



“The Developing Professional”

Student Handbook

2019

College of Education

Curriculum and Instruction

Initial Certification at the Advanced Level

Additional Endorsements

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Doane University

College of Education

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GRADUATE STUDIES IN CURRICULUM AND INSTRUCTION

The Purpose of Doane

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

Doane University Mission Statement

Doane University'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 University 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 800-621-7440 or via the Internet: www.ncacihe.org.

In addition, the Teacher Education unit at Doane University 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.

Doane University

The Developing Professional

INTRODUCTION

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

OVERVIEW

The Developing Professional

The Doane University Education Division believes all educational professionals are lifelong 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 Program

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 Program

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 places instructional emphasis on those methods and materials that anticipate learner performance in the workplace.

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

ADMINISTRATIVE STRUCTURE

The graduate programs in education are headed by the Dean of the College of Education. Each program has a director who works with the development and monitoring of program and students. The responsibilities include the following:

1. Administration of all graduate programs within the Unit.
2. Establishing, supervising and directing the budgets 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 Dean of the College of Education and the directors of each program provide direction for their respective programs. The assistant dean supports both deans in the administration of the programs.

Graduate Academic Affairs Committee

Membership of the committee includes one full-time graduate faculty member from each of the graduate programs at Doane University, 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 University faculty for their approval or disapproval. The committee may meet formally or electronically as needed.

Curriculum and Instruction Graduate Advisory Committee (Meets once a year)

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.

ADMINISTRATIVE POLICIES

Due Process

Doane University 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, genetic information, 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 Laura Northup, Director of Human Resources at laura.northup@doane.edu or 1014 Boswell Ave., Crete, NE 68333; (402) 826-6773. Laura Northup 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.

Any student who feels that he/she may need an accommodation based upon the impact of a disability should contact the Director of Student Services and ADA coordinator to discuss his/her specific needs. Documentation of disabilities is needed.

Grievance Procedure

Doane University 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 Northup, 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.northup@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 University, 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.

Violence and Unacceptable Behavior Policy

A basic tenet of our society is that every citizen has the right to security in both person and property. Our laws prohibit the physical abuse of persons, and the illegal appropriation and destruction of property. The effect of those laws is to provide a setting in which persons can realize their potential as social, political, economic, and creative beings.

Doane is a place of excitement and learning where all ages, abilities and disabilities, races, creeds, orientations, genders, identities, and ethnic and national origins have the opportunity to develop skills and knowledge toward goals which will make them effective citizens and promote their individual and group well-being.

Those students who do not share these goals, who flagrantly or consistently disrupt the educational process, or who physically abuse or harass, or attempt to physically abuse or harass, other persons

in the Doane community will be subject to disciplinary consequences. Such individuals may be dismissed from school and may be subject to criminal charges. Similarly, students who do not respect the property of others, thereby degrading the quality of student life and increasing the cost of education, will be held liable for such damages and may be dismissed from the institution as well as be subject to criminal liability.

Moreover, students found diminishing the dignity of other members of the community through illegal harassment, including sexual harassment, hate speech, hate/bias incidents or other means of disparagement, which are unlawful or inconsistent with the College's aspiration to produce citizens respectful and tolerant of the diversity of people, may be disciplined or dismissed from the College.

Doane University does not condone and will not tolerate violence of any kind. This prohibition includes, but is not limited to, violation of Doane's Sexual Assault and Rape Policy, Doane's Anti-Harassment Policy, and Doane's Bias/Hate Incident Policy.

Sexual Assault and Rape Policy

Doane University does not condone and will not tolerate sexual assault or rape in any form. In the event of a reported incident, confidentiality, protection of the victim, and prevention of further injury or continued stress are the first priorities. The College will make every effort to be responsive and sensitive to the victims of sexual assault and rape. We encourage the involvement of law enforcement immediately. It is also the College's responsibility to provide a forum in which anyone involved in an incident will have it addressed promptly, fairly and impartially. Because of the traumatic and sensitive nature of these incidents, a Special Hearing Board will respond quickly to the allegation and resolve the matter as expediently as possible while insuring that interests of all parties involved are protected. Please direct additional questions to the Student Leadership Office on the Crete campus.

Bias/Hate Incident Policy

Members of the Doane University community are expected to demonstrate individual responsibility in showing consideration for the beliefs and feelings of others; abiding by federal, state and local laws; and demonstrating exemplary conduct. When a student's behavior has direct implications for others and/or the well-being of the Doane community, there is cause for community involvement, regardless of where the situation occurs.

Doane University creates a social and academic environment where students develop awareness of diversity and multiculturalism, and how to function in a pluralistic and global society. Any behavior which threatens this environment will not be tolerated. To aid the College in responding to incidents of bias and hate, an Advocacy Response Team has been created which will offer support and assistance to victims as well as insuring any incident is documented properly. Please contact the Student Leadership Office on the Crete campus. Bias/hate incidents include, but are not limited to, attempted or actual harassment or violence based wholly or in part on the victim's membership in a legally protected class, or based on the victim's sexual orientation or gender identity. See also the Anti-Harassment policy and the Violence and Unacceptable Behavior Policy.

