DOANE COLLEGE

“The Developing Professional”

Student Handbook

Graduate Studies in Education
Curriculum and Instruction
Educational Leadership
Education Specialist
Initial Certification at the Advanced Level
Additional Endorsements
Master of Arts in Counseling with an Emphasis in
School Counseling
# Table of Contents

Doane College Purpose, Mission Statement and Accreditation Statement ........................................6
Introduction ......................................................................................................................................7
General Information ......................................................................................................................... 7
Conceptual Framework .....................................................................................................................7
   The Developing Professional
   Mission Statement of the Doane Teacher Education Unit
   Belief Statements for the Teacher Education Unit
   Guiding Principles for the Graduate Studies Program in Education
   Program Standards – Curriculum and Instruction
   Program Standards – School Counseling
   Program Outcomes – Educational Leadership
   Educational Leadership Core Values
   Program Standards – Education Specialist
Administrative Structure ....................................................................................................... .……18
   Full Time Graduate Education Faculty Committee of the Whole
   Educational Leadership Faculty Committee of the Whole
   Graduate Academic Affairs Committee
   Curriculum and Instruction Graduate Advisory Committee
   Educational Leadership Graduate Advisory Committee
Administrative Policies and Procedures .......................................................................................21
   Due Process
   Notice of Nondiscrimination
   Access/Services for Students with Disabilities
   Grievance Procedure
   Anti-Harassment Policy
   Privacy of Education Records
   Policies for Classroom & School-Based Projects in Curriculum & Instruction,
      Educational Leadership and Education Specialist
   Institutional Review board Exemption Request Form – Curriculum & Instruction
   Classroom & School-Based Project Application
   Sample Letter to Parents/Guardians
   Student Permission Form Sample
   Institutional Review Board EDL Exemption Request Form
   Institutional Review Board Education Specialist Request Form
Graduate Studies in Education Programs of Study ........................................................................38
   Master of Education in Curriculum and Instruction
   Master of Arts in Counseling with an Emphasis in School Counseling
   Initial Certification at the Advanced Level Program
   Endorsements
   Master of Education in Educational Leadership
   Education Specialist Degree
   Categories of Graduate Students
   Faculty Advising
Application – Admission-Retention-Program Design ....................................................................41
   Application Policies
   Access/Services for Students with Disabilities
   Admission Requirements – Non-Degree-Seeking Students
   Admission Requirements – Curriculum and Instruction
Transfer of Credit Policy – Curriculum and Instruction
    Full Graduate Standing – Curriculum and Instruction
    Doane E-Mail Accounts Required for Faculty and Students
    Hold for Credit Policy – Doane Undergraduate Seniors
    Online Coursework
    Program Design
    Time Limitations
    Academic Standing
    Academic Probation
    Academic Suspension
    Academic Dismissal

Admission Requirements – Master of Arts in Counseling with Emphasis in School Counseling
Transfer of Credit Policy – School Counseling
    Full Graduate Standing – School Counseling
    Doane E-Mail Accounts Required for Faculty and Students
    Online Coursework
    Program Design
    Time Limitations
    Academic Standing
    Academic Probation
    Academic Suspension
    Academic Dismissal

Admission Requirements – Initial Certification at the Advanced Level Program
    Doane E-Mail Accounts Required for Faculty and Students
    Full Graduate Standing – Initial Certification at the Advanced Level Program
    Teacher Education Admission and Certification
    Online Coursework
    Program Design
    Guidelines for Student Teaching and Internships
    Academic Standing
    Academic Probation
    Academic Suspension
    Academic Dismissal

Admission Requirements – Endorsement-Seeking Students
    Guidelines for Student Teaching and Internships
    Doane E-Mail Accounts Required for Faculty and Students
    Program Requirements – Early Childhood Endorsement
    Program Requirements – ESL Endorsement
    Program Requirements – Mild/Moderate Disabilities
    Program Requirements – Reading Specialist
    Program Requirements – High Ability Education K-12 Endorsement
    Academic Standing
    Academic Probation
    Academic Suspension
    Academic Dismissal

Admission Requirements – Educational Leadership
    Doane E-Mail Accounts Required for Faculty and Students
    Transfer of Credit Policy – Educational Leadership
    Full Graduate Standing – Educational Leadership
Portfolio
Portfolio Requirements – Educational Leadership
Portfolio Development
Purposes of the Professional Portfolio
Expectations
Documentation
Assessment of the Portfolio
Portfolio Review Rubric – Educational Leadership
Professional Portfolio Rating
Portfolio Requirements – Education Specialist
Portfolio Development
Purposes of the Professional Portfolio

Exit Criteria…………………………………………………………………………………….84
Application for Degree
Exit Criteria for Master of Education in Curriculum and Instruction
Exit Criteria for Master of Arts in Counseling with an Emphasis in School Counseling
Exit Criteria for Initial Certification at the Advanced Level Program
Exit Criteria for Master in Education in Educational Leadership
Exit Criteria for the Education Specialist Degree

Commencement…………………………………………………………………………………. 85
Certification Requirements…………………………………………………………………..86
Teacher Certification
Adding Endorsements to Teaching Certificates
Principal Certification
Superintendent Certification
Graduate Education General Policies
Technology Policy
Doane User ID and Password
Changing your Password
Doane E-Mail
WebAdvisor
Blackboard
Online Library Resources
Help or Questions
Doane College’s Appropriate Use Policy

Disciplinary Action Policies………………………………………………………………….90
Academic Honesty and Plagiarism
Academic Probation, Suspension, and Dismissal
Appeals Policies
Admissions Appeals Based on Exceptions to Criteria
Course Grade Appeals
Appeals of Academic Probation
Appeals for Readmission Following Dismissal

Student Services and Faculty Policies…………………………………………………….95
Library Facilities
Career Placement
Counseling

Doane College
Graduate Studies in Education

The Purpose of Doane
The purpose of Doane College is to educate students to serve and to lead in the state, the nation, and the world.

Doane College Mission Statement
Doane College’s mission is to provide an exceptional liberal arts education in a creative, inclusive, and collaborative community where faculty and staff work closely with undergraduate and graduate students preparing them for lives rooted in intellectual inquiry, ethical values, and a commitment to engage as leaders and responsible citizens in the world.

Core Values
Our four core values help us continue to put the student experience first

- **Community**: Doane is an engaged and cohesive community composed of individuals and smaller communities, in which everyone can contribute and participate.
- **Empowerment**: Doane encourages its community members to take initiative—to act effectively and ethically by making principled decisions and taking responsibility for them.
- **Excellence**: Doane sets high standards of teaching, scholarship, service and leadership.
- **Impact**: It is the heart of the Doane experience. At Doane, one can make a positive difference on oneself, on others, on the environment, and on life.

Accreditation Statement
Doane College is accredited by The Higher Learning Commission and is a member of the North Central Association (NCA), 30 N. LaSalle Street, Suite 2400, Chicago, IL, 60602-2504. NCA may be reached by phone at 800-621-744- or via the Internet: [www.ncacihe.org](http://www.ncacihe.org).

In addition, the Teacher Education unit at Doane College is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., N.W., Suite 500, Washington, DC 20036; 202.466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. Doane is also accredited by the Nebraska Department of Education, 301 Centennial Mall South, PO Box 94987, Lincoln, NE 68709-4987; 402.471.2295; and by other standardizing agencies.

Assessment Statement
Doane values the participation of undergraduate and graduate students in its institution-wide program to assess student achievement. This program is part of the institution’s responsibility to monitor student outcomes and assure the continuing quality of a Doane degree. Multiple strategies are used to gather information about student achievement throughout the college experience. Information collected as a part of the assessment program is used for assessment purposes only and is not used to evaluate individual performance. The college protects the confidentiality of data collected.
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, 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 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. These experiences are based upon the mission statement, belief statements, guiding principles, and outcomes.
Mission Statement of the Doane Education Unit
To meet future expectations of our nation’s schools as they respond to a changing world, the Doane education faculty believes the education of teachers, counselors, and administrators is a developmental and emergent process. For development to occur, the roles of the educational professional are learner, teacher, researcher, and leader. To facilitate this growth, we will (1) establish collaborative opportunities; (2) promote reflective inquiry tied to coursework, practicum experiences and action research; (3) provide leadership experiences; and (4) facilitate learning in context. We believe these essential elements create practices designed to develop the knowledge, skills, and dispositions for the developing professional. These elements are grounded in reflective and collaborative work which advocates success for all students.

Belief Statements for the Education Unit
Becoming a teacher/leader is emergent based upon integration of theory and practice to develop knowledge, skill and dispositions. 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 educators to inquire into the context of learning and practice, act on beliefs, critique their own learning and teaching, 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 educator education. Faculty in graduate education will model excellent teaching as defined by current research, applied practice, and professional experience.
- Faculty in programs of quality engage in teaching in authentic settings and utilize research for the direct purpose of enhancing educational practices.
- Programs of quality offer opportunities for students to examine the moral purposes of education and put into practice a philosophy of learning and teaching that is inclusive and based on a personal ethical platform.
- Programs of quality see change and innovation as an essential element in learning, teaching and leadership, and promote practices which value students, educators and administrators as change agents in educational settings.
- Programs of quality prepare educators to work in and contribute to society utilizing community resources and interacting with its constituency.
- Programs of quality prepare educators to advocate for students valuing self-determination and fairness, and believing in the right for all students to succeed.
- Programs of quality promote the practice of leadership by providing opportunities for accepting different roles, becoming a leader in the school, community, and in engaging self-development.

Guiding Principles for the Graduate Studies Program in Education
To guide the work of the unit, we believe the following principles must be considered in all aspects of the design, implementation, and assessment of graduate 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 develop 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

Master of Education in Curriculum and Instruction

The Unit’s 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 sensitively 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 standards.
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.

PROPOSITIONS 4 and 5

Program Standards – Master of Arts in Counseling with an Emphasis in School Counseling

Mission Statement
The mission of the Master of Arts in Counseling program is to prepare graduates to become highly competent school counselors through the ability to reflect, work collaboratively and respond to student needs.

