crete library provides services for all students on site or on-line. All graduate students have access to the internet through their local Educational Service Unit. On-line resources including full-text journal articles, requests for inter-library loan, and search engines, etc. are available to students who access the library through the Doane web site at www.doane.edu. Requests for assistance and passwords should be made to the helpdesk@doane.edu.

Career Placement

Graduates may establish credentials through the Doane College Teacher Placement Office, which is located on the Crete campus. Information concerning the placement bulletin may be obtained through the Graduate Office.

Counseling

Doane provides counseling for students who are experiencing personal, academic, or career concerns. Counselors are available afternoons and evenings to help students with problems on the Doane Campus. Graduate students needing services should contact the Assistant Dean for arrangements.

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