Anti-Harassment Policy

A fundamental policy of Doane University 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, genetic information, sexual orientation or any other protected class recognized by state or federal law. Sexual harassment and/or sexual violence are prohibited forms of sex discrimination. 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, genetic information, 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. Failure to follow this policy will result in disciplinary action up to and including termination.

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.

Harassment can take a number of forms, but of particular concern is sexual harassment, which is a violation of state and federal law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, sexual assault, sexual violence, domestic violence, stalking, and other verbal or physical conduct or visual forms of harassment of a sexual nature. Procedures regarding complaints of sexual harassment may be obtained from the Office of Vice President for Academic Affairs, 1014 Boswell, Crete, NE 68333.

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.

<p style="text-align: center;">Doane University Institutional Review Board and Policies for Action Research Curriculum & Instruction</p>

Policies for Classroom and School-Based Projects

Graduate students design a 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 University, and the qualitative research community (Spradley, 1980). The Doane University 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. Topics for final projects focus on teaching practices to positively strengthen student learning. These projects support the local school improvement plan for academic and social growth in areas specified by the Nebraska State Standards.
- Graduate students are expected to complete their local district's approval process for completion and dissemination of action research projects.
- 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 University IRB review board before submission to a professional journal.

Doane University IRB Policy Statement:

Doane University'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 University 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).)

Graduate students in the Doane Curriculum and Instruction Program conduct an Action Research project as requirements in EDU603 Research Methods and EDU604 Culminating Projects. The standards required by the Department of Health and Human Services (HHS), are described in the Code of Federal Regulations, part 46. However, most of the projects will qualify for exempt status. The faculty member of each Education 603 section will direct the student in gaining the proper IRB permission.

In addition, 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. The faculty member in Education 603 will advise students of the form utilized.

PROGRAMS OF STUDY

Master of Education in Curriculum and Instruction

Doane's site-based and online Curriculum and Instruction degree is designed to maintain a program committed to excellence while giving special attention to the needs of K-12 teachers. Courses offered in this program are offered online, at Doane campuses and at times, in K-12 schools across the state.

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.

Initial Certification at the Advanced Level Program

The initial certification at the advanced level program prepares candidates to teach in grades 7-12 in an area in which Doane endorses individuals or for certification as a K-12 Special Education teacher or Elementary Education teacher. The content areas include the sciences, mathematics, social sciences, English, Elementary and Special Education. Candidates must have a B.A. or B.S. degree to begin this program with a 3.0 or higher cumulative GPA. Through a series of course

work, practicum, and internship experiences, candidates may complete the content endorsement program in four terms (Summer I, Fall, Spring, Summer II). Students working for an endorsement in K-12 Special Education and Elementary Education must complete at least one to two additional semesters.

Through a series of coursework, practicum, and internship experiences, candidates may complete the program in four or five terms (Summer I, Fall, Spring, Summer II and Fall II for elementary and special education students ONLY).

Thirty-seven credit hours of graduate coursework for secondary certification, 58 credit hours of graduate coursework for elementary and 72 credit hours of graduate coursework for special education are required for Initial Certification. Additional coursework may be required in the content area for 7-12 certification. Students begin the program in the summer term only. Upon completion of the coursework, students may apply for licensure in the state of Nebraska.

Endorsements

Endorsements are offered in Early Childhood, ESL, Special Education, and Reading Specialist and Music Education. 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.

Categories of Graduate Students

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

- Initial Certification at the Advanced Level Program students in Curriculum and Instruction seeking initial certification. Full time students are defined as those completing 6 credit hours per semester.
- Degree-seeking graduate students pursuing a Master of Education degree in Curriculum and Instruction. The Curriculum and Instruction degree leads to no initial or additional certifications .
- **Certification for the Initial Program at the Advanced Level or an endorsement program (May be taken concurrently with the Curriculum and Instruction Program)**
- Non-degree seeking students. The non-degree seeking category serves students who do not wish to pursue a graduate degree at Doane University 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 Director of the Curriculum and Instruction program and the Assistant to the Dean advise Curriculum and Instruction degree-seeking, Advisers assist students in developing programs of study, monitoring progress in the program, and assisting with program changes. 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. University representatives visit all courses in the summer semester. Adjunct and resident faculty also refer Curriculum and Instruction 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 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.

The Graduate Office will monitor students completing nine hours of Curriculum and Instruction credit with B- or better in each course for full graduate standing. 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 3.000 or higher. Decisions are communicated to the student in writing as soon as practical after the student completes 9 hours of Graduate Education credit.