Students in the program will:
1. Become skilled in the delivery of services within schools.
2. Be knowledgeable about current trends in school counseling programs.
3. Demonstrate the ability to collaborate with other school personnel, families and community services.
4. Be able to demonstrate the ability to establish and implement interventions that meet children’s and adolescents’ needs.
5. Be able to conduct assessments of cognitive, behavioral and academic needs of children and youth.
6. Be able to impact student learning.

Program Standards – Master of Education in Educational Leadership

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.
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.

**Program Standards – Education Specialist Degree**

**Education Specialist Program Outcomes**
The Education Specialist program will support the development of leaders for schools systems with a primary focus on the superintendency, but also will support the development of leaders for the various roles and positions found at the district level as part of the district’s leadership team. Ed.S. is a degree program for the Education Specialist degree and leads to eligibility for certification for the superintendency or other district-level positions requiring certification beyond the principalship.

The EDS program of leadership development is designed around five major themes:
- Strategic Leadership
- Curriculum Leadership
- Organizational Leadership
- School-Community Leadership
- Policy and Political Leadership

1. **Strategic Leadership:** The leader has a clear and working philosophy of education and leadership that reflects the many dimensions in which both education and leadership are connected. The leader demonstrates the ability to build visions by engaging the school-community in defining vision, mission and core values for the system and critical priorities for
the schools, programs and district. The leader demonstrates the ability to align programs and practices to the district/school/program missions, vision, values and priority goals. The leader demonstrates the ability to act ethically, making decision based on data and engagement of stakeholders, and continuously works to evaluate programs and practices on their contribution to the mission, vision, values and priorities of the programs, schools and district.

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 Designs/adapts and utilizes leadership processes to achieve common goals.
1.4 Values ethical action in the educational community.
1.5 Supports innovations, including technology, 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 resources, programs, plans, processes, and products.
1.9 Addresses competing priorities and values.

2. Curriculum Leadership: The leader demonstrates understanding of the practices of curriculum design, instructional planning and assessment as they relate to continuous improvement of teaching and learning and how they each fit into a systems approach to teaching and learning. The leader demonstrates the capacity to develop professional learning communities within the schools and district and the capacity to infuse data and information into the collaborative process of developing better practices in teaching and learning. The leader demonstrates how to plan for curriculum, instruction and assessment that honor diversity and cultural competence. The leader provides assessment of student learning in ways the promote student self-assessment, provide information needed by teachers to adjust instruction, and frame the information needed for public reporting of student learning. The leader provides for the continuous professional development of all instructional staff to continuously improve practice and to ensure the capacity to teach all students advancing equity in opportunities to learn and the equitable distribution of learning outcomes.

2.1 Demonstrates the ability to engage others collaboratively to create an inclusive community of learners.
2.2 Demonstrates leadership in the design and implementation of processes for the development, revision and renewal of district-wide planning for curriculum, instruction, and assessment utilizing research-based, best practices including the development, revision and renewal of building-level planning.
2.3 Demonstrates an understanding of the “instructional core” of schools and the impact of the core in promoting effective teaching and learning.
2.4 Honors diversity in gender, ethnicity, culture, language, socio-economic status, language and exceptionalities that impact learning through the organization, direction and facilitation of planning and implementing appropriate curriculum, instruction and assessment.
2.5 Ensures that the district has a plan and process in place to assess student learning and progress including the capacity to use data for making instructional decisions, planning and implementation of efforts at continuous improvement, and for public reporting of critical learning outcomes for all students.
2.6 Creates a system of teacher supervision and evaluation reflecting alignment of the work of teachers to the mission, vision and goals of the district and schools and to reflect the priority for improving the core work of teaching and learning.
2.7 Creates collaborative plans and strategies for evaluation, supervision and development of the building principal as “leader of learning.”
2.8 Creates collaborative plans and strategies to address the capacity building needs of a district and schools and to address the continuous professional development needs of all educators.

3. **Organizational Leadership:** The leader understands the district organization as a system and demonstrates leadership at the system level that ensures, supports and plans for leadership at the school and program levels. The leader aligns the work of the organization at all levels to be supportive of the core of the organization, i.e., the classroom and school, the core “actors” of the organization, i.e., the teachers and students, and the core work of the organization, i.e., teaching and learning. The leader provides for the alignment of district resources to support the mission, vision and values of the organization, the district and school-level priorities, the core workers (teachers and students) and the work of the classrooms (teaching and learning).

3.1 Demonstrates an understanding of the importance and values of school activities and athletics and the role they play in establishing positive, collaborative and student-centered cultures in the school-community. Demonstrates the ability to ensure that student activity programs are planned, aligned to the mission, vision and goals of the district and the schools, and that they provide opportunities for all students to participate in learning activities designed to teach participation, democratic principles, cooperation, collaboration, teamwork, respect for one another, and sportsmanship.

3.2 Provides leadership to the design, planning, implementation and evaluation of district and school level policies and practices that provide for the safety, health, and welfare of those engaged in the work of the educational community.

3.3 Demonstrates a systems perspective, viewing schools as the operational core of the system where core work of the classroom is carried out. Demonstrates understanding that schools are “open” structures interacting with external environments.

3.4 Demonstrates understanding of how to design, plan for, implement and evaluate processes at the district and school levels for the recruitment, selection, and induction of personnel with attention to equity and diversity.

3.5 Demonstrates the knowledge, skills and dispositions of developing a budget for the district that aligns to mission, vision and values of the district and allocates fiscal and other resources to district/school goals and priorities. Demonstrates the capacity to develop the budget as a policy document addressing key purposes to be achieved identifying the critical fiscal and non-fiscal resources to be allocated. Demonstrates the capacity to create plans and processes for maximizing district investment in non-fiscal resources such as buildings and grounds, transportation systems, food service programs other non-instructional programs and services effectively using such enterprise budget strategies as depreciation funds, building funds, special funds, adjunct funds and other such enterprise budgetary funding categories. Demonstrates an understanding of the tools and processes for maximizing fiscal resources through establishing foundations, school-business partnerships and grant writing.

3.6 Demonstrates the ability to design, plan for, implement and evaluate systems of performance appraisal for all staff. Demonstrates the ability to design, plan for, implement and evaluate systems of support for all staff at the district and school levels to support the appraisal process and to build capacity within the personnel resources of the district and schools.

4. **School-Community Leadership:** The leader understands the role of the district in collaborating and developing the relationships required to provide for the educational, health, social and other support services that may be needed by families in order for the students they enroll in the schools and to have maximum support for success in learning and in achieving the
educational goals we hold for all students. The leader understands the role school-community in supporting the students and families of the district and schools and understands the strategies for identifying and accessing the resources needed by children, families, and the educational system. The leader understands and facilitates understanding within the school-community of the challenges of diversity, the need for culturally competent policies and practices and depth and breadth of the principle of equity of opportunity to learn.

4.1 Demonstrates understanding of the conditions affecting learning by collaborating and developing relationships with community agencies to integrate educational supports including health, mental health, social and other support services for families.

4.2 Demonstrates leadership for the district, schools and school-community in promoting multicultural competences, gender equity and sensitivity, socio-economic, racial, and ethnic understanding. Demonstrates leadership to ensure policies and practices and competent to meet the challenges of diversity in providing all students equitable opportunities to learn and ensure the equitable distribution of learning outcomes.

4.3 Demonstrates leadership role in forming collaborative relationships and building of support for district/school personnel.

4.4 Demonstrates leadership in the development, implementation, and evaluation of communication plans that are designed to enhance two-way communication and to be competent in addressing diversity needs and challenges including language.

4.5 Demonstrates leadership that models sensitivity, respect, and empathy for multiple perspectives.

5. Policy and Political Leadership: The leader understands the intricate relationship of policy at all levels local, state and federal. The leader uses the principle of “right” practice supported by evidence/research to determine advocacy for various policy strategies and positions. The leader engages in the state and federal policy formulation appropriate to the role and needs of the district of their employment. The leader develops connections and collaborations with key policy and political leadership within the school-community and with those policy leaders that impact the work of the district from the state and federal levels. The leader works collaboratively with the policy and program level representatives from the regional, state and federal agencies. The leader understands the critical difference between advocacy for a cause or on behalf of groups such as students and lobbying for a specific position or for the specific benefit/welfare of a secondary group. The leader understands and can apply the principles and prescriptions of law to provide equity of opportunity, to promote the democratic principles of public education, to promote and protect the health, safety and security of the school-community and protects the individual and collective rights of all members of the school-community.

5.1 Leads the district and school personnel in policies and practices that reflect consistency with legal provisions and statutory requirements.

5.2 Leads the decision making of the district and schools based on the moral and ethical implications of policy options and political strategies.

5.3 Leads the district and the schools personnel in applying the legal guidelines and prescriptions of law – state and federal and statutory and case law.

5.4 Leads the development of positive, collaborative working relationships with the Board of Education.

5.5 Provides leadership to the Board in the selection and participation in activities designed to develop board member knowledge and skills of policy leadership.

5.6 Provides leadership to the policy level engagement of the Board in the development of policy at the local level and in the influence of policy at the state and federal levels.
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 Dean of Graduate Studies in Education in Curriculum and Instruction and the Dean of Graduate Studies in Education in Educational Leadership. Their responsibilities include the following:

1. Administration of all graduate programs within the Unit.
2. Establishing, supervising and directing the budget of the graduate program.
3. Design and supervision of the Strategic Long Range Plan for the graduate programs.
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 graduate 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. Direction of faculty evaluation.

The Graduate Deans of Curriculum and Instruction and Educational Leadership provide direction for their respective programs. The deans share the administrative responsibilities, which 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. Reviewing student files for any necessary action on admission, retention and graduation.
5. Assisting with the coordination of all sites.

