



Student Handbook

2019

College of Education

Education Specialist

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Doane University

College of Education

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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

INTRODUCTION

The College of Education is committed to keeping students informed of policy, procedures, expectations, and guidelines. 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 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 and internship experiences and action research; (3) provide leadership experiences; and (4) facilitate learning in context of the real world professional and the roles of leaders in the real world. 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 and ethical 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.
- ◆ Programs also include development of the individual as professional and leader in their dispositions that integrate the self with the professional and the practice of leading
- ◆ 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.

EDUCATION SPECIALIST DEGREE

The Vision for the Education Specialist Degree of Doane University includes:

- Leaders at all levels and especially at the organization/system levels are critical to the success of the work of the organization/system and, in the case of education, teaching and learning in schools.
- Leadership development programs include (1) the knowledge and skills of leading, (2) the knowledge and skills of the management tasks of the leader, and (3) the development of the individual as a person and as a professional with particular attention to the dispositional dimensions of leading
- Appropriate practicum and internship experiences are essential to the preparation of leaders at the organization/systems levels.
- A multi-year sequence of in-depth study and experiences is critical to development of the individual and the preparation to be a leader.

The Ed.S, or Education Specialist Degree, is a degree granted upon successful completion of the established program of studies and experiences. The Ed.S is designed for individuals preparing for leadership roles at systems levels in the fields of education from Pre Kindergarten through post-secondary education.

For those with MA/MS degrees and certification as a building-level administrator, successful completion of the Ed.S program results in the recommendation for highest level of certification by the Nebraska Department of Education as a district level administrator, the superintendency.

The EdS Concept

Ed.S. is a degree that is a approximately halfway between the Master’s degree and the doctorate, Ed.D. The Ed.S program of studies requires 36 graduate hours of study and experiences above the Master’s degree.

The term “specialist” when applied to an individual tends to convey the possession and mastery of a knowledge and skills set that is highly specialized and specific to a domain of work or profession. “Specialists” exist in many fields of work and professions all of

which convey a sense of being highly trained and highly skilled at whatever it is that is their specialty. When applied to a program of studies, “specialist” refers to a program of study, experiences and training necessary to create within the individual the knowledge, skills and dispositions of a specialist.

The Doane University Ed.S program is designed to provide opportunities to learn the specialties of the many broad domains that are essential to successful administration of an organization/system. In each domain, the program of study and experiences prepares the individual in the knowledge and skill sets to be a successful leader of organizations/systems in areas of policy, finance, organizational development, planning, public and community communications-relations, facilities management, and basic organizational law. For education systems the knowledge and skill sets would include curriculum, instruction and assessment. For today’s organizations, the leader at the systems level is expected to be a “specialist” in each area.

What separates the Ed.S program of Doane University from many others is the addition of the domain of leadership as a “specialty.” In the Doane Ed.S program, leadership is not a separate domain but is one that is woven throughout all of the other domains. Leadership knowledge, skills and dispositions are embedded in all of the strategic, organizational, school/community, policy/political and curriculum/instructional outcomes.

The Doane University Ed.S. degree is one of highly specialized knowledge and skills for administration of an organization/system tightly coupled to the knowledge, skills and dispositions required to be successful in leading the organizations/systems of the 21st century.

The EdS Strategic Outcomes

The EdS program is based on five strategic outcomes:

Strategic Leadership: the leader.....

- Has a clear and working philosophy leading and leadership that reflects the many dimensions to which leadership is connected.
- Demonstrates the ability to build visions by engaging the “community” in defining vision, mission and core values for the system
- Demonstrates the ability to align programs and practices to the organizational/systems missions, visions, values and priority goals.
- Demonstrates the ability to act ethically, making decision based on data and the engagement of stakeholders.
- Continuously works to evaluate programs and practices for their contribution to the mission, vision, values and priorities of the organization/system.
- Articulates and consistently demonstrates a philosophy of organizational work/leading that considers the sociological, cultural, and historical foundations.
- Designs/adapts and utilizes leadership processes to achieve common goals.
- Values ethical action in the organization/community. Uses data to make informed decisions
- Supports innovations and engages in problem-solving techniques and decision-making skills.
- Provides ongoing assessment of resources, programs, plans, processes, and products.
- Addresses competing priorities and values.

Curriculum Leadership: the leader.....

