DOANE
UNIVERSITY
1872

"The Developing Professional"

Student Handbook

2019

College of Education

Master of Education in Educational Leadership

Table of Contents
Doane University
College of Education

GRADUATE STUDIES IN EDUCATION

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

The Dean of Teacher 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.

Program Standards – Master of Education in Educational Leadership

Doane University Educational Leadership Program Outcomes

The Educational Leadership Program develops the knowledge, skills and professional dispositions of servant leadership needed for effective school leadership.

Leadership Dispositions: Educational leadership program completers understand and demonstrate the capability to promote the success and well-being of each student, teacher, support staff, and leader by applying the knowledge, skills, and dispositions necessary for a) professional norms; b) ethical behavior; c) values; d) relationships; and e) decision-making, and f) learner. (CAEP Standard A.1.1 professional standards, A.1, A.2,; ELCC Standard 5.0; NELP Standard 2, 3; NDE Principal Standard 8; NDE Rule 24 Principal Guidelines Standard 5, 8; Praxis V; PSEL Standard 2, 3, 7**).**

Essential Elements:

a. **Professional Norms:** Candidates, as servant leaders, understand and can enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. (CAEP A.1.1 collaboration, A.1.1 dispositions, A.1.1 code of ethics, A.1.2; NELP 2.1; ELCC 5.1; PSEL 2.a, 2.b)
b. **Ethical Behavior:** Candidates, as servant leaders, understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior. (CAEP A.1.1 dispositions, A.1.1 code of ethics, A.1.2; NELP 2.4; ELCC 5.2; NDE Rule 24 5.1, 5.2; NDE Principal Standard 8; Praxis V.A; PSEL 2.c)
c. **Ethical Behavior:** Candidates, as servant leaders, understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior. (CAEP A.1.1 dispositions, A.1.1 code of ethics, A.1.2; NELP

2.4; ELCC 5.2; NDE Rule 24 5.1, 5.2; NDE Principal Standard 8; Praxis V.A; PSEL 2.c)

d. **Values:** Candidates, as servant leaders, understand, model, and can promote the values of democracy, equity, diversity, and social justice. (CAEP A.1.1 dispositions, A.1.2; NELP 2.3; ELCC 5.3, 5.5; NDE Rule 24 5.3; Praxis IV.B; PSEL 2.d, 2.e)

e. **Relationships:** Candidates, as servant leaders, lead with interpersonal and communications skill, socio-emotional insight, and understanding of all students' and staff members' backgrounds and culture (CAEP A.1.1 dispositions, A.1.1 collaboration, A.1.2; NELP 3.4; Praxis V.C; PSEL 2.e)

f. **Decision-Making:** Candidates, as servant leaders, understand and can evaluate the potential moral and legal consequences of decision making in the school. (CAEP A.1.1 dispositions, A.1.1 laws/policies, A.1.1 code of ethics, A.1.2, CAEP A.1.1 research; NELP 2.2; ELCC 5.4; NDE Rule 24 5.4; NDE Principal Standard 8; Praxis V.A.4)

g. **Learner:** Candidates, as servant leaders, understand and can model continuous learning to increase adult and student learning, to stay current, to be a thought leader, and to develop reflective practices on the application of their learning. (NELP 2.1; PSEL 7.c, 7.f)

1. Strategic Leadership: Educational leadership program completers understand and demonstrate the capability to promote the success and well-being of each student, teacher, support staff, and leader by applying the knowledge, skills, and dispositions necessary for 1.1 mission and shared vision; 1.2 school culture; 1.3 forecasting; 1.4 support; 1.5 continuous improvement**. (**CAEP Standard A.1, A.1.1 professional standards, A.2; ELCC Standard 1, 6; NELP Standard 1, 7; NDE Principal Standard 1, 2; NDE Rule 24 Principal Guidelines Standard 1, 6; Praxis I; PSEL Standard 1 and 10**).**

Essential Elements:

1.1 **Mission/Shared Vision:** Candidates understand and demonstrate the capability to collaboratively develop, articulate, implement, and steward a shared mission and vision of learning for a school. (CAEP A.1.2; NELP 1.1, 7.2; ELCC 1.1, NDE Rule 24 1.1; NDE Principal Standard 1; PSEL 1.a,1.b, 1.d, 1.f)

1.2 **School Culture:** Candidates understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture. (CAEP A.1.2; NELP 1.2)

1.3 **Forecasting:** Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies. (CAEP A.1.1 technology, A.1.1 laws/policies, A.1.2; ELCC 6.3; NDE Rule 24 6.3; PSEL 10.f)

1.4 **Support:** Candidates understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports including school-wide behavior management, extra curricular activities, and accommodations to meet the full range of needs for each student. (CAEP A.1.2; NELP 1.3; PSEL 5.c)