Full Time Graduate Education Faculty Committee of the Whole
The graduate education faculty chaired by the dean or dean’s designee, serves as a committee of the whole and has responsibilities for:
  1. Curriculum Review
  2. Recommendation of major program changes
  3. Assessment of the program
  4. Review of all questions related to admission, readmission and retention in the graduate programs and removal from the graduate programs
  5. Review of all policies related to the graduate programs in education
  6. Action upon exceptions to policy
  7. Recommend changes in policy
  8. Review of disputes in course grade appeals

Educational Leadership Faculty Committee of the Whole
The graduate education faculty chaired by the dean or dean’s designee, serves as a committee of the whole and has responsibilities for:
  1. Curriculum Review
  2. Recommendation of major program changes
  3. Assessment of the program
  4. Review of all questions related to admission, readmission and retention in the graduate programs and removal from the graduate programs
  5. Review of all policies related to the graduate programs in education
  6. Action upon exceptions to policy
  7. Recommend changes in policy
  8. Review of disputes in course grade appeals

Graduate Academic Affairs Committee
Membership of the committee includes one full-time graduate faculty member from each of the graduate programs at Doane College, the registrar, the Vice President for Academic Affairs, and the program deans. The committee’s duty is to consider all changes in graduate course offerings and academic policies and, if approved, to forward them to the Doane College faculty for their approval or disapproval. The committee may meet formally or electronically as needed.

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 policies and curriculum.
- To inform unit faculty of issues and policy affecting K-12 education.

Educational Leadership & Education Specialist Graduate Advisory Committee
This committee is composed of unit faculty, K-12 administrators, adjunct faculty for Educational Leadership and Education Specialist programs 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
- To participate in mock interview sessions with graduate students

**ADMINISTRATIVE POLICIES**

**Due Process**
Doane College affirms its conviction that academic tenure, rightly understood and properly administered provides the most reliable means of assuring faculty quality and educational excellence, as well as the best guarantee of academic freedom. The full policies concerning due process in the areas of academics, promotion, tenure, and retention of undergraduate faculty can be found in the faculty handbook published yearly by the office of Academic Affairs. The Unit accepts the policies as stated in the Faculty Handbook as those that govern the Teacher Education Unit faculty.

**Notice of Nondiscrimination**
Applicants for admission and employment or professional agreements with the College are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Any person having inquiries concerning the College’s compliance with the regulations implementing Title VI, of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972, or Section 504 of the Rehabilitation Act of 1973, is directed to contact the office of Human Resources, (402) 826-6773. This office has been designated by the College to coordinate the institution’s efforts to comply with the regulations implementing Title VI, Title IX, and Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution’s compliance with the Regulations implementing Title VI, Title IX, or Section 504.

**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.

**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 504 coordinator 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.

**Anti-Harassment Policy**

A fundamental policy of Doane College is that employees and students at the College should be able to work and study at the College in an environment free of discrimination and any form of harassment based on race, color, religion, sex, national origin, disability, age, marital status, or sexual orientation. To further this fundamental policy, the College prohibits the harassment of any person, student or employee and the prohibition extends to harassment based on race, color, religion, sex, national origin, disability, age, marital status, or sexual orientation. Harassment is counterproductive to the College’s goals and will not be tolerated. Such behavior is unacceptable because it is a form of unprofessional behavior threatening to the academic freedom and personal integrity of others.
The type of harassment that is prohibited may take many forms and includes, without limitation, verbal harassment (derogatory comments and/or slurs), physical harassment (assault or physical interference), visual harassment (posters, cartoons, drawings), use of the Internet or e-mail to harass or embarrass, and innuendo or false rumors. Further, harassment includes conduct that has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive work or academic environment. Harassment is prohibited both during normal work or school hours and outside the normal work or school hours if such harassment is determined by the College to affect the normal working or student/faculty/staff relationships.

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.

For the complete anti-harassment policy, please check the Doane web site at www.doane.edu.

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 a 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.
Policies for Classroom and School-Based Projects in Curriculum and Instruction, School Counseling, Educational Leadership and Education Specialist

- 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 EDU 603, EDL 687, EDL 695, ESD 820 or ESD 930. Topics for final projects focus on teaching or leadership practices to positively strengthen student learning and promote effective leadership for schools. 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 their 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. Graduate students may 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. Graduate students must submit their manuscript to the Doane College IRB review board before submission to a professional journal.
Doane College Institutional Review Board
Exemption Request Form - Curriculum & Instruction – School Counseling - Revised
November, 2008

Doane College Policy Statement:
Doane College’s Institutional Review Board (IRB) is a standing committee comprised of individuals who review 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 or School Counseling 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:

<table>
<thead>
<tr>
<th>EDU603 Research Methods</th>
<th>EDU604 Culminating Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Implementing an 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.</td>
</tr>
</tbody>
</table>

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. Lyn Forester, Dean of Graduate Studies in Curriculum and instruction, 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):
1. **Exempt Status:** The Curriculum and Instruction or School Counseling Action Research Project 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](http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm).

The Doane C&I or School Counseling 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 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 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 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:

Graduate Student _______________________________ Date __________

Instructor _______________________________ Date __________

Most 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 or an alternate form supplied by the district to the proposal submitted to their district. A signed copy of the form should be returned to the Graduate Office for the student’s file.

Research Project Permission from School Districts
On the following pages are sample Research Methods permission documents plus the specific link for Omaha Public Schools. The sample permission pages can be used if the student’s district does not use a different form. Each district, however, may have specific documents to file with either the student’s principal or central office administration. Research instructors should be aware of these varying district procedures and determine that students follow their district’s policy regarding research in a classroom setting. Also shown below is a letter research instructors should distribute to students to explain their research to their principal or other district personnel involved with approving research projects.
CLASSROOM & SCHOOL-BASED PROJECT APPLICATION (SAMPLE)

Applicant’s Name ________________________________________________________________

Address _______________________________________________________________ Zip ______

Telephone Number (W) ________________________________ (H) ________________________

Doane College Degree Program: ____ Curriculum & Instruction      ____ School Counseling

Instructor _________________________________________________________________

Title _________________________________________________________________

School and Grade Level: _________________________________

Doane IRB Status:    ☐ Exempt Research    ☐ Non-exempt research

Purpose:

Potential Benefits to School District:

Methods Used in the Study: (Attach any surveys for students or parents)

Describe how confidentiality will be assured.

Signed ____________________________      Signed: _____________________________

Applicant     Instructor

Date: _________________          Date: ______________________

Approval by Applicant’s District

Representative: _____________________________________________________________
(SAMPLE)

Dear Parents/Guardian,

I am currently enrolled in the Master of Education Program in Curriculum and Instruction (or the Master of Arts in Counseling with an Emphasis in School Counseling) at Doane College. One of the requirements for the degree involves the completion of a classroom-based research project. I have chosen to examine ________________________________________ in my classroom. The primary questions I will ask are:

1.
2.
3.

If you choose to let your son or daughter participate, our data collection methods might include surveys, rating scales, interviews and a variety of strategies to implement in the classroom. We may ask students to give us feedback on different approaches we take. We will be making a final presentation of what we learn through our work at the end of the semester. We would like your permission as well as your child’s permission to help complete this requirement. We guarantee confidentiality of information and promise that the name of the school, your child, and any other identifying information not be made public. The data will be reported in class at Doane College. Data either will be reported as a group or pseudonyms will be used so that the participants will not be identifiable.

By signing below you indicate that you have read and understand the informed consent and conditions of this project and you give your consent to let your child participate. If you wish to be informed about the results of the project or you would like information about the findings, we would be happy to send you that information.

We would be grateful if you would sign and return the slip below at your earliest convenience.

Sincerely,

____________________________________________________________________________

Please mark where appropriate and return the form with your student.

_______ I give my consent for my child to participate in the classroom-based study.
I understand that his/her name or identifying information will be kept confidential.
_______ I do not wish for my student to be a part of the classroom-based project.
_______ I wish to receive information on the findings of the study.

Parent Signature ___________________________________

Date_____________________________________


Student Permission Form   (SAMPLE)
(For grades 6-12)

My teacher has explained his/her project to our class. I understand that my teacher is completing his/her project for the Master’s Degree in Curriculum and Instruction (or the Master of Arts in Counseling with an Emphasis in School Counseling). I give my consent for my teacher to use my work or information on my classroom performance as long as it is kept confidential. I also freely give my consent for my teacher to use my responses on survey’s or attitudinal questionnaires.

_________________________________  Student’s Signature___________________________

Date----------------------------------------------

Link for Permission for Research Projects at Omaha Public Schools
http://www.ops.org/District/LinkClick.aspx?link=General+Administration%2fResearch%2fProposal+requirements+forms.pdf&tabid=124&mid=1341

There are a number of pages that must be completed and signed. Please ask students to follow the current procedure.

Letter to Principals regarding Research Project for distribution to students by EDU-603 Research Methods professors – Students are to give this letter to their principal or other staff member responsible for approving their Research Methods project. Copies of this letter should be distributed by instructors in EDU-603 Research Methods courses.

Dear Principal,

Thank you so much for your support of the teachers in your school who are taking the Master of Education in Curriculum and Instruction program or the Master of Arts in Counseling with an Emphasis in School Counseling from Doane College. Our assessments from principals and teachers indicate that the programs provide pertinent information teachers desire in their quest to improve teaching and learning in their classrooms. Through a blend of theory and practice we offer a program that is immediately responsive to educators’ needs. We urge you to talk with your faculty member(s) about the program and what it has meant to her/him.

In principal surveys we have received, many individuals have requested additional information about the program. In response to this request, I am asking educators who are completing their classroom school-based project for the Masters Degree to bring this letter, along with the completed and signed authorization form from the central office, to help you understand the classroom based project being completed by the teacher in your school. Please feel free to discuss the project with the teacher, contact the faculty member at Doane in charge of the project, or contact me for information about the program/project.

Again, thank you so much for your support.
Lyn Forester, Ed.D.
Dean, Master of Education in Curriculum and Instruction, Doane College

Doane College Institutional Review Board
EDL Exemption Request Form
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 _____

Revised November, 2008
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](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 students 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?
     o 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.]

Doane College Institutional Review Board
Education Specialist Exemption Request Form
Revised October 2010
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](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 Education Specialist Final Projects Requirement**

The Doane Education Specialist program requires each EDS student to engage in a final project that is patterned on the position requirements of a superintendent in the state of Nebraska by the Nebraska Department of Education. The EDS 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 EDS student prepares a paper describing the work accomplished within their school setting, thereby demonstrating each of the Education Specialist outcomes of Strategic Leadership, Instructional Leadership, Organizational Leadership, and Community/Political Leadership.

According to the Doane College IRB, school-based projects, like the Education Specialist 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, also outlined below.