Demonstrates:

- understanding of the practices of curriculum design, instructional planning and assessment as they relate to continuous improvement of teaching and learning and how they each fit into a systems approach to teaching and learning.
- the capacity to develop professional learning communities within the organization and the capacity to infuse data and information into the collaborative process of developing better practices in teaching and learning.
- how to plan for curriculum, instruction and assessment that honor diversity and cultural competence. The leader provides for the assessment of student learning in ways that promote student self-assessment, provide information needed by teachers to adjust instruction, and frame the information needed for public reporting of student learning.
- the ability to engage others collaboratively to create an inclusive community.
- leadership in the design and implementation of processes for the development, revision and renewal of system-wide planning for continuous improvement including planning at the unit level.
- an understanding of the “working core” of the system and the impact of the core in promoting effective work to benefit the stakeholders of the system.

Creates:

- a system of supervision and evaluation reflecting alignment of the work to the mission, vision and goals of the system and reflect the priority for improving the core work of the system.
- collaborative plans and strategies for evaluation, supervision and development of the unit leaders (administrators, directors, department chairs, supervisors, coordinators) as leaders of people, programs, relationships and community and especially as “leaders of learning.”
- collaborative plans and strategies to address the capacity building needs of the organization/system and to address the continuous professional development needs of all within the organization/system.

Ensures:

- the continuous professional development of all staff to continuously improve practice
- the capacity to advance the system and do its work effectively.
- that diversity is honored in gender, ethnicity, culture, language, socio-economic status, language and exceptionalities that impact learning through the organization, direction and facilitation of planning and implementing appropriate curriculum, instruction and assessment.
- that the system has a plan and process in place to assess progress including the capacity to use data for making decisions, planning and implementation of efforts at continuous improvement, and for public reporting of critical learning outcomes.

Organizational/System Leadership: the leader.....

Understands:

- the organization as a system and demonstrates leadership at the system level that ensures, supports and plans for leadership at the organization/system and unit/program levels
- the importance of aligning the work of the organization at all levels to be supportive of the core of the organization, i.e., the classroom and school/department/unit, the core

“actors” of the organization, i.e., the teachers and students, and the core work of the organization, i.e., teaching and learning.

Provides:

- for the alignment of organization/system resources to support the mission, vision and values of the organization, the district and unit/program-level priorities, the core workers (teachers and students) and the work of the classrooms (teaching and learning).
- leadership to the design, planning, implementation and evaluation of system and unit-level policies and practices that provide for the safety, health, and welfare of those engaged in the work of the educational community.

Demonstrates:

- an understanding of the importance and values of student activities and athletics and the role they play in establishing positive, collaborative and student-centered cultures in the organization/system-community.
- the ability to ensure that student activity programs are planned, aligned to the mission, vision and goals of the organization/system and the units/divisions, and that they provide opportunities for all students to participate in learning activities designed to teach participation, democratic principles, cooperation, collaboration, teamwork, respect for one another, and sportsmanship.
- a systems perspective, viewing unit/schools/programs as the operational cores of the system where core work is carried out.
- understanding that public systems, like schools, colleges, and universities are “open” structures interacting with external environments.
- understanding of how to design, plan for, implement and evaluate processes at the organization/system and unit/program levels for the recruitment, selection, and induction of personnel with attention to equity and diversity.
- the knowledge, skills and dispositions of developing a budget for the district that aligns to mission, vision and values of the district and allocates fiscal and other resources to district/school goals and priorities.
- the capacity to develop the budget as a policy document addressing key purposes to be achieved identifying the critical fiscal and non-fiscal resources to be allocated.
- the capacity to create plans and processes for maximizing organization/systems investment in non-fiscal resources such as buildings and grounds, transportation systems, food service programs other non-instructional programs and services effectively using such enterprise budget strategies as depreciation funds, building funds, special funds, adjunct funds and other such enterprise budgetary funding categories.
- an understanding of the tools and processes for maximizing fiscal resources through establishing foundations, organization/systems-business partnerships and grant writing.
- the ability to design, plan for, implement and evaluate systems of performance appraisal for all staff.
- the ability to design, plan for, implement and evaluate systems of support for all staff at the organization/system and unit/program levels to support the appraisal process and to build capacity within the personnel resources of the organization/system and its units

School-Community Leadership: the leader.....

Understands:

- The role of the organization/system in collaborating and developing the relationships required to provide for the educational, health, mental/behavioral health, social and other

services needed by families in order students to enroll and to have maximum support for success in learning and in achieving the educational goals held for all students.

- The role of the organization/systems community in supporting the students and families and understands the strategies for identifying and accessing the resources needed by children, their families, and the educational system.
- The challenges of diversity, the need for cultural competency in policy, programs and practices.
- The depth and breadth of the principle of equity and opportunity to learn.