Initial Certification at the Advanced Level program students are advised by the director of the program along with the Dean of Teacher Education and the Assistant Dean of Graduate Education. These students must be admitted to teacher education (see the admissions requirements.) The director 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.

Doane E-Mail Accounts required for Faculty and Students for advising, and all coursework and correspondence. 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.

APPLICATION-ADMISSION-RETENTION-PROGRAM DESIGN

Application Policies

Doane University 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.

Students wishing to engage in graduate study in the Graduate Program should obtain the appropriate application forms from Graduate Studies in Education; Doane University; 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 University (this application processing fee is not refundable and does not apply toward tuition.)

To enroll in the first class complete an application and call the enrollment team at 466-4774 for graduate studies.

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.

Policy for Doane University Athletic Department Graduate Assistantship Students

Doane University will make available to the athletic department five graduate tuition waivers to be awarded to employees in the athletic department as determined at the discretion of the athletic director. No additional graduate tuition waivers will be available until either an employee to whom a graduate tuition waiver has been awarded earns a graduate degree, terminates employment with the college, or until the waiver has been lost or terminated under the terms of this policy. The intention of this provision is that no more than five graduate tuition waivers will be in use at any given time.

In making the awards, the athletic director will consider a number of factors, but the intent is that the awards will be used either to: 1) attract and retain part-time head coaches for those sports that do not have a full-time head coach; or 2) attract and retain assistants for sports programs that have a full-time head coach so that the head coach has needed support in recruiting students to participate

in that program and in coaching the students who are already enrolled and participating in that program.

The award of a graduate tuition waiver is subject to the following terms and conditions:

1. The recipient of the award must attend graduate courses on a full-time basis (a minimum of 15 hours per calendar year.)
2. The recipient of the award must be seeking a graduate degree.
3. The award is available for a maximum of three years.
4. The recipient of the award must not enroll in more than 3 credit hours per term while the sport is in the primary season.
5. The recipient of the award must be available during the course of the sports primary season so that the person can attend practices and games on a regular and consistent basis and must schedule graduate school courses so as not to interfere with this obligation. In some cases, this may mean that the recipient of the award does not attend graduate school during the sport's primary season.
6. Benefits are limited in any given calendar year to the amount that is permitted as a tax free employee benefit under IRS rules and regulations (currently \$5250 per calendar year).
7. Tuition paying students shall have priority over the recipient of a tuition waiver in the event that a course is full (the recipient of an award may be bumped from a course by a tuition paying student due to capacity in a given course.)
8. The athletic director will coordinate with the financial aid office to ensure compliance with these provisions and to ensure proper credit of the graduate tuition waiver to the recipient's account.
9. The recipient of the waiver must meet all admissions requirements for the graduate program.
10. The recipient of the waiver must maintain satisfactory progress towards the graduate degree.

Failure to meet any of these conditions may result in termination of the waiver.

PROGRAM STANDARDS

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 University 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 global perspectives. Technology is effectively utilized in this process.
- 1.2. Commands specialized knowledge of how to convey content knowledge to students
- 1.3. Encourages students to construct new knowledge by seeking answers to their questions.
- 1.4. Aligns content knowledge with state and national standards.
- 2. Understands Development: The developing professional understands how children learn and develop, and provides opportunities supporting intellectual, social, and personal growth.**
 - 2.1 Maintains the belief that all students can learn by developing learning experiences for all cognitive levels.
 - 2.2 Evaluates and selects developmentally appropriate outcomes and activities.
 - 2.3 Incorporates current and research-based learning theories into practice.
 - 2.4 Acknowledges that learners learn best from involvement with experiences.
- 3. Understands Differences: The developing professional recognizes and provides for individual differences and diversity.**
 - 3.1 Recognizes individual differences in students and adjusts practice to ensure fairness and success for each student.
 - 3.2 Evaluates and designs curriculum for students with special needs.
 - 3.3 Critiques and enhances curriculum for multidimensional perspectives fostering an attitude supporting the development of a community that values diversity.
 - 3.4 Considers the influence of context and culture on behavior.
 - 3.5 Fosters students' self-esteem and respect for race, gender, class, culture, language, family, community, and religious differences.
- 4. Designs Instructional Strategies: The developing professional uses a variety of instructional strategies to encourage students' development of skills and strategies for critical thinking and problem solving**
 - 4.1 Views the teacher and learners in a reciprocal relationship: the teacher is also a learner, the learners are teachers.
 - 4.2 Differentiates instruction based on observation and knowledge of student interests, abilities, skills, background knowledge, family, and peer relationships.
 - 4.3 Commands a wide range of instructional techniques including those of technology, knows when each is appropriate, and implements them as needed.
 - 4.4 Exposes students to different modes of higher order thinking by teaching students to think analytically and critically about authentic, 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 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.
- 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 wellbeing.**
 - 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.
 - 10.5