Dr. Jed K. Johnston, Dean of Graduate Studies in the Education Specialist Program
October 2010
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, EDS students should attach the following completed form to the proposal submitted to their district.

1. **Exempt Status:** The Education Specialist final project 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:

The Doane EDS final project is a school-based project patterned after the process for school improvement required by the Nebraska State Board of Education. The 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 school improvement processes utilized by the school district. The project requires each EDS 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 EDS students understand the process is shared in the confidential setting of the seminars of ESD 820 and ESD 840, 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:
EDS Student _______________________________________ Date  ________________
EDS Instructor _____________________________________ Date  ________________
EDS Dean  _________________________________________  Date  _______________

[A copy of this form is to be included as part of the Appendices for the final project.]
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. A maximum of 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.

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 of this option to 36. Graduate students in Curriculum and Instruction 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.

Master of Arts in Counseling with an Emphasis in School Counseling
Doane’s School Counseling program is designed to maintain a program committed to excellence that provides certification as a school counselor in 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 courses.

The school counseling program consists of 48 credit hours of coursework. All courses are required. Transfer courses must meet the Doane criteria for graduate credit at the institution granting the credit and will be evaluated on a case-by-case basis by Doane’s certification officer. Each course in this curriculum is a graduate-level course and is designed to meet the needs of the developing professional in school counseling.

Graduate students in the school counseling program 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.
**Initial Certification at the Advanced Level Program**

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, foreign languages, music, and art. Candidates must have a B.A. or B.S. degree to begin this program with a 3.00 or higher cumulative GPA. 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, Reading Specialist and High Ability Education K-12. 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. Initial Certification at the Advanced Level Program students who wish to add one of these endorsements to their initial teaching certificate must complete additional credit hours and an additional term of study to the timeline listed.

**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 an action research project (school improvement project) in their final cadre experience as one of the requirements of that experience.

**Education Specialist Degree**

The Ed.S. program includes 30 hours of in-class work with a seminar approach and at least 6 hours of internship or practicum experiences approved in advance for a total of 36 credit hours.

The required coursework of the Ed.S. program is organized into two categories. One - coursework scheduled over a three-calendar year period that all of the candidates will complete as a cadre. The second category is stand-alone coursework that is required of all candidates but may be completed at various times. All coursework, both cadre and stand-alone must be completed within a five-year period. No transfer credit is allowed for the Education Specialist program.

**Categories of Graduate Students**

Seven 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.
- Degree-seeking graduate students desiring a Nebraska Superintendent Administrative Certificate – Education Specialist program students.
• Initial Certification at the Advanced Level Program 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 Initial Certification at the Advanced Level Program or an endorsement program in addition to the curriculum and instruction program.
• Degree-seeking graduate students pursuing a Master of Arts in Counseling with an Emphasis in School Counseling.
• Students seeking an endorsement in Early Childhood, English as a Second Language, Special Education in Mild/Moderate Disabilities, High Ability Education – K-12, 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 Advising
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 students, Master of Arts in Counseling degree-seeking students, endorsement-seeking students and initial certification at the advanced level program students through the advising office and the Dean of the Educational Leadership program advises Educational Leadership and Education Specialist students.

Advisers assist students in developing programs of study, monitoring progress in the program, and assisting with program changes. Curriculum and Instruction advisers go to the class sites each semester for graduate advising and students are encouraged to contact their advisers at any time with questions or concerns. Much advising in the Curriculum and Instruction and endorsement programs is done through e-mail and phone conferences as students are at numerous locations throughout the state. Adjunct and resident faculty also refer Curriculum and Instruction or School Counseling students to the graduate office or the dean’s office when students have questions in their classes. In addition, students may review their academic program through Doane’s web site, available 24/7 wa.doane.edu.

Curriculum and Instruction or School Counseling students enrolled in EDU 603 Research Methods will register for EDU-604 Culminating Project with the same professor the following semester. The Research Methods professor serves as the adviser for the culminating project completed in EDU-604. 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.

Educational Leadership and Education Specialist students are advised by the faculty and the Educational Leadership dean in one-on-one conversations during the regular class sessions in informal question and answer periods or by prearranged office visits before or after class. In addition, each student is advised at their school site visits each semester for program and career advice. Much advising is done by e-mail or phone as students live and work in many locations far from the graduate office.

The Graduate Office will monitor students completing 9 hours of Curriculum and Instruction or School Counseling 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. Education Specialist students must complete the first nine hours of the program with a B or better for full graduate standing.

Initial certification at the advanced level program students are advised by the co-directors of the program along with the curriculum and instruction dean and assistant dean. Initial certification at the advanced level program students must be admitted to teacher education (see the admissions requirements.) The co-directors and the dean will present those students meeting the requirements to the teacher education committee. Letters will be mailed to the students when full graduate standing is granted.

| APPLICATION-ADMISSION-RETENTION-PROGRAM DESIGN |

**Application Policies**
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.

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. Applicants who wish to request accommodations in the admissions process should contact the Dean of Graduate Studies responsible for the program in which admission is sought at 402-466-4774.

**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.
Students wishing to engage in graduate study in the Graduate Program should obtain the appropriate application forms from Graduate Studies in Education; Doane College; 303 N. 52nd; Lincoln, NE 68504.

Students must complete an 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.

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.)

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 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 Education Committee of the Whole 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 3.00 or higher. Applicants not meeting this requirement will be referred to the Graduate Education Faculty Committee of the Whole for consideration. 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 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 an undergraduate degree from an accredited college or university with an undergraduate GPA of 3.00 or higher.
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, complete the self-reporting survey and have all official transcripts on file in the graduate office.
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 have completed 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.

Doane E-Mail Accounts Required for Faculty and Students
To comply with the Higher Education Act, ALL course communication between faculty and students will use Doane e-mail addresses. Students should also use their Doane e-mail for communication with Doane offices. The Graduate Office, Business Office, Financial Aid and Blackboard will all use students’ Doane e-mail accounts. All Doane students have access to a Doane e-mail account and receive instructions about setting this up when they apply. If students do not set up their e-mail or have forgotten their password or user id, they should contact helpdesk@doane.edu.

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 no 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. Students can contact the Financial Aid Office on the Doane-Crete campus 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.

Online Coursework
Degree-seeking Curriculum and Instruction students are limited to 15 hours maximum of online coursework in their program. Students requesting any exemption to this limit must have permission of the Dean.
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 dean or assistant dean. 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 course is not accepted 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, or in the case of elective courses, select additional electives.

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 a later 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 ARTS IN COUNSELING WITH AN EMPHASIS IN SCHOOL COUNSELING**

**Admission Requirements – Master of Arts in Counseling with an Emphasis in School Counseling**
After completion of the application for admission, each 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. Students must have an undergraduate cumulative GPA of 3.00 or higher. Applicants not meeting this requirement will be referred to the Graduate Education Faculty Committee of the Whole for consideration. Three letters of recommendation are required, a copy of applicant’s current teaching certificate, completion of the “Verification of Teaching Experience” form and a self-reporting survey. The application file should be complete before the student registers for their first course in the program.

**Transfer of Credit Policy – School Counseling Program**
Any request for transfer credit will be evaluated on a case-by-case basis as there are no elective courses in the School Counseling program. Transfer decisions will be made by Doane’s certification officer.

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 School Counseling Program**
After completion of nine credit hours of graduate study, the file of a degree-seeking student is reviewed to determine if the student is eligible for full graduate standing. The criteria for full graduate standing in the Master of Arts in Counseling with an Emphasis in School Counseling program are as follows:

1. The applicant must have earned an undergraduate degree from an accredited college or university with an undergraduate GPA of 3.00 or higher.
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 certification as a school counselor, complete the verification of teaching experience, submit a photocopy of applicant’s current teaching certificate, complete a self-reporting survey, and have all official transcripts on file in the graduate office.
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 have completed 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.

**Doane E-Mail Accounts Required for Faculty and Students**

To comply with the Higher Education Act, ALL course communication between faculty and students will use Doane e-mail addresses. Students should also use their Doane e-mail for communication with Doane offices. The Graduate Office, Business Office, Financial Aid and Blackboard will all use students’ Doane e-mail accounts. All Doane students have access to a Doane e-mail account and receive instructions about setting this up when they apply. If students do not set up their e-mail or have forgotten their password or user id, they should contact helpdesk@doane.edu.

**Online Coursework**

Students are limited to 15 hours maximum of online coursework in their program. Students requesting any exemption to this limit must have permission of the Dean.

**Program Design**

Forty-eight credit hours are required for the Master of Arts in Counseling with an Emphasis in School Counseling. All courses are required. 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. COU prefixed courses are offered on an eight week term schedule instead of a semester schedule. The required courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 601</td>
<td>Critical Issues in Curriculum &amp; Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDU 602</td>
<td>Assessment of Learning Or EDU 645 Assessment of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 614</td>
<td>Assessment Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>EDU 603</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 604</td>
<td>Culminating Project Or EDL 695 Research/Project Implementation and COU elective</td>
<td>3</td>
</tr>
<tr>
<td>COE 601</td>
<td>Counseling Theories &amp; Methods for K-12 Schools</td>
<td>3</td>
</tr>
<tr>
<td>COE 602</td>
<td>Practicum Lab in Counseling (150 hours in school)</td>
<td>3</td>
</tr>
</tbody>
</table>
COE 610 Assessment Literacy in School Counseling  
EDU 615 Counseling Skills & Crisis Intervention  
COE 615 Counseling Skills & Crisis Intervention  
COU 618 Mental Health Ethics, Law & Professional Practice  
COE 620 School Guidance Curriculum  
COE 630 Social & Cultural Awareness in School Counseling  
COU 634 Group Processes  
COU 635 Human Development across the Life Span  
COE 640 Counseling for Gender & Diverse Populations  
COE 650 Programming for School Counseling  
COE 691 Internship in Counseling (450 hours of internship)  

Based activities)  

Or  

Time Limitations  
A student is expected to complete the program 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 or assistant dean. 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 course is not accepted 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, or in the case of elective courses, select additional electives.

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 a later 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.