1.5 Continuous Improvement: Candidates understand and can demonstrate the capability to systematically engage staff and school community to develop, implement, and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school. (CAEP A.1.1 data literacy, A.1.1 supportive school environment, A.1.1 research, A.1.1 collaboration, A.1.1 technology, A.1.2; NELP 1.4; ELCC 1.2; NDE Rule 24 1.3, 1.4, 1.5; NDE Principal Standard 2; Praxis I.A.1-2, I.B.2, I.C.1-8; PSEL 1.e, 10.b, 10.d)

2. Instructional Leadership: Educational leadership program completers understand and demonstrate the capability to promote the success and well-being of each student, teacher, support staff, and leader by applying the knowledge, skills, and dispositions necessary for: 2.1 equitable learning environment, 2.2 learning system, 2.3 instructional practice, 2.4 assessment practice, 2.5 responsive professional learning, and 2.6 supervision and evaluation (CAEP Standard A.1, A.1.1 professional standards, A.2; ELCC Standard 2, 3; NDE Principal Standards 3, 4, 6; NDE Rule 24 Principal Guidelines Standard 2, 3; NELP Standard 3, 4, 7; Praxis II; PSEL Standards 2, 3, 4, 5, 6**).**

Essential Elements:

2.1 Equitable Learning Environment: Candidates understand and can demonstrate the capability to develop, implement, and monitor a safe, caring, healthy, and culturally responsive school environment in which each student, teacher and leader is known, accepted, valued, trusted, respected, cared for, and encouraged to be an active and responsible member of the school community. (CAEP A.1.1 data literacy, A.1.1 supportive school environment, A.1.2; NELP 3.1, 3.4, 4.4, 7.3; NDE Rule 24 2.1; NDE Principal Standard 3, 4; Praxis II.A.4, B.8; PSEL 3.b, 3.h, 4.a, 5.a,5.b)

2.2 Learning System: Candidates understand and can demonstrate the capability to develop, implement, and monitor an aligned, rigorous, and coherent system of curriculum, instruction and assessment that is responsive to student needs while implementing high expectations for all students. (CAEP A.1.1 research, A.1.2; NELP 4.1; ELCC 2.2, 3.5; NDE Rule 24 2.2; NDE Principal Standard 3, 4; Praxis II.B; PSEL 4.b)

2.3 Instructional Practice: Candidates understand and can demonstrate the capability to promote, challenging, intentional, and engaging instruction that is consistent with learning theory, effective pedagogy, and the social, emotional, cultural, and intellectual needs of the student. (CAEP A.1.1 technology, A.1.2; NELP 3.4, 4.2; NDE Rule 24 2.3, 3.5; NDE Principal Standard 3; Praxis II.A.1; PSEL 4.c, 4.d)

2.4 Assessment Practice: Candidates understand and can demonstrate the capability to develop, implement, and monitor a system of assessment to collect, analyze, and utilize data to monitor student progress and improve instruction for all students. (CAEP A.1.1 data literacy, A.1.1 research, A.1.1 technology,

A.1.2; NELP 4.3; NDE Rule 24 2.5; NDE Principal Standard 3; Praxis II.B.2, 5, II.C.1-4; PSEL 2.f, 2.g)

2.5 **Responsive Professional Learning:** Candidates understand and can demonstrate the capability to develop, implement, and monitor a system of continuous professional learning that builds instructional and leadership capacity to recognize, confront, and alter institutional biases reflected in the learning system, learning environment, and instructional practice that result in student marginalization, deficit-based schooling, and low expectations. (CAEP A.1.1 collaboration, A.1.2; NDE Rule 24 2.6, 3.4; NDE Principal Standard 6; NELP 3.3, 3.4, 4.4, 7.3; 7.4; Praxis II.A.2, 7; PSEL 6.c, 6.f)

2.6 **Supervision and Evaluation:** Candidates understand and can demonstrate the capability to develop, implement, and monitor a system of supervision and evaluation that provides actionable feedback about instruction, leadership, and other professional practices. (CAEP A.1.1 collaboration, A.1.2; NELP 7.4; ELCC 2.3; NDE Rule 24 2.4; Praxis II.A.6; PSEL 6.e)

3. Organizational Leadership. Educational leadership program completers understand and demonstrate the capability to promote the success and well-being of each student, teacher, support staff, and leader by applying the knowledge, skills, and dispositions for: 3.1 human resource system; 3.2 equitable access; 3.3 operational systems; 3.4 communication systems; and 3.5 legal compliance. (CAEP Standard A.1, A.1.1 professional standards, A.2; ELCC Standard 3.0; NELP 3, 5, 6., 7; NDE Principal Standards 5 and 6; NDE Rule 24 Principal Guidelines Standard 3; Praxis I, III; PSEL Standard 3, 6, 8, 9;**).**

Essential Elements:

3.1 **Human Resource System:** Candidates understand and demonstrate the capability to develop, implement, and monitor a human resource management system that recruits, hires, supports, develops, and retains effective and caring educational personnel. (CAEP A.1.1 collaboration, laws/policies, A.1.2; NDE Rule 24 3.2; NDE Principal Standard 6; NELP 7.1; ELCC 3.1; Praxis III.B; PSEL 6.a, 6.b, 9.b)