CURRICULUM AND INSTRUCTION PROGRAM DESIGN
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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

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

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

- ◆ The student must have completed all coursework for the undergraduate degree, except for student teaching. Student teaching arrangements must be set for the fall semester.
- ◆ The student must have extenuating circumstances that have made it impossible to complete requirements for graduation in May before the summer graduate classes are offered. These circumstances do not include change of major or the student’s optional delay in meeting all degree requirements.
- ◆ The student must be able to show that delaying completion of graduate coursework until the following summer would cause extreme financial hardship to the student.
- ◆ All tuition, materials, fees, and books for early graduate coursework must be paid in full by June 1 of the summer term. This coursework is not eligible for graduate student financial aid. A student may be eligible for undergraduate aid in some instances. 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 can complete the Curriculum and Instruction degree and the master of Education in School Counseling with all online coursework if they choose

Guidelines for Student Teaching/ Internships and Practicum Experiences.

The Graduate Programs follow the requirements of the initial program. All internship or practicum supervisors meet the required standards in Rule 20 for the State of Nebraska. All field-based experiences information is provided in the syllabus for the specific courses including information on ethics, roles of the candidate and supervising teacher and expectations of the experience. Placements are made in high-needs or diverse setting as available. Students must complete one semester of internship or practicum in a high-needs or diverse setting.

Content Testing

Candidates applying for any initial endorsement(s) to be placed on a Nebraska certificate must provide evidence to the Nebraska Department of Education they have passed the required *Praxis*

// content test for the endorsement. The test for the principal endorsement is Educational Leadership Administration and Supervision, test code 5411.

Time Limitations

A student is expected to complete the degree within seven years of beginning graduate study at Doane University. Credits taken in the program which were completed more than seven years prior to graduation are reviewed by the dean or assistant to the 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 (See Academic Probation, Suspension and Dismissal Policies Section)

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 student may be suspended from Doane University 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. 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 University 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 Program at the Advanced Level for Certification prepares candidates to teach in elementary grades (K-6), in secondary grades (7-12 in an area in which Doane endorses individuals) and in special education grades (K-12). Secondary endorsement areas include the sciences, mathematics, social sciences, English, language arts, foreign languages, and art.

Through a series of coursework, practicum, and internship experiences, candidates may complete the program in four or five terms (Summer I, Fall, Spring, Summer II and Fall II for elementary and special education students ONLY).

Thirty-seven credit hours of graduate coursework for secondary certification, 58 credit hours of graduate coursework for elementary and 72 credit hours of graduate coursework for special education are required for Initial Certification. Additional coursework may be required in the content area for 7-12 certification. Students begin the program in the summer term only. Upon completion of the coursework, students may apply for licensure in the state of Nebraska.

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 the program for teaching.
- The Core Academic Skills for Educators (Praxis I) tests in Reading, Writing and Mathematics scores verifying passage of all three sections (Doane University 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 to the Dean of Graduate Studies.

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 University 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 Core Academic Skills tests for Educators are on file at Doane University

- 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 Core Academic Skills for Educators tests on file at Doane University.

2. At the completion of the Fall semester for secondary or at the completion of Spring for elementary and Special education, students will be considered for admission to EDU-655 Student Teaching. 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 practicum courses.
- 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 course work successfully and maintained a 3.0 GPA minimum.

4. Candidates applying for any initial endorsement(s) to be placed on a Nebraska certificate must provide evidence they have passed the required *Praxis II* content test for the endorsement(s).

Program Design –Initial Certification at the Advanced Level Program – Content Area Endorsements

Summer I – EDU-613, EDS-620, EDU-624, EDU-663 = 12 hours

Fall – EDU-626, EDU-633, EDU-639 - content area methods course = 8 hours

Spring – EDU-655, EDU-602 = 11 hours

Summer II – EDU-665, and a computer class to be selected from EDU-625, EDU-636 or EDU-638 = 6 hours

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

Program Design – Initial Certification at the Advanced Level Program – K-12 Special Education Endorsement

Summer I – EDU-613, EDU-624, EDS-620, EDS-631, EDS-625 = 15 hours

Fall I – EDS-633 (alternate to EDS-680B), EDS-621, EDS-621L – 1 hour, EDU-626, EDU-625 or EDU-636 or EDU-638 Technology course = 13 hours

Spring I – EDS-680A, EDS-632, EDS-610, EDS-699 – Behavior Intervention Strategies, EDU-663 = 15 hours

Summer II – EDS-622, EDS-626, EDS-664, EDU-690 or EDU-706 Elementary writing, EDU-609 Elementary math = 15 hours

Fall II - EDS-655 – 8 hours, EDU-602, EDU-634, 679 or 707 Elementary Reading course – online = 14 hours

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

Program Design – Initial Certification at the Advanced Level Program – K-6 Elementary Education Endorsement (K-8 in self-contained classrooms).