INITIAL CERTIFICATION AT THE ADVANCED LEVEL PROGRAM

Admission Requirements –Initial Certification at the Advanced Level Program Students

The initial certification at the advanced level 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, 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 copies of an official transcript with the undergraduate degree posted, and an overall 3.00 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 a student’s acceptance in the program).

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.

Doane E-Mail Accounts Required for Faculty and Students

To comply with the Higher Education Act, ALL course communication between faculty and students will use Doane e-mail addresses. Students should also use their Doane e-mail for communication with Doane offices. The Graduate Office, Business Office, Financial Aid and Blackboard will all use students’ Doane e-mail accounts. All Doane students have access to a Doane e-mail account and receive instructions about setting this up when they apply. If students do not set up their e-mail or have forgotten their password or user id, they should contact helpdesk@doane.edu.
Full Graduate Standing for Initial Certification at the Advanced Level Program Students

After completion of a minimum of nine credit hours of graduate credits (Summer I coursework), the files of all students in the cadre are reviewed by the Dean and/or directors of the program concerning the student’s eligibility for full graduate standing and 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, including EDU-633 Middle and High School Practicum. 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, students will be considered 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 be considered for admission to EDU-655 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 not been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court.
   - No order or determination is currently in effect by a court or any other governmental body which finds you 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 your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication.

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

Online Coursework
Initial certification at the advanced level program students are limited to 15 hours maximum of online coursework in their program. Students requesting any exemption to this limit must have permission of the Dean.

Program Design – Initial Certification at the Advanced Level Program

Summer I – EDS 620, EDU 613 or EDU 600, EDU 624, EDU 663
Fall – EDU 626, EDU 633, EDU 639 + content area methods course
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 initial certification at the advanced level program students. These endorsements will require additional credit hours and an additional term or terms of study.

Guidelines for Student Teaching and Internships

Doane College assumes the responsibilities for an effective student teaching experience. The initial program at the advanced level follows the requirements of the initial program for student teaching. All student teaching supervisors meet the required standards in Rule 20 for the State of Nebraska.

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 initial certification at the advanced level program 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 initial certification at the advanced level program 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 3.00 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, High Ability Education K-12, and Reading Specialist.

A student is expected to complete the endorsement within seven years of beginning graduate study at Doane College. Credits taken in the program which were completed more than seven years prior to completion are reviewed by the dean or assistant dean. 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 course material is no longer relevant, the student must then retake the appropriate graduate course(s) as part of the endorsement requirements.

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.

Guidelines for Student Teaching and Internships
Doane College assumes the responsibilities for an effective student teaching experience (initial program at the advanced level) and internship experiences (EDL, EDS, endorsements where applicable). The initial program at the advanced level follows the requirements of the initial program. Advanced candidates must meet the requirements for continuation in the program. All internship and student teaching supervisors meet the required standards in Rule 20 for the State of Nebraska.

Doane E-Mail Accounts Required for Faculty and Students
To comply with the Higher Education Act, ALL course communication between faculty and students will use Doane e-mail addresses. Students should also use their Doane e-mail for communication with Doane offices. The Graduate Office, Business Office, Financial Aid and Blackboard will all use students’ Doane e-mail accounts. All Doane students have access to a Doane e-mail account and receive instructions about setting this up when they apply. If students do not set up their e-mail or have forgotten their password or user id, they should contact helpdesk@doane.edu.

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

**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-729 ESL: Communicating 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 - Prerequisites EDU-682 and EDU-684

**Endorsement in Mild/Moderate Disabilities**

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.

**Endorsement in Mild/Moderate Special Education - Four Options**

1. Special Education K-12 for Certified Teachers Adding a Special Ed Endorsement
2. Special Education 7 – 12 with a secondary content area endorsement for Initial Certification at the Advanced Level Program Students
3. Special Education K-8 with a secondary content area endorsement for Initial Certification at the Advanced Level Program Students (Contingent upon taking the EECIA prep course/passing exam)
4. Special Education K-12 with no secondary content area endorsement for Initial Certification at the Advanced Level Students (Contingent upon taking the EECIA prep course/passing exam)

This is the list of the 22 hours of Required Courses for ALL SPED Certificate candidates – see below for Additional Requirements for each Option -#1, #2, #3, or #4

- 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
1. Additional Required Coursework for students who are certified teachers and wish to add a K-12 Special education endorsement to their certificate
   EDU-602 or EDU-614 or EDU-645 Assessment – 3 credit hours
   EDS-680A Practicum for Special Education K-12 – 3 credit hours
   EDS-625 Methods of Teaching Mild/Moderate Special Education – 3 credit hours
   EDU-663 Reading/Writing in the Content Area- 3 credit hours
   Graduate Elective (if secondary teacher, elementary course in Reading is required for this elective)
   Graduate elective (If secondary teacher, elementary course in Math is required for this elective)
   **Endorsement portfolio is required.**

2. Additional 18 Hours required for those Initial Certification at the Advanced Program students who wish 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 Initial Certification at the Advanced Level Program Requirements.
   **Endorsement portfolio is required.**

3. Additional 22 Hours required for those Initial Certification at the Advanced Level Program students who wish to be endorsed SPED K-8 with another 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
   Mathematics Methods for Elementary Education
   * You must student teach in your Content Area.
   * Complete Initial Certification at the Advanced Level Program requirements
   **Endorsement portfolio is required.**

4. Additional 30 Required Coursework for those Initial Certification at the Advanced Level Program students 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
Mathematics Methods for Elementary Education – 3 credit hours
* *Complete Initial Certification at the Advanced Level Program requirements.
**Endorsement portfolio is required.**

**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.

**Required Courses**
- EDU-685 Critical Issues in Reading – 3 credits
- EDU-663 Reading/Writing in the Content Area – 3 credits
- EDU-686 Providing Leadership in Literacy – 3 credits
- EDU-640 Literature for Children and Youth – 3 credits
- EDU-687 Diagnosis, Assessment and Instruction in Reading – 3 credits
- EDU-689 Internship in Reading Instruction – 3 credits

**Any One of the Following (3 credits)**
- EDU-667 Writing Across the Curriculum – 3 credits
- EDU-652 Teaching & Assessing Writing in the K-8 Classroom – 3 credits

**Any One of the Following (3 credits)**
- EDU-676 Literature in the Secondary Classroom – 3 credits
- EDU-688 Literature for Adolescents – 3 credits

**Any One of the Following (3 credits)**
- EDU-645 Assessment of Literacy – 3 credits
- EDU-614 Assessment Literacy Development – 3 credits
- EDU-602 Assessment of Learning – 3 credits

**Any One of the Following (3 credits)**
- EDU-634 Reading in the K-6 Classroom – 3 credits
- EDU-641 Enhancing Literacy in the K-8 Classroom – 3 credits
- EDU-679 Reading in the 4 – 8 Classroom – 3 credits
- EDU-606 Improving Strategic Instruction in the Language Arts – 3 credits

**Endorsement Portfolio is required.**

**High Ability Education K-12 Endorsement**
This endorsement requires an applicant to have, or earn concurrently, an endorsement in a subject or field. The endorsement requires a minimum of 18 semester hours related to the education of learners with high ability and a minimum of 150 hours of related clinical experience, including experience at both elementary (K-6) and secondary (7-12). The Practicum (EDU-704) needs to be completed last for this endorsement unless special permission is granted.

- EDU-697 Theories of Intelligence and History of Gifted Education – 3 hours
- EDU-700 Social and Emotional Characteristics of High Ability Learners – 3 hours
- EDU-701 Critical and Creative Thinking in High Ability Education – 3 hours
- EDU-702 Social and Emotional Needs of High Ability Students – 3 hours
- EDU-702 Profiles of High Ability Students – 3 hours
EDU-704 Practicum (hours must be equally divided between K-6 and 7-12 settings)
- 3 hours

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 a packet that contains the following items:
- A completed application for admission and the $30 application fee.
- A copy of a current teaching certificate.
- A vita or resume.
- 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 3.00. 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.

Doane E-Mail Accounts Required for Faculty and Students
To comply with the Higher Education Act, ALL course communication between faculty and students will use Doane e-mail addresses. Students should also use their Doane e-mail for communication with Doane offices. The Graduate Office, Business Office, Financial Aid and Blackboard will all use students’ Doane e-mail accounts. All Doane students have access to a Doane e-mail account and receive instructions about setting this up when they apply. If students do not set up their e-mail or have forgotten their password or user id, they should contact helpdesk@doane.edu.

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. 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 of the program concerning the students’ eligibility for full graduate standing. The criteria for full graduate standing in the Master of Educational Leadership program are as follows:

1. The student must have completed all admission requirements.
2. The student 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. The student has not been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court.
4. No order or determination is 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 your property due to mental
illness, mental deficiency, chronic use of drugs or chronic intoxication as required by the State of Nebraska in Title 92, NAC Rule 20

5. 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 probably success in the field.

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 typically be part of a cadre, which provides continuity and support for its members. Students may be switched between sections of courses (cadres) based on the discretion of the dean of the program and the Educational Leadership Committee of the Whole. The dean with the approval of the Vice President for Academic Affairs has the ability to substitute courses or develop directed studies to meet the unique needs of students as they pursue the degree. In addition, for the PK-12 endorsement, most plans utilize directed studies as part of the program.

Twenty-Seven Cadre credit hours
EDL 675 Foundations of Educational Leadership 6 hrs.

EDL 680 Elementary Field Experience/Practicum I OR. 3 hrs
EDL 681 Middle Schools Field Experience/Practicum I OR. 3 hrs.
EDL 682 Secondary Schools Field Experience/Practicum I 3 hrs.

EDL 683 Elementary Field Experience/Practicum II OR 3 hrs
EDL 684 Middle Schools Field Experience/Practicum II OR 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.

Nine hours to be completed outside the cadre.
EDU 600 Improvement of Instruction 3 hrs.

OR
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.

Guidelines for Student Teaching and Internships
Doane College assumes the responsibilities for an effective student teaching experience (initial program at the advanced level) and internship experiences (EDL, EDS, endorsements where
applicable). The initial program at the advanced level follows the requirements of the initial program. Advanced candidates must meet the requirements for continuation in the program. All internship and student teaching supervisors meet the required standards in Rule 20 for the State of Nebraska.