3.2 **Equitable Access:** Candidates understand and can demonstrate the capability to ensure that each student has equitable access to effective teachers, challenging learning opportunities, and academic, social, and behavioral support necessary for success. (CAEP A.1.2; NELP 3.2; PSEL 3.c)

3.3 **Operational Systems:** Candidates understand and can demonstrate the capability to develop, implement, and monitor school management and operational systems to efficiently use human, fiscal, and technological data and resources to support continual learning and improvement. (CAEP A.1.1 data literacy, A.1.1 collaboration, A.1.1 technology, A.1.2; NDE Rule 24 3.1; NDE Principal Standard 5; NELP 6.1, 6.2; ELCC 3.1; Praxis 1.B.3. III.A; PSEL 9.a, 9.c)

3.4 **Communication Systems:** Candidates understand and can demonstrate the capability to develop, implement, and monitor multifaceted, two-way communication systems to engage students, family, staff, and community to

develop collective accountability for student success. (CAEP A.1.1 collaboration, A.1.2; NELP 5.1, 6.3; Praxis 1.B.4; PSEL 8.c)

3.5 **Legal Compliance:** Candidates understand and can demonstrate the capability to comply with applicable laws and school-based policies and procedures to protect the welfare, safety and success of students and staff. (CAEP laws/policies, A.1.2; NDE Rule 24 3.3; NELP 6.4; Praxis III.C; PSEL 9.h)

4. Community/Political Leadership. Educational leadership program completers understand and demonstrate the capability to promote the success and well-being of each student, teacher, support staff, and leader by applying the knowledge, skills, and dispositions for 4.1 educational environment; 4.2 engagement; 4.3 partnerships; 4.4 advocacy; 4.5 policy and political engagement; and 4.6 supportive school community. **(**CAEP Standard A.1, A.1.1 professional standards, A.2; ELCC Standards 4.0 and 6.0**;** NELP 3, 5; NDE Principal Standard 7, 8; NDE Rule 24 Principal Guidelines Standard 4, 6; Praxis I, IV, VI; PSEL Standard 3, 8;**).**

Essential Elements:

4.1 **Educational Environment:** Candidates understand and can collaborate with staff and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. (CAEP A.1.1 data literacy, A.1.1 supportive school environment, A.1.1 collaboration, A.1.2; NDE Rule 24 4.1; NELP 1.4; ELCC 4.1; Praxis 1.B.1)

4.2 **Engagement:** Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers. (CAEP A.1.2; ELCC 4.3; NDE Rule 24 4.3; NDE Principal Standard 7; Praxis IV.A; PSEL 4.b, 8.e)

4.3 **Partnerships:** Candidates understand and can demonstrate the capability to build and sustain productive partnerships in the public and private sectors to promote school improvement and student academic and social well-being. (CAEP A.1.1 collaboration, A.1.2; NELP 5.3; ELCC 4.4; NDE Rule 24 4.4; PSEL 8.d, 8.e, 8.j; NDE Principal Standard 7; Praxis I.A.4, IV.A, C)

4.4 **Advocacy:** Candidates understand and can demonstrate the capability to advocate for the needs and priorities of the school, district, students, families, and community. (CAEP laws/policies,, A.1.2; ELCC 6.1; NELP 5.4; NDE Rule 24 6.1; Praxis IV.B, VI.A, B; PSEL 8.d, 8.h, 8.i)

4.5 **Policy and Political Engagement:** Candidates understand and demonstrate the capability to operationalize policy and to advocate at the local, district, state, and national level for decisions to strengthen student learning in and out of school. (CAEP A.1.2; ELCC 6.2; NELP 5.2; NDE Principal Standard 8; NDE Rule 24 6.2; Praxis IV.B, VI.A, B; PSEL 8.h)

4.6 **Supportive School Community:** Candidates understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as culture, exceptionalities, gender, language, race, sexual orientation, or socio-economic status. (CAEP A.1.1 supportive

school environment, A.1.2; NDE Rule 24 4.2; NELP 3.4; Praxis IV.B, VI.A, B; PSEL 3.a, 3.e)