Summer I – EDU-613, EDU-624, EDS-620, EDU-641, EDU-738 = 15 hours

Fall I – EDU-630, EDU-679, EDU-736 = 9 hours

Spring I – EDU 643, EDU-735, EDU737 = 9 hours

Summer II – EDU-692, EDU-644, EDU-739, EDU-626, EDU-625 or EDU-636 or EDU-638 Technology course = 11 hours

Fall II – EDU-655 = 8 hours, EDU-602, EDU 665 = 14 hours

An additional 9 hours (EDU-601, EDU-603, and EDU-604) are required for all Master of Education degrees.

Portfolio Requirements – Initial Certification at the Advanced Level Program

(Reflects Critical Pieces from three courses, EDU-626, 633, 655) **Assignment Due Dates**

The portfolio will be submitted twice for instructor review and feedback. This will take place at the end of EDU-633/EDS-680B 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.

Time Limitations

A student is expected to complete the program within seven years of beginning graduate study at Doane University. Credits taken in the program which were completed more than seven years prior to graduation are reviewed by the dean or assistant to the 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

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

A student may be suspended from Doane University 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.
5. Receipt of a second course grade below a "B-".
6. Breach of academic integrity.

In all cases, the student is notified of the suspension in writing. 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 University when the appeal process for suspension has been exhausted. Such students are notified in writing by the Vice President for Academic Affairs.

Online Coursework

Initial certification at the advanced level program students can complete as many hours of online coursework as offered for their program.

Content Testing

Candidates applying for any initial endorsement(s) to be placed on a Nebraska certificate must provide evidence to the Nebraska Department of Education they have passed the required *Praxis II* content test for the endorsement. The test for the principal endorsement is Educational Leadership Administration and Supervision, test code 5411.

Guidelines for Student Teaching/ Internships and Practicum Experiences.

The Graduate Programs follow the requirements of the initial program. All internship or practicum supervisors meet the required standards in Rule 20 for the State of Nebraska. All field-

based experiences information is provided in the syllabus for the specific courses including information on ethics, roles of the candidate and supervising teacher and expectations of the experience.

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 University 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, Special Education K-6 or 7 -12, Special Education K-12 (initial certification only), and Reading Specialist.

A student is expected to complete the endorsement within seven years of beginning graduate study at Doane University. Credits taken in the program which were completed more than seven years prior to completion are reviewed by the dean or assistant to the 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.

Content Testing

Candidates applying for any initial endorsement(s) to be placed on a Nebraska certificate must provide evidence to the Nebraska Department of Education they have passed the required *Praxis II* content test for the endorsement. The test for the principal endorsement is Educational Leadership Administration and Supervision, test code 5411.

Guidelines for Student Teaching/ Internships and Practicum Experiences.

The Graduate Programs follow the requirements of the initial program. All internship or practicum supervisors meet the required standards in Rule 20 for the State of Nebraska. All field-based experiences information is provided in the syllabus for the specific courses including information on ethics, roles of the candidate and supervising teacher and expectations of the experience.

Online Coursework

Degree-seeking Curriculum and Instruction students can complete the Curriculum and Instruction degree and the master of Education in School Counseling with all online coursework if they choose

Time Limitations

A student is expected to complete the program within seven years of beginning graduate study at Doane University. Credits taken in the program which were completed more than seven years prior to graduation are reviewed by the dean or assistant to the 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.

Content Testing

Candidates applying for any initial endorsement(s) to be placed on a Nebraska certificate must provide evidence to the Nebraska Department of Education they have passed the required *Praxis II* content test for the endorsement. The test for the principal endorsement is Educational Leadership Administration and Supervision, test code 5411.

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 student may be suspended from Doane University 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.
7. Receipt of a second course grade below a "B-".
8. Breach of academic integrity.

In all cases, the student is notified of the suspension in writing. 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 University when the appeal process for suspension has been exhausted. Such students are notified in writing by the Vice President for Academic Affairs.

Program Requirements

Early Childhood Endorsement

The Early Childhood Endorsement is a supplementary endorsement that prepares teachers to work with children birth to grade three. To work toward the Early Childhood endorsement, candidates must hold a Nebraska certificate in elementary education. Candidates must also have completed

- Student teaching in elementary education
- Practicum experiences in elementary education
- Methods course work in elementary education

The endorsement requires a minimum of 18 credit hours of coursework to include elementary and early childhood methods coursework, including a practicum of 150 hours. The practicum may be completed in the teacher's classroom with additional work with other age groups.