**Time Limitations**
In the Educational Leadership Program, a student is expected to complete the degree with their cadre or within a maximum of 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 then the coursework must be repeated.

**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 and all courses accepted as part of the EDL program.

**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 course grade below a “B-” on any graduate course accepted as part of the program.
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.
EDUCATION SPECIALIST DEGREE PROGRAM

Eligibility Requirements – Education Specialist Students
The candidate has completed an MA/MS program in an approved program that qualifies the candidate for building-level, principal endorsement. The program must include completion of one semester of practicum, OR, the candidate must hold a current endorsement in building-level administration.

The candidate shows successful completion of at least six hours of graduate level coursework in the past five years or documentation of the completion of the equivalent in continuing education units. This requirement is also met if you completed a MA/MS program in school administration within the last five years.

Application Process and Admission
The application process is a three-step process:

1. The candidate completes the Application for Admission to Graduate Studies in Education form and forwards it to Graduate Studies in Education, Doane College, 303 N. 52nd Street, Lincoln, NE 68504 along with the application fee of $30.00.
2. Upon receipt of the application form and fee, the admission packet will be mailed to the candidate. The admission process requires submission of the following:
   A. A copy of the candidate’s current teaching certificate
   B. A resume or vita that includes all professional teaching and administrative experiences
   C. A written statement of the reasons for interest in the Ed.S. degree program including the candidate’s professional goals for leadership at the district level and the candidate’s philosophy of education and leadership (250-500 words)
   D. An official transcript(s) of all graduate hours completed and graduate degrees received mailed directly from the graduate institutions to: Graduate Studies in Education, Doane College, 303 N. 52nd Street, Lincoln, NE 68504
   E. A completed disclosure statement of criminal history or any history of violations of the Code of Ethics of the Professional Practices Commission. A copy of the disclosure form is included in the application packet.
   F. Three letters of recommendation including at least one from a practicing administrator. Letter of recommendation forms are included in the application packet.

All application materials should be mailed to: Graduate Studies in Education, Doane College, 303 N. 52nd Street, Lincoln, NE 68504.

3. Program Interview: Selected candidates may participate in an interview that will include the review of a leadership demonstration portfolio. To be selected for an interview, the application packet will be reviewed by members of the Graduate Education Specialist program faculty. Individuals selected for interviews by faculty will be notified as soon as possible with personal interviews scheduled at the mutual convenience of the candidate and the faculty interviewer.

Professional Portfolio – Candidates should bring the Professional Portfolio to the program interview.

• Candidates for the Ed.S. degree who are also Doane Educational Leadership graduates may use their EDL portfolio.
• Candidates for the Ed.S. degree who are not Doane Educational Leadership graduates may develop and bring a Professional Portfolio that includes
A written statement of the candidate’s philosophy of education
A written statement of the candidate’s philosophy of leadership
A personal mission statement
A demonstration of the ability to engage in teamwork and collaboration
A demonstration of the ability to analyze and understand diversity
A demonstration of the ability to implement school improvement plans
A demonstration of engagement in leadership at the building level

Selection: Candidates will be accepted for the Ed.S. program based upon 1) a review of the application information, 2) the results of the interview, and 3) the completion of a faculty assessment of the candidate’s capacity for scholarship and leadership at the Ed.S. level. Candidates will be notified of their acceptance or other status. Approval for Full Graduate Standing will occur upon recommendation of the faculty after completion of 9 hours of the specified coursework.

Doane E-Mail Accounts Required for Faculty and Students
To comply with the Higher Education Act, ALL course communication between faculty and students will use Doane e-mail addresses. Students should also use their Doane e-mail for communication with Doane offices. The Graduate Office, Business Office, Financial Aid and Blackboard will all use students’ Doane e-mail accounts. All Doane students have access to a Doane e-mail account and receive instructions about setting this up when they apply. If students do not set up their e-mail or have forgotten their password or user id, they should contact helpdesk@doane.edu.

Transfer of Credit Policy – Education Specialist
No credit hours are accepted as transfer credit for the Education Specialist degree.

Full Graduate Standing will occur upon the successful completion of 9 hours of the specified coursework 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.

Decisions are communicated to the student in writing as soon as practical after the student completes the first nine hours of program.

Program Design
The Education Specialist program will include 30 hours of in-class work with a seminar approach. In addition to the in-class seminar work, the EDS candidate will complete at least 6 hours of internship or practicum experiences approved in advance as part of the Leadership and Learning Plan of the candidate. The program totals 36 credit hours.

The required coursework of the EDS program will be organized into two categories. One in which all of the candidates complete coursework as a group or cadre scheduled to take place over a three-calendar year. The second category is stand-alone coursework required of all candidates but that can be completed at various times.

Students will typically be part of a cadre, which provides continuity and support for its members. Students may be switched between sections of courses (cadres) based on the discretion of the dean of the program and the Educational Leadership Committee of the Whole. The dean with the approval of the Vice President for Academic Affairs has the ability to substitute courses or develop directed studies to meet the unique needs of students as they pursue the degree.
Thirty Cadre/Core Courses

ESD 705 Issues in Leadership 3 hrs.
ESD 710 School Districts as Organizations 3 hrs.
ESD 715 School-Community Communications 3 hrs.
ESD 820 Leading and Responding to Change 3 hrs.
ESD 725 Politics and Policy Leadership 3 hrs.
ESD 910 Ethics of Leadership 3 hrs.
ESD 920 Leadership Practicum (tied to ESD 820) 3 hrs.
ESD 930 Curriculum, Instruction and Assessment Design 3 hrs.
ESD 830 Human Resource Leadership 3 hrs.
ESD 940 Leadership Internship (tied with ESD 840) 3 hrs.

Six hours to be completed outside the cadre.
ESD 755 Financial Frameworks 3 hrs.
ESD 810 Resource Development and Allocation 3 hrs.

Guidelines for Student Teaching and Internships
Doane College assumes the responsibilities for an effective student teaching experience (initial program at the advanced level) and internship experiences (EDL, EDS, endorsements where applicable). The initial program at the advanced level follows the requirements of the initial program. Advanced candidates must meet the requirements for continuation in the program. All internship and student teaching supervisors meet the required standards in Rule 20 for the State of Nebraska.

Time Limitations
In the Education Specialist Program, a student is expected to complete the degree with their cadre or within a maximum of five 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 then the coursework must be repeated.

Academic Standing
A degree-seeking Education Specialist 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 ESD-prefixed courses.

Academic Probation
A degree-seeking Education Specialist 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 ESD-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 Education Specialist 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 ESD-prefixed 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 Education Specialist 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

Registration dates for all programs are listed in the course schedules and on Doane’s web advisor, wa.doane.edu. 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 and Education Specialist students will be notified about registration procedures for the first class in their program following the selection process. Thereafter all students register through web advisor. Curriculum and Instruction students, Initial Certification at the Advanced Level and School Counseling students will register for all classes through web advisor.

Payment and Fees
Tuition for graduate courses is payable exclusively online. Students will access their account through web advisor at wa.doane.edu and use their user id and password to view their statements.

Payments can be made in the following ways:
• By Check: Mail checks payable to Doane College, Business Office, 1014 Boswell Avenue, Crete, NE 68333. Please indicate your student id number on the memo line of the check.
• By e-check or by credit card online: On WebAdvisor, wa.doane.edu – log in with your user id and password. On the Student Menu under “Financial Information” select “View Your Account/Make a Payment.” You can view your account if you wish to check your balance. Then, click on “Make a Payment” and when “Student Account” is displayed, select “Pay.” Enter the payment amount and select either e-check or credit card. Click “Continue” and follow the directions for the pay method you selected. For e-checks, make sure that you follow the instructions very carefully and properly input you bank’s routing number and your account number. Returned electronic checks are treated the same as any dishonored item, and you will be charged a $30 fee if your check is returned.
Other payment types include: Federal Stafford Loans, Alternative Loans, Payment Plans (discussed below) or any combination thereof. Please contact the Financial Aid Office (FAOffice@doane.edu) to discuss loan options. Please note all Financial Aid forms must be completed to determine eligibility for Federal loans.

Payment plans are available online, via Nelnet. Short-term plans (one to six months) are available for a one-time charge of $25. Long-term plans (seven to twelve months) are $45. Both plans are interest free. Payments are charged on the 5th or the 20th of each month, and you can choose either free e-check withdrawals from your checking/savings account, or pay with an acceptable credit card, subject to the 2.75% convenience fee. To set up a payment plan, go to WebAdvisor, wa.doane.edu – log in with your user id and password. Select “FATS/NBS Payment Plan” under the Student Menu – Financial Information section. Select “Tuition Payment Plan – for LINC, GI & Grad.” Proceed, following the instructions to set up a payment plan that automatically deducts the amount selected from your checking or savings account for the length of time you select.

If you do not know your user id and password, please e-mail helpdesk@doane.edu and they will assist you. If you have other questions about your account, please call Student Accounts at 1-800-333-6263. Please continue to call the Graduate Education office at 888-803-6263 or 402-466-4774 if you have questions about your registration for the current semester.

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 can 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.

Full time students in all graduate education programs are defined as those enrolled in six credit hours during a term of instruction.

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:

<table>
<thead>
<tr>
<th>Days</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>100%</td>
</tr>
<tr>
<td>11-21</td>
<td>50%</td>
</tr>
<tr>
<td>22-28</td>
<td>25%</td>
</tr>
<tr>
<td>29-35</td>
<td>10%</td>
</tr>
<tr>
<td>After 35</td>
<td>0%</td>
</tr>
</tbody>
</table>

Graduate 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 course schedules for the official starting date of each term.
Financial Aid Withdrawal Policies
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.

Drop and Withdrawal Policies
For one or two week courses meeting during the summer in locations such as Crete, Fairbury, Fremont, Grand Island, Lincoln, Norfolk, North Platte or Omaha, no Drops or Withdrawals for a “W” grade are allowed after a course begins. The last date to drop/withdraw from an online course in the summer is June 15. After these dates have passed a grade of “F” instead of a “W” will be awarded for any drops or withdrawals. During Fall semester, any drops or withdrawals after October 31 will receive a grade of “F” instead of a “W.” For Spring semester, any drops or withdrawals after March 31 will receive a grade of “F” instead of a “W.”