Leadership Experiences. Educational leadership program completers engage in a substantial and sustained school leadership experience that develop their ability to promote the success and well-being of each student, teacher, support staff, and leader by engaging in leadership practicums, leadership internship, and leadership field experiences that are school-based and supervised by collaborative mentors. (CAEP Standard A.1, A.1.1 professional standards, A.2; ELCC STANDARD 7; NDE Rule 24 Principal Guidelines Standard 7; NELP Standard 8, 9)

a. **Leadership Experiences**: Candidates design coherent, goal-based, authentic experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills and dispositions, and demonstrate their capabilities in each of the Educational Leadership Program Standards (listed previously). (CAEP A.1.2, A.2.2; ELLC 7.1; NDE Rule 24 7.1, 7.3, 7.4, 8.1, 8.2; NELP 8.1)
b. **School-Based:** Candidates engage in a minimum of 100 leadership practicum hours, 80 leadership internship hours, and 100 leadership field experiences hours that are active leadership within the school setting. (CAEP A.1.1 collaboration, A.1.2; ELCC 7.2; NDE Rule 24 7.2; NELP 8.2
c. **Collaborative Mentor:** Candidates work with and are supervised by a collaborative team of mentors, including school-level supervisor/s and Educational Leadership Instructors who demonstrate effective leadership, are present for a significant portion of the leadership experiences and work collaboratively for mentoring and supervision purposes. (CAEP A.1.1 collaboration, A.1.2, A.2.1; ELCC 7.3; NDE Rule 24 7.3, 8.2; NELP 8.3)

Citations:
- **CAEP –** Council for Accreditation for Educator Preparation
- **ELCC** – Educational Leadership Constituent Council Standards
- **NDE Principal Standard –** Nebraska Department of Education Principal Standards, 2011
- **NDE Rule 24 Principal Standards** – Nebraska Department of Education Principal Endorsement Guidelines
- **NELP-** National Educational Leadership Preparation Standards for Building Level Leaders
- **Praxis** – Educational Leadership: Administration and Supervision (5411) Topics
- **PSEL** – Professional Standards for Educational Leaders, National Policy for Educational Administration, 2015

ADMINISTRATIVE STRUCTURE

The Dean of the College of Education and the directors of each program provide direction for their respective programs. The graduate program in educational leadership is administered by the Director of the Educational Leadership Program.

1. Design and supervision of the Strategic Long Range Plan for the graduate programs.
2. Recruitment and staffing for graduate and adjunct graduate faculty in educational leadership.
3. Leadership in faculty development for graduate faculty.
4. Providing leadership to the graduate faculty in educational leadership for the design and implementation of the graduate curriculum for professional preparation.
5. Providing leadership for the assessment of the programs.
6. Review, supervision, and implementation of all policies.
7. Direction of faculty evaluation.
8. Assessment of Program

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.

Educational Leadership & Education Specialist Graduate Advisory Committee
This committee is composed of unit faculty, K-12 administrators, adjunct faculty for Educational Leadership and Education Specialist programs and graduate students. Each year the committee meets to discuss issues and directions for the unit. Specific committee responsibilities are the following:
- To make recommendations for graduate policies and curriculum.
- To inform unit faculty of issues and policy affecting K-12 education and administration.

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.sears@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.

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 University's designated Section 504 Coordinator. She may be contacted at (402) 826-6773 or via email at laura.sears@doane.edu.

b. The 504 coordinator will make contact with the student or employee filing the grievance within two business days. The 504 coordinator will make a record of the meeting and may request person filing the complaint to present the grievance in writing.

c. Upon review of the documentation and information gathering, the 504coordinator will render a findings report to Doane 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 king. 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.

Policies for Classroom and School-Based Projects Educational Leadership

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

- Educational Leadership 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.

- Educational Leadership graduate faculty members approve the action research topic in, EDL 687, EDL 695, Topics for final projects focus on teaching or leadership practices to positively strengthen student learning and promote effective leadership for schools. These projects support the local school improvement plan for academic and social growth in areas specified by the Nebraska State Standards.

- Educational Leadership 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.

Institutional Review Board Policy

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

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

Some research activities submitted to the Doane 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).). These categories are listed below.

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

The Doane EDL School Improvement Project (SIP)/Continuous Improvement Project (CIP) requires each EDL student to engage in a real, school-based project that is patterned off the process of school improvement required of all schools in the state of Nebraska by the Nebraska Department of Education. The EDL focus is for each student to lead a collaborative team in…
   • Identifying and analyzing real data from their school.
   • Asking questions of data and of instructional practices.
   • Seeking research-based best practice for potential interventions to implement and measure.
   • Measuring results and reporting conclusions and new learning.

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

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

1. Exempt Status: The Educational Leadership School Improvement/Continuous Improvement Project (SIP/CIP) is not considered as research and qualifies for Doane University exempt status by the standards required by the Department of Health and Human Services (HHS), as described

in the Code of Federal Regulations, part 46:
http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm.

The Doane EDL SIP/CIP is a school-based project patterned after the process for school improvement required by the Nebraska State Board of Education. The SIP/CIP is not "a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge." An experimental design approach is not acceptable. Instead, it is a project grounded in school improvement processes utilized by the school district. The SIP/CIP requires each EDL student to examine public data on achievement trends in their school, requires the use of only acceptable, research-based best practice, and requires the measurement and reporting of the results of the implementation of such practice. Results are of a formative nature and identify no specific individuals, but instead represent the impact of the measurement on instructional practice. Progress of how EDL students understand the SIP/CIP process is shared in the confidential setting of the Cadre Seminars of EDL687 and EDL695, but no student results are reported. Forms will be distributed in EDL 68 for the exempt status and ethical behavior.