Coursework Required – each course is 3 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 or EDU-645 Assessment of Literacy or EDU-614 Assessment Literacy Development – Select one course to meet the Assessment course requirement.
- EDC-680 Practicum in Early Childhood
Balance of coursework will be assessed through a transcript review.
- Any one of the following courses:
 - EDU-609 Student Centered Math K-5
 - EDU-677 Math for Young Children
 - EDU-679 Reading in the K-3 Classroom
 - EDU-690 Writing in the Primary Classroom
 - EDU-691 ELL Curriculum for Primary Students
 - EDU-708 Center Based Activities in the Primary Classroom

The Education of Young Children exam is required for all students prior to certification.

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

Special Education Endorsement

A minimum of 40 graduate hours are required for successful completion of the Special Education 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 Special Education - Three Options

- 1. Special Education 7-12 for Certified Teachers Adding a Special Ed Endorsement**
- 2. Special Education K – 6 for Certified Teachers Adding a Special Ed Endorsement**
- 3. Special Education K-12 endorsement for Initial Certification at the Advanced Level Students ONLY**

These courses make up the 25 hours of Required Courses for ALL SPED Certificate candidates – see below for Additional Requirements for each of the options.

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

EDS-620 Exceptional Child – 3 credit hours
EDS-621 Advanced Assessment – 3 credit hours
EDS-621L Advanced Assessment Practicum - 1 credit hour
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-632 Critical Issues in Special Education – 3 credit hours
EDS-699 Behavior Intervention Strategies – 3 credits

1. **Option #1 - Additional Required Coursework for students who are certified teachers and wish to add a 7-12 Special Education endorsement to their certificate**
 EDU-602 or EDU-614 or EDU-645 Assessment – 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
 EDS-680B Practicum for Special Education 7-12 – 3 credit hours
 - For elementary teachers who wish to add this endorsement you must complete an additional practicum experience in a secondary school

Graduate Elective (if secondary teacher, K-8 course in Reading and K-8 course in writing are required for these electives)

Graduate elective (if secondary teacher, K-8 course in Math is required for this elective)

2. **Option #2 – Additional Required Coursework for students who are certified teachers and wish to add a K-6 Special Education endorsement to their certificate.**
 EDU-602 or EDU-614 or EDU-645 Assessment – 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
 EDS-680A Practicum for Special Education K – 6 – 3 credit hours
 - For secondary teachers who wish to add this endorsement you must complete a reading course, a writing course and a mathematics course for elementary students.

3. **Option #3 – K-12 Special Education Certification – ONLY for INITIAL CERTIFICATION AT THE ADVANCED LEVEL Students**
 EDU-602 or EDU-614 or EDU-645 Assessment – 3 credit hours
 EDS-625 Methods of Teaching Mild/Moderate Special Education – 3 credit hours
 EDS-655 Student Teaching (Clinical Practice Experience – 8 credit hours
 EDU-663 Reading & Writing in the Content Area – 3 credit hours
 EDS-665 Beginning Teacher Seminar for Special Educators – 3 credit hours
 EDS-680A Practicum for Special Education in K – 6 – 3 credit hours
 EDS-680B Practicum for Special Education in 7 – 12 – 3 credit hours
 EDS-699 EECIA Examination Preparation Course – 1 credit hour
 - Students must complete a reading course, a writing course, and a mathematics course for elementary students – 9 credit hours
 - Students must complete all other Initial Certification at the Advanced Level requirements

Reading Specialist Endorsement

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

Required Courses

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

Any One of the Following (3 credit hours)

- EDU-690 Writing in the Primary Classroom – 3 credit hours
- EDU-706 Supporting Writers in the Writing Workshop – 3 credit hours

Any One of the Following (3 credit hours)

- EDU-676 Literature in the Secondary Classroom – 3 credit hours
- EDU-688 Literature for Adolescents – 3 credit hours

Any One of the Following (3 credit hours)

- EDU-645 Assessment of Literacy – 3 credit hours
- EDU-614 Assessment Literacy Development – 3 credit hours
- EDU-602 Assessment of Learning – 3 credit hours

Any One of the Following (3 credit hours)

- EDU-606 Improving Strategic Instruction in the Language Arts – 3 credit hours
- EDU-634 Reading in the K-6 Classroom – 3 credit hours
- EDU-679 Reading in the 4 – 8 Classroom – 3 credit hours
- EDU-707 Supporting Readers in the Reading Workshop – 3 credit hours

Any One of the Following (3 credits)

- EDC-612 Developing Literacy in the Primary Grades – 3 credit hours
- EDU-678 Reading in the K-3 Classroom – 3 credit hours

Emphasis in Music Education Program Design

Eight courses are required plus six credits of additional music electives and six elective credits from curriculum & instruction or additional music courses to be 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

MUS 601 History and Philosophy of Music Education	3 credits
MUS 602 Music Curriculum Development & Evaluation	3 credits
MUS 610 Psychology and Sociology of Music	3 credits

Six credits elective in Music

Six credits elective in Curriculum and Instruction

ADMISSION REQUIREMENTS

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 University 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 University, 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:

- The applicant must have earned an undergraduate degree from an accredited college or university with an undergraduate GPA of 3.00 or higher.