Demonstrates:

- understanding of the conditions affecting learning by collaborating and developing relationships with community agencies to integrate educational supports including health, mental health, social and other support services for families.
- leadership for the organization/system, system units and system-community in promoting multicultural competences, gender equity and sensitivity, socio-economic, racial, and ethnic understanding.
- leadership to ensure policies and practices and competent to meet the challenges of diversity in providing all students equitable opportunities to learn and ensure the equitable distribution of learning outcomes.
- leadership role in forming collaborative relationships and building of support for all personnel.
- leadership in the development, implementation, and evaluation of communication plans that are designed to enhance two-way communication and to be competent in addressing diversity needs and challenges including language.
- leadership that models sensitivity, respect, and empathy for multiple perspectives.

Policy and Political Leadership: the leader.....

Understands:

- the intricate relationship of policy at all levels local, state and federal.
- the critical difference between advocacy for a cause or on behalf of groups such as students and lobbying for a specific position or for the specific benefit/welfare of a secondary group.

Leads:

- the organization/system and systems personnel in policies and practices that reflect consistency with legal provisions and statutory requirements.
- the decision making of the organization/system based on the moral and ethical implications of policy options and political strategies.
- the organization/system personnel in applying the legal guidelines and prescriptions of law – state and federal and statutory and case law.
- the development of positive, collaborative working relationships with the governing boards of the organization/system.
- Uses the principle of “right” practice supported by evidence/research to determine advocacy for various policy strategies and positions.
- Engages in the state and federal policy formulation appropriate to the role and needs of the organization/system of their employment.
- Develops connections and collaborations with key policy and political leadership within the organization/systems-community and with those policy leaders that impact the work of the district from the state and federal levels.
- Works collaboratively with the policy and program level representatives from the regional, state and federal agencies.

Provides leadership:

- to the governing board in the selection and participation in activities designed to develop board member knowledge and skills of policy leadership.
- to the policy level engagement of the governing board in the development of policy at the local level and in the influence of policy at the state and federal levels.

The EdS Program Demonstrations

Upon completion of the EdS program, the leader is expected to **demonstrate the capacity for.....**

- **Leadership** at the organization/systems level that aligns leadership at all levels to the mission, vision, and values of the district.
- **Building strategic plans** that include goals, priorities and implementation plans aligned to the mission, vision and values at both the organization/system and program levels.
- **Leading continuous improvement** planning at the organization/systems and program levels using data to inform decisions made by engaged shareholders adapting plans to the context and cultures of the various program units.
- Applying the **knowledge and skills of organizational development and systems approaches including systems thinking** to the complex operation of the organization/system in providing support for the core work and core activities of teaching and learning.
- **Engaging** the organization/system and its community in addressing the current issues, problems and trends in the development of policy that supports those priorities determined to be of greatest impact.
- Applying the **principles of adaptive work** to the identification and problem-solving/planning process to address the critical organization/system-community issues.
- The capacity to systematically plan and provide for the **distribution of leadership roles, responsibilities, and decision-making** throughout all appropriate levels and positions in the organization/system.

Upon completion of the EdS program, the leader is also expected to **demonstrate and practice:**

- The **dispositions** of professional leaders in living the values of a code of ethics, in promoting equity and addressing diversity and in designing and implementing culturally competent goals and strategies in policy and instruction.
- The knowledge, skills and dispositions of understanding that the places where the **core work** of the organization/system is done is in the units and places of the adults and students interact, i.e., the classrooms
- Understanding that the **resources** of the organization/system are to be strategically targeted to promote success in the work of both teachers and students.
- Understanding that one of the primary roles of the leader is to **build capacity** throughout the organization/systems-community to do the work of educating all students to the highest levels.

EdS Program Learning Guidelines:

- As much as possible, critical pieces of work designed to demonstrate the knowledge, skills and dispositions of a leader will be done as in-class activities. Preparation to come

- to class ready to complete assigned tasks is critical to the work of a cadre and to meeting the expectations for leadership performance.
- Leaders in EdS are expected to do “doctoral” level work and are expected to maintain the currency of their work including checking for notices, emails, assignments and other resources that are regularly placed on Blackboard and outlined in memos and other information bulletins from instructors.
 - Assume that for all of the class work that the point of reference is the role of being an organizational/system leader such as superintendent of schools, central office leader, college or university administrator, professor and/or department chair . While the activities engaged in and the things learned can apply to any level of leadership regardless of position, the focus is on the leadership role of the head of the organization/system.
 - Leading is not only a condition of the capacity to learn knowledge and skills but a condition of developing leadership dispositions. Dispositional learning is critical to leading others and dispositions are revealed or discovered through the practice of deep reflective actions—conversations and writing--and related activities. Leaders are expected to be reflective learners for the purpose of deep personal learning ever expanding personal levels of disposition and capacity.