Policy for Continuing Matriculation
If a student in any graduate education program fails to register at Doane College for any courses in a two year period, the student 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. These readmitted degree-seeking or endorsement-seeking students must meet the 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 Education Committee of the Whole 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.
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. Any student receiving a grade of B- or lower in any course will automatically be reviewed by the dean of the student’s program or the Graduate Education Committee of the Whole regardless of the student’s 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.

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.

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 600-999 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
</tbody>
</table>

66
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 any graduate program with an “I” or “IP” 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**

An Incomplete (I) may be given if a student is not able to complete the work required for a course by the last day of the course due to sickness or other extenuating circumstance that the student has discussed with the instructor. When awarding an incomplete, the instructor will assign an expiration date no later than the following term. The latest expiration date for an Incomplete due to be removed in Fall semester is December 1; the latest expiration date for an Incomplete due to be removed in Spring semester is May 1; the latest date for an incomplete date to be removed for summer semester is July 15. If the expiration date passes without a grade change from the instructor, the incomplete grade will automatically convert to an “F”. This is a final grade and will not be changed, per the grade change policy.

*In order to receive an incomplete (I), a student must have completed at least 75% of the coursework required for the course.*

**In Progress Grades**

For courses such as practicums, final projects, directed studies, or internships, intended to last longer than a single term, instructors can submit a grade of “In Progress” (IP) at the end of the first term. The IP grade must be changed by the end of the following term. The latest expiration date for an IP grade due to be removed in Fall semester is December 1; the latest expiration date for an IP grade due to be removed in Spring semester is May 1; the latest date for an IP grade due to be removed for summer semester is July 15.

**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. For fall semester, withdrawal or dropping a course after October 31 will result in a grade of “F” instead of a W. For spring semester, withdrawal or dropping a course after March 31 will result in a grade of “F” instead of a “W” and for summer, dropping or withdrawing from a course after June 15 will result in a grade of “F” instead of a “W.”

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**POLICIES CONCERNING COMPLETION OF A DEGREE PROGRAM**

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 accordingly
   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. **THE FIRST SECTION OF THE PORTFOLIO** must begin with a section entitled **CRITICAL PIECES**. These include the following.

   The critical pieces should be placed in the first section of your portfolio with a reflection that ties them together.

   A summary and reflection of your critical pieces over what you have learned.
   - A philosophy statement (Completed in EDU-601 Critical Issues)
   - Reflection of the diversity field experience (Completed in EDU-601 Critical Issues)
   - A 4-MAT Wheel (completed in EDU-600 Improvement of Instruction) or a sample lesson plan if you completed EDU-613 Models of Teaching
   - The completed research project (Completed in EDU-603 Research Methods and EDU-604 Culminating Project)
   - A performance assessment and accompanying scoring guide (Completed in EDU-602 or EDU-614 Assessment)

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

   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.

4. **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.

5. **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

6. **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:**

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard:</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>
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.

If you have questions, please contact Lyn Forester at 1-800-333-6263 or lyn.forester@doane.edu.
DOANE COLLEGE – Curriculum and Instruction Portfolio Review Rubric

NAME: ______________________________________________________ DATE:__________________________

REVIEWER: ______________________________________________________________

Criteria For Evaluation – Content, Reflection, Originality, Professional Growth and Leadership and Evidence of the Integration of Technology into Teaching

Content:
- **Professional Master Teacher**
  - The portfolio’s content has a clear organizational structure that is often unique. All parts of the portfolio clearly describe the educator’s growth.
- **Distinguished – Exceeds Standards**
- **Proficient – Meets Standard**
  - The portfolio’s content has a clear organizational structure. This portfolio contains artifacts showing that the educator has completed course requirements.
- **Progressing – Making Progress**
- **Novice – Needs Improvement**
  - This portfolio only contains a collection of work completed in courses.

Reflection:
- **Professional Master Teacher**
  - 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.
- **Distinguished – Exceeds Standards**
- **Proficient – Meets Standards**
  - 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.
- **Progressing – Making Progress**
- **Novice – Needs Improvement**
  - The educator has included little or no reflection

Originality
- **Professional Master Teacher**
  - The educator employed unique ways to showcase work. Unusual techniques were used to personalize the portfolio.
- **Distinguished – Exceeds Standards**
- **Proficient – Meets Standards**
  - The educator has an attractive and organized portfolio.
Progressing – Making Progress
Novice – Needs Improvement
Little attention was given to originality or creative ideas in putting the portfolio together.

Professional Growth and Leadership
- Professional Master Teacher
  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.
- Distinguished – Exceeds Standards
- Proficient – Meets Standards
  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.
- Progressing – Making Progress
- Novice – Needs Improvement
  The portfolio does not present a clear philosophy of teaching and learning nor reflect professional growth of the educator. The educator does not appear to seek information or new professional knowledge that challenges current practices.

Evidence of the Integration of Technology into Teaching – to be completed
**Portfolio Requirements – Initial Certification at the Advanced Level 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 Initial Certification at the Advanced Level 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 Initial Certification at the Advanced Level 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 Initial Certification at the Advanced Level 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 Initial Certification at the Advanced Level Program 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 Culminating Project
### Rubric Rating Sheet

**Initial Certification at the Advanced Level Program Portfolio**

<table>
<thead>
<tr>
<th></th>
<th>Progressing Making Progress 2</th>
<th>Proficient Meets Standard 3</th>
<th>Distinguished Exceeds Standard 4</th>
<th>Final Rating and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selected entries from reflective journal (practicum)</strong></td>
<td>Observations touch on assigned elements but are weak in detail.</td>
<td>Observations reflect intentionality to capture assigned elements.</td>
<td>Observations reflect intentionality to capture assigned elements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analysis level of observations needs greater depth.</td>
<td>Analysis of the practicum observations is generally evident.</td>
<td>Analysis of the practicum observations is consistently evident.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initial insights from observations show no level of enhanced conclusions.</td>
<td>Reflections demonstrate collaboration and some initial insights are enhanced.</td>
<td>Reflections demonstrate a consistent spirit of collaboration and initial insights are enhanced.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative statements do not reflect a synthesis level of thinking.</td>
<td>Summative statements demonstrate some examples of synthesis.</td>
<td>Summative statements demonstrate a consistent level of synthesis work.</td>
<td></td>
</tr>
<tr>
<td><strong>Selected entries from reflective journal (student teaching)</strong></td>
<td>Observations touch on assigned elements but are weak in detail.</td>
<td>Observations reflect intentionality to capture assigned elements.</td>
<td>Observations reflect intentionality to capture assigned elements.</td>
<td></td>
</tr>
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</tr>
<tr>
<td></td>
<td>Summative statements do not reflect a synthesis level of thinking.</td>
<td>Summative statements demonstrate some examples of synthesis.</td>
<td>Summative statements demonstrate a consistent level of synthesis work.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson development samples</strong></td>
<td>Lesson samples include some of the required elements and they are well documented.</td>
<td>Lesson samples include most elements and they are well documented.</td>
<td>Lesson samples include all required elements and each is well documented.</td>
<td></td>
</tr>
<tr>
<td>Learning opportunities</td>
<td>Learning opportunities</td>
<td>Learning opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack attention at sequencing and gaps exist in the design.</td>
<td>show some attention sequencing although some gaps exist.</td>
<td>are well designed and show attention to sequencing and thoughtful planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have low levels of student engagement and lack sufficient processing components.</td>
<td>have some level of student engagement and processing components.</td>
<td>emphasize student engagement and processing throughout instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lack consistent attention to design and/or the elements of implementation, balance is not attained.</td>
<td>reflect greater attention to either design or the elements of implementation, although balance is not attained.</td>
<td>show balanced attention to creation and practical elements of implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>show little evidence of instructional growth and development.</td>
<td>indicate instructional growth and development.</td>
<td>indicate instructional growth and development.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cultivating One’s Stance paper

<table>
<thead>
<tr>
<th>Paper is missing some of the required elements or would benefit from additional supporting details.</th>
<th>Paper makes mention of each required element and sufficient detail is provided.</th>
<th>Paper is well written and exhibits thoughtful attention to all required elements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some conceptual gaps of understanding are evident.</td>
<td>Paper demonstrates a general level of understanding of “stance” and how to create it.</td>
<td>Paper demonstrates an in-depth understanding of “stance” and how it is cultivated.</td>
</tr>
</tbody>
</table>

Focus on Student Learning Analysis, summative report

<table>
<thead>
<tr>
<th>Report is missing some of the required elements or would benefit from additional supporting details.</th>
<th>Report is well written and some attention to analyzing the experience is evident.</th>
<th>Report is well written and exhibits thoughtful attention to analyzing the experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some conceptual gaps of understanding are evident.</td>
<td>Report makes some mention of the details that led to personal and professional growth and understanding.</td>
<td>Report provides numerous and well discussed details that led to personal and professional growth and understanding.</td>
</tr>
</tbody>
</table>

Selected observations from cooperating teachers/Doane

<p>| No rating | No rating | No rating |</p>
<table>
<thead>
<tr>
<th>supervisors</th>
</tr>
</thead>
</table>
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.
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 is 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:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Feedback Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 675</td>
<td>Feedback from faculty</td>
</tr>
<tr>
<td>EDL 686</td>
<td>Feedback from peers</td>
</tr>
<tr>
<td>EDL 680/681/682</td>
<td>Feedback from faculty and feedback from peers</td>
</tr>
<tr>
<td></td>
<td>EDL 695 Presentation - Feedback from faculty and feedback from K-12 educators</td>
</tr>
<tr>
<td>EDL 683/684/685</td>
<td>Presentation –Feedback from faculty and feedback from school-based supervisors and colleagues</td>
</tr>
</tbody>
</table>
A component of the Doane College graduate program is the ongoing 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

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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outstanding</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>On-Track</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Off-Track</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