- 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.
- 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.
- 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.

Non-Degree Seeking Students -Admission Requirements

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.

REGISTRATION and FINANCIAL 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.

Waitlist Policy

When a student attempts to register for a full class they will be given the option to be added to the waitlist. When a seat becomes available, ***a notification email will be sent to the first student's Doane email address.*** That student will then have 24 hours from the time the email was sent to respond confirming they would like to be registered for the class. If that student does not respond within **24 hours**, they will be dropped from the waitlist and the next student on the list will be notified.

Outside Assistance and Financial Aid

The Office of Financial Aid considers outside scholarships part of your financial resources when determining your eligibility for aid. If you have been awarded outside scholarships, you must inform the Office of Financial Aid of the amount of your tuition benefit.

If the outside scholarships result in an over-award of need-based aid, the Office of Financial Aid may be required to reduce your loan amount. This could result in a balance due to the university for financial aid you have already received.

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 University 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.

Students requiring financial aid should contact the Financial Aid Office in Lincoln at 402-466-4774.

PAYMENT, FEES and ADMINISTRATIVE POLICIES

Doane University College of Education Payment Policy

Tuition for classes is due by the first day of class. If full payment or payment arrangements have not been made the student account will be subject to late fees. A hold will also be placed on the student account to prevent further registration or release of transcripts.

If full payment or payment arrangements have not been made by the dates listed in the above paragraph, the student account will be subject to late fees. A hold will also be placed on the student account to prevent further registration or release of transcripts.

Payment Types Accepted

All payment types listed are accepted online by logging into WebAdvisor at wa.doane.edu or in person at the Crete, Grand Island, Lincoln or Omaha campuses. Cash is not accepted.

- **Check:** Checks can be made payable to Doane University and mailed to the Business Office, 1014 Boswell Avenue, Crete, NE 68333. Please indicate the student's ID number on the memo line of the check.

- **ECheck: Payment can be made online by e-check** by logging into WebAdvisor at wa.doane.edu. Click on “View Your Account” and follow the instructions. There is no convenience fee for this service. Make sure that you follow the instructions very carefully and properly input your 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 \$25 fee if your check is returned.
- **Credit Card: Payment can be made** by logging into WebAdvisor at wa.doane.edu. Click on *View Your Account* and follow the instructions. American Express, Discover, MasterCard or Visa are accepted. A convenience fee of 2.75% will apply.

Automatic Payment Deferment

Automatic deferments will be granted to students who have been awarded financial aid or have certified military benefits to cover the entire balance by the payment deadlines listed above. However, if these benefits do not cover the balance 100%, the student is responsible for the difference by the payment deadline.

If financial aid has not been awarded, military benefits have not been certified or if payment arrangements have not been made by the payment deadline, the student account will be subject to late fees. The account will also be placed on registration hold and transcripts will not be released.

Monthly Installment Payment Plan

An online installment plan is available through Nelnet Business Solutions. This can be found by logging into WebAdvisor at wa.doane.edu Short-term plans (six months) are available for a one-time charge of \$25. Long-term plans (nine or twelve months) are \$45. Both are interest-free plans. Payments are charged on the 5th or the 20th of each month, and you can choose either free e-check withdrawals from a checking/savings account, or payment with an American Express, Discover, MasterCard or Visa credit card, subject to the 2.75% convenience fee.

Please do not assume your balance will automatically be adjusted if financial aid is received or a class is dropped or added. You should review your agreement balance online through <https://secure.factstuition.com/facts/mypmtplan> or contact the **Doane Business Office at 402.826.8250** to confirm any changes.

Any unpaid balances are subject to late fees, as well as registration and transcript holds. Students can view their outstanding balance by logging into WebAdvisor at wa.doane.edu.

Most courses have a textbook or a required set of materials. When a course fee is added to the course, those charges are automatically billed to the student and must be paid with tuition. Textbooks can be ordered from Follett Books online. 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.

Degree-seeking students and Initial Certification at the Advanced Level students will be charged a one-time fee for LiveText – an assessment database and electronic portfolio program. The fee will be charged along with tuition for a single required course in the student’s program and will offer the student 5 years of portfolio and data access.

Refund Policy

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

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

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

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 University Calendar. Please refer to the course schedules for the official starting date of each term.

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 from a course after October 31 will receive a grade of “F” instead of a “W.” For Spring semester, any drops or withdrawals from a course 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 University for any courses in for a one or 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 College of Education graduate 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 University 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. Directors of the Graduate Studies Programs 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 Director of the student's program or the 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 the Academic Honesty and Plagiarism Policies in 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:

Grade	Quality Points
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0

C-	1.7
D+	1.3
D	1.0
D-	0.07
F	0.0

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

Changes in Grades

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

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

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

A student may not graduate from 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. An incomplete grade can only be given when 75% of the course work is completed. 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 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 by the student. 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 an online course after June 15 will result in a grade of “F” instead of a “W.” For summer courses lasting one week, students cannot drop after the course has started.