**GRADUATE STUDIES IN EDUCATION
PROGRAMS OF STUDY**

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

In the Educational Leadership program, all students will complete an action research project (school improvement project) in their final cadre experience as one of the requirements of that experience.

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

- Degree-seeking graduate students desiring a Nebraska Standard Administrative Certificate – Educational Leadership program students.
- Students seeking a K-12 Nebraska Standard Administrative Certificate who have previously completed an administrative graduate program and are certified in elementary, middle school, or secondary administration but want to add K-12 certification.
- Degree-seeking graduate students desiring a Nebraska Superintendent Administrative Certificate – Education Specialist program students.
- Degree-seeking graduate students desiring a Doctorate in Educational Leadership. This degree leads to no initial or additional certification.
- Initial Certification at the Advanced Level Program students in Curriculum and Instruction seeking initial certification.
- Degree-seeking graduate students (non-certification) pursuing a Master of Education degree in Curriculum and Instruction or a Master of Education in Curriculum and instruction with an emphasis in Music Education. These degrees lead to no initial or

additional certifications **unless the student is completing the Initial Certification at the Advanced Level program or an endorsement program in addition to the curriculum and instruction program.**

- Degree-seeking graduate students pursuing a Master of Arts in Counseling with an Emphasis in School Counseling.
- Students seeking an endorsement in Early Childhood, English as a Second Language, Special Education, or Reading Specialist
- Non-degree seeking students. The non-degree seeking category serves students who do not wish to pursue a graduate degree at Doane University and also those who wish to begin graduate study before seeking admittance to a degree program.

Faculty Advising

The Dean and the Associate Professor of the Educational Leadership program advises Educational Leadership students.

Each student also has on-line information about their programs through Web Advisor. The students may review their academic program through Doane's web site, available 24/7 wa.doane.edu.

Advisers assist students in developing programs of study, monitoring progress in the program, and assisting with program changes. Educational Leadership students are advised by the Dean or faculty for the Educational Leadership Program in one-on-one conversations during the regular class sessions in informal question and answer periods, or by prearranged office visits before or after class. Much advising is done by e-mail or phone as students live and work in many locations far from the graduate office. In addition, students are visited within their school setting in year one of the program regarding program progress and advisement.

The Graduate Office will monitor students completing nine hours of Curriculum and Instruction or School Counseling credit with B- or better in each course for full graduate standing. Students in the Educational Leadership program must complete EDL 675 and either EDL-680, 681 or 682 with a B or better for full graduate standing. Education Specialist and Doctorate students must complete nine hours of their program with a B (3.0) or higher cumulative grade point average 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.

Full-time Students

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

Graduate Calendar

The graduate calendar for education consists of a fall and a spring term of 15 weeks each and one summer term with courses of varying lengths. Educational Leadership courses during the fall and spring terms generally meet on weekends, generally once a month. Summer term classes are scheduled during the day for a multiple week block, with meeting times determined by the number of days the course meets.

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.

Access/Services for Students with Disabilities

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

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

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

Students wishing to engage in graduate study in the Graduate Program should obtain the appropriate application forms from Graduate Studies in Education; Doane 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.)
-

MASTER OF EDUCATION-EDUCATIONAL LEADERSHIP

Admission Requirements - Educational Leadership Students

All students applying for admission to the Educational Leadership program will complete an application that contains the following items:

- An online application for admission to the Graduate College of Education and a $30 application fee will be assessed upon enrollment.
- Official transcripts from the institutions granting the undergraduate degree and any graduate work that is to be considered for transfer credit. The undergraduate GPA must show an overall minimum GPA of 3.00.
- A copy of a current teaching certificate.
- Letters of recommendation from three professional associates.
- An essay (about 250-500 words) indicating reasons for interest in Doane's Educational Leadership program, philosophy about teaching and learning, leadership beliefs and philosophy, and how the Doane Educational Leadership Program will help you reach your goals.
- A completed Certification of Criminal and Professional Practices History Form. (Disclosure Form)
- A vita or resume.
- An interview with the Graduate Dean of Educational Leadership or a full-time faculty member who teaches in the Educational Leadership program is scheduled after the above materials have been received.

The Graduate Dean of Educational Leadership and the faculty member will then determine, based upon a review of the credentials submitted and interview, if the student is admitted to the program. A letter of acceptance to the student will follow.

Doane E-Mail Accounts Required for Faculty and Students

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

Transfer of Credit Policy – Educational Leadership

A student may transfer up to six hours of credit into the Educational Leadership program. This credit must have been earned from regionally accredited institutions of higher learning. Any course considered for transfer is reviewed individually for recency and relevancy of the material as it relates to best practice and theory at the time of the review. The recency standard includes work that is completed within seven years before beginning the program. Courses are reviewed for relevancy as they relate to educational issues in the areas of instructional improvement, critical issues, and assessment as they may take the place of EDU600/EDU613; EDU601; or EDU602/EDL676 in the program of study.