Reviewer: ____________________________  Date: _____________
<table>
<thead>
<tr>
<th></th>
<th>Not Able to Demonstrate</th>
<th>Low Demonstration</th>
<th>High Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulates beliefs/philosophy of education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(Disposition)</strong></td>
<td></td>
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<tr>
<td><strong>Demonstrates a “can do” attitude</strong></td>
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<tr>
<td><strong>(Disposition)</strong></td>
<td></td>
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<tr>
<td><strong>Demonstrates a commitment to entire school community</strong></td>
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<td></td>
<td></td>
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<tr>
<td><em>(Thinks all students, peers, teachers can learn)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(Disposition)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates understanding of EDL Outcomes:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Knowledge)</em></td>
<td></td>
<td></td>
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<tr>
<td>Strategic Leadership</td>
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<td></td>
<td></td>
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<tr>
<td>Instructional Leadership</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Organizational Leadership</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Community/Political Leadership</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Demonstrates the ability to identify with diverse populations – may include differentiation of instruction (commitment to entire school community)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Knowledge &amp; Skills)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflection:</strong> Aware of own professional development needs/establishes and meets learning goals (strengths/weaknesses/growth)**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Skills)</em></td>
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<td></td>
</tr>
<tr>
<td><strong>Demonstrates leadership skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Skills)</em></td>
<td></td>
<td></td>
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<tr>
<td><strong>Collaboration: Demonstrates ability to work with groups and develop working relationships individuals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>(Skills)</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership Capacity:</strong></td>
<td>Emerging</td>
<td>Progressing</td>
<td>Proficient</td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Demonstrates the dispositions to be an effective leader</strong></td>
<td></td>
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<tr>
<td><strong>Demonstrates the knowledge to be an effective leader</strong></td>
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<tr>
<td><strong>Demonstrates the skills to be an effective leader</strong></td>
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</tbody>
</table>

**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 ___________
Portfolio Requirements – Education Specialist

Education Specialist 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.
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 Education Specialist Program Outcome.
7. Serve as an alternative assessment, both of your learning in the Education Specialist Program as well as how the Education Specialist Program impacted you as a leader.

Expectations, Documentation, Review, Rating Scale and Rubrics are in progress

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 late-October for December completion; mid-March for May completion and early-July 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.

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 the Master of Arts in Counseling with an Emphasis in School Counseling

1. Successfully complete 48 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. Successfully complete practicum and internship hours.
Exit Criteria for Initial Certification at the Advanced Level Program
1. Successfully complete the hours required for the initial certification at the advanced level 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 the culminating project requirements of the Curriculum and Instruction program.

Exit criteria for the Master of Education, Educational Leadership Degree
1. Successfully complete the 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.

Exit criteria for the Education Specialist 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 a one semester practicum in an accredited school district.
5. Complete and present an action research school improvement project at the district level.
6. Submit a written summary of the 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, the Master of Arts in Counseling with an Emphasis in School Counseling degree, or the Education Specialist 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 students are August or December graduates, they can only participate in the December ceremony. If a student is a May graduate, he/she can only participate in the May ceremony.
CERTIFICATION REQUIREMENTS

Teachers Certification
Completion of the Initial Certification at the Advanced Level 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.

5. 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.

**Superintendent Certification**

Completion of the Education Specialist degree prepares students for the Standard Administrative Certificate with an endorsement for the Superintendency. Candidates for the endorsement of the superintendency must also meet the state requirements for the human relations course and a Special Education course. Individuals who have Standard Administrative Certificates with endorsements for the principalship have met the state standards for the human relations and special education courses. Candidates with certificates in administration from other states may have to complete the two required courses if certification in Nebraska is sought. 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. Completion of a minimum of 60 graduate semester hours beyond the baccalaureate degree and a one-semester practicum in an approved or accredited school system.
   b. The applicant must have a valid regular teaching certificate or an administrative and supervisory certificate (Principal, Curriculum Supervisor) and at least two years of teaching experience in a K-12 school.
   c. Complete a three-credit hour course in special education that meets state guidelines.
   d. Complete an accepted course in human relations training.
   e. In compliance with this rule, each student must affirm that he/she has not been convicted of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court.
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.

6. Recommendation for certification for Doane College for the Superintendent 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 Education Specialist degree.
   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.

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**GRADUATE EDUCATION GENERAL POLICIES**

**TECHNOLOGY POLICY**

**Doane User ID and Password**
After being admitted as a student or being accepted as a faculty member a letter containing your Doane user id and password is mailed to the address provided. The user id and password should be memorized as it gives access to the computer labs, your Doane e-mail, Blackboard course management system, library databases, and WebAdvisor.

**Changing your Password**
Go online to: [www.doane.edu/password](http://www.doane.edu/password) and follow the on-screen directions carefully. Your password can also be changed within WebAdvisor; please review the section on WebAdvisor to log in and change your password there.

**Doane E-mail**
All registered users receive a Doane email address. Your Doane e-mail address is usually your username plus: @doane.edu. Doane e-mail is an official Doane College method of communication to all students and faculty. Please check your Doane e-mail account regularly or have Doane’s e-mail forwarded to your home or business e-mail automatically so you do not miss important messages.

**WebAdvisor**
WebAdvisor provides you 24/7 access to grades, financial aid information, and preregistration. To access WebAdvisor:

1. Go online to: wa.doane.edu
2. Choose “log in” in the upper-right corner
3. Enter your Doane user id and password.
4. Choose “WebAdvisor for Students”
5. When finished with your WebAdvisor session, make sure to click the Log Out button (in the upper right corner.)

Blackboard
Blackboard is an online course management/enhancement tool for instructors’ use. To access Blackboard:

1. Go online to: http://bb2.doane.edu
2. Choose “Login”
3. Enter your Doane user id and password – this password is initially set up to be the same as your other Doane passwords; however, it does not synchronize with the other passwords. To change this password for Blackboard;
   a. From your Blackboard menu, select “Change Password and Tools”
   b. Choose Change Password
   c. Complete the password boxes.
   d. Click Submit when finished
4. When finished with your Blackboard session, be sure to click the “logout” icon at the top of the screen.

Online Library Resources
Doane College subscribes to research databases for the benefit of students, faculty, and staff. Full text articles and abstracts are available via the web. Some online databases are only available on-campus. You will need your Doane user id and password to access the databases. To access the online library:

1. Go to www.doane.edu/library
2. Choose “On-Campus” or “Off-Campus” depending on from what location you are accessing the site (note: only choose “On-Campus” if you are physically on the Crete or Lincoln campuses, other college campus locations are considered “Off-Campus” are they are not on the Doane network.)
3. On the next page, choose the database you would like to search within (ex. Academic Search Premier)
4. You will then be taken to a logon page where you can enter your Doane user id and password.

Help or Questions
Please e-mail helpdesk@doane.edu for assistance with your email or Blackboard questions.

Doane College’s Appropriate Use Policy
Information technology and resources include, but are not limited to: computers, software, databases, files, computer accounts, networks, Internet access, and electronic communication. The following are guidelines for acceptable use of information technology at Doane College.

The use of information technology and resources is a privilege extended to Doane College students, faculty, and staff. That use is restricted to academic, educational, research, and/or administrative purposes. These resources may not be used for commercial or business income
purposes unless specific, written authorization for such use is given by the college. Any reselling of Doane’s network services is prohibited.

All use of information technology and resources must comply with federal, state and local laws, licensing and purchasing agreements, and Doane policies. Users of outside facilities such as libraries, Internet, or other electronic communication facilities must also comply with the acceptable practices and restrictions established by those facilities.

Individuals may not use institutional resources without proper authorization from the assigned user of the resource. Individuals may not use another user’s computer account or user id or change another user’s password without prior permission from the assigned user. Users are responsible for their use of computer hardware, software, accounts, user ids, and passwords. Users are responsible for all resources assigned to them even if another person uses them.

Users must not access, copy, view or change private files without authorization. They may not change, create, or delete public files or directories without proper authorization. Users do not have the right to create or receive unauthorized copies of software. Users must not attempt to modify software, data, or systems in an unauthorized manner.

Information technology and resources must not be used to make unauthorized entry into other communications, computational, or informational devices or resources. Accessing restricted databases requires authorization.

For the complete technology policy, please go to www.doane.edu.

### 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

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 appropriate Graduate Committee of the Whole. The request is submitted to the 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 appropriate Graduate Committee of the Whole 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 Committee of the Whole.

5. The Graduate Committee of the Whole 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 appropriate Graduate Committee of the Whole 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 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 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 appropriate Graduate Committee of the Whole for the purpose of seeking readmission. The following outlines the steps for appeal:
1. The student must submit a written request to the Committee asking to be readmitted to the graduate program on provisional status.

2. The student must submit to the 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 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.

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**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](http://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.
FACULTY POLICIES

Definition of Faculty

Resident Faculty: A resident faculty member is a full-time unit faculty member holding at least a master’s degree. A resident faculty member is under regular contract at Doane College.

Graduate Faculty Member: A graduate faculty member is a full time, unit, resident faculty member having a regular contract with Doane College. The Graduate Faculty member holds the terminal degree. Resident faculty members who earn the terminal degree may choose to become graduate faculty members.

Adjunct Graduate Faculty: Adjunct faculty members hold at least a master’s degree. They are hired on a semester basis for particular courses in which they have exhibited exceptional expertise. Doane acknowledges the definition of exceptional expertise as the following: 

Exceptional expertise shall mean knowledge or skill acquired through experiences not usually a part of teacher preparation programs, such as long-term experience with other cultures, experience with political processes in the United States or other countries, and experience in research settings which have application to the educational setting.

School Based Faculty

- All School Based Faculty supervising internships or practicum courses shall have a masters degree.
- School faculty supervising education specialist internships must hold the doctorate.
- All school faculty shall have a minimum of three years experience in the areas they are supervising and hold a teaching, administrative or special services certificate for the areas they are supervising.

Advising and Committee Service

Graduate faculty members assist the advising office as needed. The faculty teaching EDU 603 Research Methods advise students about the culminating project in EDU 604. All resident graduate education faculty members serve on the committee of the whole for graduate admissions, policy and curriculum matters as well as serving on Doane College undergraduate committees.

Research and Community Service

Graduate faculty members are expected to engage in research with special attention to research done collaboratively with area K-12 teachers. All resident faculty members are reviewed according to the Doane College resident faculty requirements for evidence of growth in teaching, research, and scholarship.

Graduate faculty members are also expected to be regularly involved in professional associations and to provide education-related services at the local and state level in their area of expertise.