EXIT CRITERIA

Application for Degree

Each candidate for a 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 completed online by late-September for December completion; mid-February for May completion and late-June for August completion. Failure to meet these deadlines MAY delay your graduation for one semester.

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

Successfully complete 36 hours of graduate work in the program.

1. Maintain a graduate cumulative grade point average of 3.00 or above.
2. File an application for degree form no later than the required date.
3. Complete and present a culminating project.
4. Submit a written summary of the project to the Graduate Office.
5. Complete and submit Critical Pieces.

Exit criteria for Endorsements: Reading Specialist, ESL, Early Childhood and Special Education

1. Successfully complete required course work.
2. Maintain a graduate cumulative grade point average of 3.00 or above.

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 Critical Pieces.

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.

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 degree, the Education Specialist degree or the Doctorate in Educational Leadership from the President of Doane University.

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 *Praxis* Core Academic Skills for Educators tests.
- ◆ 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. The Dean of the College of Education provides information for certification.

Content Testing

Candidates applying for any initial endorsement(s) to be placed on a Nebraska certificate must provide evidence to the Nebraska Department of Education to the Nebraska Department of Education they have passed the required *Praxis II* content test for the endorsement. Students can check the ETS web site for the particular test required for each endorsement and the qualifying score.

GRADUATE EDUCATION GENERAL POLICIES
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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 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 University 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 University 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 University'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 University.

The use of information technology and resources is a privilege extended to Doane University 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.

References for Plagiarism Notes

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

ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL

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

A student on academic probation will be returned to good academic standing when the specific conditions for removal of the probation are met. If the conditions are not met, the student will not be allowed to continue in his/her program and may be suspended.

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 suspended and will not be readmitted to the program.

A graduate student may be suspended from Doane University 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 University Student Academic Honesty Policy (a copy of the policy may be obtained from the Vice President for Academic Affairs Doane University, 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 suspension in writing by the Director 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.

Full Graduate Standing Appeal

An applicant denied full graduate standing to a graduate program may appeal this denial by submitting a written request to the appropriate Program Director. The request is submitted to the Department of Education, Doane University, Crete, NE 68333, within 14 calendar days of the date of the letter of full graduate standing denial. The Director 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 Director, if desired. A recommendation either supporting or not supporting the applicant's request will be made by the Director and communicated, in writing, to the Dean of the College of Education.

Course Grade Appeals

Any student in the graduate program of education may appeal to the Director of the Program 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 Director 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 Director 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 the College of Education. The Dean of the College of Education 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 Vice President of Academic Affairs.
5. The Director reviews the appeal. The Director 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 Director review, a request to the student clarifying information, confirmation of a hearing date or other information. If there is no response to the request, the Director 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 Director may render an opinion based upon information currently available or vote the appeal inactive.

Academic Probation

A student on academic probation will be returned to good academic standing when the specific conditions for removal of the probation are met. If the conditions are not met, the student will not be allowed to continue in his/her program and may be suspended.

Appeals of Academic Suspension

Any student in a graduate program in Education suspended from Doane University may appeal to the appropriate Director for readmission.

1. The student must submit a written request to the Director asking to be readmitted. This request must include the reasons the Director should consider him/her for readmission.
2. The student must be prepared to appear before the Director, if such an appearance is requested, to answer any questions the Director may have about the student's potential to continue in the graduate program and to maintain his/her good academic standing in the future.
3. The student will be notified in writing of the decision of the Director.

The appeals process for suspension must be initiated by the end of the term in which the student was suspended.

Appeals for Readmission Following Dismissal

A graduate student may be dismissed from Doane University when the appeal process for suspension has been completed and the Director has denied the appeal for readmission. These students are notified of their dismissal in writing by the Dean of the College of Education.

Any student in a graduate program in Education dismissed from that program may appeal to the Dean of the College of Education for the purpose of seeking readmission to their program. The appeals process for readmission following dismissal may not be initiated until one full academic year has elapsed following the student's dismissal from the graduate program.

The steps for appeal are as follows:

1. The student must submit a written request to the Dean of the College of Education and Director of Program asking to be readmitted to the graduate program on a provisional status.
2. The student must submit to the Dean of the College of Education and Director of Program 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 Dean of the College of Education and Director of Program 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.
4. The student will be notified by the Dean of the College of Education of their decision regarding readmission on a provisional status and the requirements for the student's return to good academic standing.

STUDENT SERVICES

Library Facilities

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

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

Career Placement

Graduates may check with the Doane University Teacher Placement Office, which is located on the Crete campus to see if a credential file can be established.

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 Dean of Teacher Education for more information.