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

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

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

After completion of nine credit hours of graduate credits including EDL-675 and EDL-680/681/682), the files of all students in the cadre are reviewed by the dean of the program concerning the students' eligibility for full graduate standing. The criteria for full graduate standing in the Master of Educational Leadership program are as follows:

1. The student must have completed all admission requirements.
2. The student must have completed at least nine hours of graduate study at Doane with a 3.00 or higher cumulative grade point average. A student receiving any grade below a B for any graduate course will have his/her file reviewed even though the student's cumulative GPA may be 3.00 or higher.
3. The student has not been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court.
4. No order or determination is currently in effect by a court or any other governmental body which finds the student to be any of the following: a mentally ill and dangerous person; mentally incompetent to stand trial; acquitted of criminal charges because of insanity; an incapacitated person in need of a guardian; or unable to manage your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication as required by the State of Nebraska in Title 92, NAC Rule 20.
5. The student is reviewed for leadership potential, including the ideals expected of individuals in school administrative positions and outlined in the program's core values, for attitudes and skills that promote what is needed for effective school leadership, and for indicators of probably success in the field.

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

Program Design

Through classroom learning, experiences in the field, and action-based research, participants move to an increasingly complex understanding of the role of leaders in today's schools. Students will typically be part of a cadre, which provides continuity and support for its members. Students may be switched between sections of courses (cadres) based on the discretion of the dean of the program and the Educational Leadership Committee of the Whole. The dean with the approval of the Vice President for Academic Affairs has the ability to substitute courses or develop directed studies to meet the unique needs of students as they pursue the degree. In addition, for the PK-12 endorsement, most plans utilize directed studies as part of the program.

Twenty-Seven Cadre credit hours

EDL-675	Foundations of Educational Leadership	6 hrs.
EDL-680	Elementary Field Experience/Practicum I **OR**.	3 hrs.
EDL-681	Middle Schools Field Experience/Practicum I **OR**.	3 hrs.
EDL-682	Secondary Schools Field Experience/Practicum I	3 hrs.

EDL-683 Elementary Field Experience/Practicum II **OR**		3 hrs.
EDL-684 Middle Schools Field Experience/Practicum II **OR**		3 hrs.
EDL-685 Secondary Schools Field Experience/Practicum II		3 hrs.
EDL-621 Leadership Internship		3 hrs.
EDL-686 Advanced Educational Leadership		6 hrs.
EDL-687 Advanced Educational Leadership II		3 hrs.
EDL-695 Research/Project Implementation		3 hrs.

Nine hours to be completed outside the cadre.

EDU-600 Improvement of Instruction	3 hrs.
OR	
EDU-613 Models of Teaching	3 hrs.
EDU-601 Critical Issues in Curriculum and Instruction	3 hrs.
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EDU-602 Assessment or EDU-614 or EDU-645 or	
EDL-676 Assessment for Student Leaders	3 hrs.

Content Testing
Effective September 1, 2015, 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. The test for the principal endorsement is Educational Leadership Administration and Supervision, test code 5411.

Guidelines for Field Experience and Internship
Doane University assumes the responsibilities for an effective practicum and internship experiences. All field experiences and internship meet the required standards in Rule 20 for the State of Nebraska. Information about the experiences are found in each syllabi.

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

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

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

Academic Suspension

An Educational Leadership graduate student may be 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 letter of probation.
- Receipt of a second EDL-prefixed grade below a "B" or receipt of a second course grade below a "B-" on any graduate course accepted as part of the program.
- Breach of academic integrity.

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

Academic Dismissal

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

REGISTRATION AND ENROLLMENT POLICIES

Registration dates for all programs are listed in the course schedules and on Doane's web advisor, wa.doane.edu. Students with financial or other holds on their account will not be permitted to register for classes.

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

Educational Leadership, Education Specialist and Doctorate students will be notified about registration procedures for the first class in their program following the selection process. Thereafter all students register through web advisor. Curriculum and Instruction students, endorsement-seeking students, non-degree-seeking students and Initial Certification at the Advanced Level and School Counseling students will register for all classes through web advisor.

Payment and Fees

Doane University College of Education Payment Policy

Fall and Spring charges are due the first day of each semester. Due to multiple start dates during the summer, charges for classes that begin in May or June are due June 15th. Classes that begin in July are due July 15th.

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.

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.

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 *mypaymentplan.com* 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.

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

Refund Policy
A student withdrawing prior to the <u>official</u> 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 <u>official</u> starting date of each term.

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*** ***<u>Doane email address.</u>*** 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.

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.

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. Faculty of the Graduate Education Committee of the Whole may dismiss a student from a graduate program because of unsatisfactory academic work, or issues dealing with academic honesty, academic integrity, or breach of the Standards for Professional Practices Criteria as defined in 92 NAC 27. The following topics outline policies pertaining to maintaining and evaluating satisfactory progress in all programs.

Good Academic Standing
In order to remain in good academic standing, graduate students are required to maintain an overall grade point average of 3.0 (B). Students will not be permitted to graduate until their overall grade-point average is at least 3.0. Any grade below a B- in a graduate course will earn no credit applicable to program requirements. Any student receiving a grade of B- or lower in any course will automatically be reviewed by the dean of the student's program or the Graduate Education Committee of the Whole regardless of the student's cumulative grade point average.

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

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

THE GRADING SYSTEM

Graduate Credit - Course Numbering
The scholastic level of Graduate Education courses is indicated by the number. Courses numbered below 500 are not available for graduate credit. Courses numbered 500-599 are graduate level workshop courses, and do not apply to graduate degree programs. Courses numbered 600-999 may be used for the graduate degree program.

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

Computation of Grade-Point Average
The following policies apply to all graduate students in Education.

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

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

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. The latest expiration date for an Incomplete due to be removed in Fall semester is December 1: the latest expiration date for an Incomplete due to be removed in Spring semester is May 1; the latest date for an incomplete date to be removed for summer semester is July 15. If the expiration date passes without a grade change from the instructor, the incomplete grade will automatically convert to an "F". This is a final grade and will not be changed, per the grade change policy.

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

In Progress Grades

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

Audit of Course Work

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

Withdrawal from a Course

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

POLICIES CONCERNING COMPLETION OF A DEGREE PROGRAM

Portfolio Requirements – Educational Leadership - Educational Leadership Professional Portfolio Development
Purposes of the Professional Portfolio

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

Expectations

1. Each student is to develop a professional portfolio – to be housed in an e-folio format.
2. The Professional Portfolio is to be organized to demonstrate how the educator has developed capabilities in those disposition, skills, and knowledge expected of school leaders and shown in the EDL Program Outcomes and Essential Elements. It is expected that all Essential Elements be demonstrated with a label and explanation.
3. The Professional Portfolio should include descriptive, analytical, and reflective statements describing the contents of the entry and how these contents demonstrate the author's achievement of the program's outcomes and essential elements.
4. Portfolio entries should document growth and development in the profession as a future school leader.

Documentation

Documentation may take many forms, with the exact nature of these contents determined by the author. These materials may be generated as part of the courses and field experiences, or they may be created specifically for the portfolio. Each document will be accompanied by a document caption for each entry that identifies the outcome(s)/essential element(s) addressed by each item.

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

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

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, Educational Leadership Degree
1. Successfully complete the 36 hours of graduate work in the program.
2. Maintain a graduate cumulative grade point average of 3.00 or above.
3. File an application for degree form no later than the required date.
4. Complete a minimum of 280 clock hours of internship/field-based experiences based on approved plans to engage in accredited or approved elementary, middle, or secondary schools.

5. Complete and present an action research project (school improvement project) focused on school improvement.
6. Submit a written summary of the action research project to the Graduate Office.
7. Complete and submit a professional portfolio.

COMMENCEMENT

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

Principal Certification
Completion of the Master of Education Educational Leadership program at Doane prepares you for the Standard Administrative Certificate in Nebraska. That certificate is valid for teaching and administration in all Nebraska school systems, except for the position of superintendent of schools. In addition to completing the Doane program, candidates for a Nebraska certificate also must meet all requirements as outlined in Nebraska Department of Education Rule 21 and Rule 24.

Nebraska Department of Education Rule 21 and Rule 24 requirements are as follows:

a. Complete at least two years of teaching in a PreK-12 school;
b. Hold or qualify for a Nebraska standard or professional teaching certificate or its equivalent;
c. Complete a three credit hour course in special education that meets State guidelines;
d. Complete an accepted course in human relations training;
e. Not have an application for a certificate denied or currently have a certificate suspended or revoked by another jurisdiction, and not have any felony conviction or any misdemeanor conviction involving abuse, neglect, or injury to another person or involving moral turpitude.
f. Shall not have any emotional or mental incapacity to practice the profession.

Recommendation for certification from Doane University is determined by the student's potential as indicated by the following.
a. Complete all Nebraska Department of Education requirements.

b. Complete all coursework for the Master of Education in Educational Leadership.
c. Maintain a cumulative grade point average of 3.0 or higher for all courses leading to the degree.
d. Earn at least a "B" grade in all courses in the program.
e. Complete the Certification Worksheet.
f. Successful completion of the Portfolio and project requirements.

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

Content Testing
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. The test for principal certification is the Educational Leadership Administration and Supervision test code 5411.

GRADUATE EDUCATION GENERAL POLICIES

TECHNOLOGY POLICY

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

Changing your Password
Go online to: www.doane.edu/password 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.

LiveText
LiveText is an online management tool for students to submit work and instructors to review. A fee is assessed that allows a LiveText student account to be created. Work can be housed in LiveText for the duration of the Educational Leaadership Program and a period of years beyond. Program assessment data connected to the Doane Educational Leadership Outcomes will be housed within LiveText.

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.

Williams (2002) makes the following suggestions:

- Select carefully. Quotations should give weight to your argument. In general, do not select quotations which only repeat points you have already made.
- Be sure to integrate all ideas from other sources into your own discussion. Introduce direct quotations with your own words. After quoting, explain the significance of quotations.
- Avoid quoting more than is needed. Most of the time, brief quotations suffice.
- Use direct quotations only when the author's wording is necessary or particularly effective.
- If you are using material cited by an author and you do not have the original source, follow the quotation with a phrase such as "as is cited in…."
- End citation alone is not sufficient for direct quotations; place all direct quotations within quotation marks. Be sure to copy quotations exactly as they appear.
- To avoid any unintentional failure to cite sources, include all citation information on note cards and in your first draft.
- At all times, stay in control of your argument and let your own voice speak for you.
- In your notes, be sure to distinguish between paraphrases and direct quotations. When you are copying a direct quotation, be extremely precise. Note all the information you will need for the citation and copy the quotation exactly as it appears.
- Cite every piece of information that is not a) the result of your own research, or b) common knowledge. This includes opinions, arguments, and speculations as well as facts, details, figures, and statistics.
- Use quotation marks every time you use the author's words. For longer quotes, indenting the whole quotation has the same effect as quotation marks.

Northwestern University (2002) suggests, "At the beginning of the first sentence in which you quote, paraphrase, or summarize, make it clear that what comes next is someone else's idea:
- According to Smith…
- Jones says…
- In his 1987 study, Robinson proved…

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

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

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

Version A.   Often people think principals should know it all. Many principals fall into the trap of trying to be all knowing (Barth, 2000).
Comment: This is plagiarism. Even though the writer has cited the source, the writer has not used quotation marks around the direct quotation "fall into the trap". In addition, the phrase "all knowing" closely resembles the wording of the source.

Version B.   People often think principals should know how to do everything, and many principals fall into that pitfall (Barth, 2000).
Comment: Still plagiarism. Even though the writer has substituted synonyms and cited the source, the writer is plagiarizing because the source's sentence structure is basically unchanged.

Version C.   It is easy for principals to believe, like others, they should know how to do everything (Barth, 2000).
Comment: No plagiarism. This is an appropriate paraphrase of the original sentence

References for Plagiarism Notes

Crews, F. & VanSant, A. J. (1984). *The Random House Handbook.* (4th ed.). New York: Random House.
Lunsford, A. & Connors, R. (1995).*St. Martin's Handbook.* (3rd. ed.) New York: St. Martin's.
Northwestern University (2002). *Avoiding plagiarism.* Retrieved May 24, 2002 from http://www.writing.northwestern.edu/tips/plag.html#what.

Pennsylvania State University. (1984). Functional planning and evaluation of park systems. Recreation and Parks 434, an independent study course offered by the Department of Independent Learning, Pennsylvania State University.
Webster's New World compact desk dictionary and style guide. (1998). New York: Simon & Schuster.
Williams, S. (2002). *Avoiding plagiarism.* Clinton, NY: Hamilton College. Retrieved May 24, 2002 from
http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html

Academic Probation, Suspension, and Dismissal
A degree-seeking graduate student in good academic standing, who at the end of a course term fails to meet the criterion of good academic standing, will be placed on academic probation. Such a student must reestablish good academic standing within the next 6 semester hours or on a timeline set by the program. Students will be notified in writing by the Director of the Program for the decision.

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 Dean of the program.

APPEALS POLICIES

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

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 Graduate 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 theDirector 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 student and Dean of College of Education.

Course Grade Appeals
Any student in the graduate program of education may appeal to the appropriate Director 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 Director. The Director will review the statements from the student and instructor. The Director will notify the student and instructor of his/her findings. If the Director decides the appeal is not justified, the student may appeal to the Dean of the College of Education.

5. The Dean of the College of Education reviews the appeal. The Committee may decide to: a) consider written material submitted by both the student and the instructor; or b) convene an evidentiary hearing of the dispute; or c) request both a submission of written materials and an evidentiary hearing.

6. During the course of the Dean's review, he/she may request of the student clarifying information, confirmation of a hearing date or some similar request. If there is no response to the request, the Chairperson will notify the student by certified mail that he/she has one week from the date of receipt of the letter to respond. If at the end of this period a response is still not forth coming all rights to further appeal consideration will be terminated. At that time the Dean may render an opinion based upon information currently available or vote the appeal inactive.

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

Appeals of Academic Suspension
Any student in a graduate program in Education suspended from Doane University may appeal to the appropriate Director of the Program.

1. The student must submit a written request to the Program 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 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 appropriate Director and 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 Director and Dean asking to be readmitted to the graduate program on a provisional status.

2. The student must submit to the Director and Deane 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 Director and Dean to answer any questions they 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 Director and Dean 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.