<p style="text-align: center;">EDUCATION SPECIALIST PROGRAM OF STUDY</p>

Education Specialist Degree

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

The required coursework for the Ed.S. program is organized into two categories. One - coursework scheduled over a three-calendar year period that all of the candidates will complete as a cadre. The second category is stand-alone coursework that is required of all candidates but may be completed at various times. All coursework, both cadre and stand-alone must be completed within a five-year period. No transfer credit may be allowed for the Education Specialist program and decisions about transfer are made by the Director and a faculty team. In most cases, the student will be expected to participate in all of the program classes. 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 program Director and the Dean of the College of Education. The Director, 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.

EdS Degree/Program Course Sequence

ESD 705: Issues In Leadership-

ESD 710: Organizations and Systems

ESD 715: Organizational-Community Communications

ESD 820: Leading and Responding to Change

ESD 755: Financial Frameworks (online)

ESD 725: Politics and Policy Leadership

ESD 910: Ethics of Leadership

ESD 920: Leadership Practicum

ESD 930: Curriculum, Instruction, and Assessment Design

ESD 810: Resource Development and Allocation

ESD 830: Human Resource Leadership

ESD 940: Leadership Internship

Categories of Graduate Students

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

- Degree-seeking graduate students desiring a Nebraska Superintendent Administrative Certificate – Education Specialist
- Degree-seeking graduate students desiring a Doctorate in Educational Leadership. This degree leads to no initial or additional certification.

Content Testing

Candidates applying for any initial endorsement(s) to be placed on a Nebraska certificate must provide evidence to the Nebraska Department of Education they have passed the required *Praxis II* content test for the endorsement. School Superintendent Assessment, test code 6021 is the test required for school superintendent certification.

Guidelines for Internships

Doane University assumes the responsibilities for all internship experiences. Candidates in the EDS program must meet the requirements for continuation in the program to participate in an internship. All internship supervisors meet the required standards in Rule 20 for the State of Nebraska. Internship requirements are given to students in the syllabus of the course in which they are completing the internship. This includes all information concerning ethical behavior.

Time Limitations

In the Education Specialist Program, a student is expected to complete the degree with their cadre or within a maximum of five years of beginning graduate study at Doane University. If a student withdraws from the cadre experience, it is necessary to wait one year and resume classes with the next cadre. The Director 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

Faculty Advising

The Advising Office is housed on the Lincoln campus. The directors of the Education Specialist advise their students. If the student is a candidate going into the Doctoral Program the advising is provided by the Director of the Doctoral program. Advisers assist students in developing programs of study, monitoring progress in the program, and assisting with program changes. In addition, students may review their academic program through Doane's web site, available 24/7 wa.doane.edu.

Students are advised by the directors 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 can be done by e-mail or phone as students live and work in many locations far from the graduate office.

The Graduate Office will monitor students completing nine hours of course work in the program with B- or better in each course for full graduate standing. Students in the Education Specialist Program 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. Courses during the fall and spring terms generally meet one evening a week or in the case of the EdS and EdD, the classes usually for day-long instruction of Saturdays and/or Sundays. Summer term classes are scheduled during the day, with meeting times determined by the number of days the course meets. Unique schedule preferences of each site-based program are met by flexible scheduling. Online courses are offered during fall, spring and summer semesters.

ADMINISTRATIVE STRUCTURE

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

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

The Dean of the College of Education and the directors of each program provide direction for their respective programs

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.

Education Specialist Graduate Advisory Committee

This committee is composed of faculty representing both the Education Leadership program (Masters) and both the EdS and EdD. In addition the committee includes 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 to the Director for graduate policies and curriculum.
- To inform the Director and unit faculty of issues and policy affecting K-12 education and administration.
- To serve as guest and expert presenter/practitioner when called upon by the Director.

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 Northrup, Director of Human Resources at laura.northrup@doane.edu or 1014 Boswell Ave., Crete, NE 68333; (402) 826-6773. Laura Northrup 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 Northrup, Director of Human Resources and the College's designated Section 504 Coordinator. She may be contacted at (402) 826-6773 or via email at laura.northrup@doane.edu.
- b. The 504 coordinator will make contact with the student or employee filing the grievance within two business days. The 504 coordinator will make a record of the meeting and may request person filing the complaint to present the grievance in writing.
- c. Upon review of the documentation and information gathering, the 504 coordinator will render a findings report to Doane University, the student bringing forth the grievance and the parents or guardian of the student if FERPA (Family Educational Rights and Privacy Act) permits or employee within 30 days after its filing.
- d. The person filing the complaint may request reconsideration of the report determination and findings if he or she is dissatisfied with the resolution. This request should be made to the Section 504 Coordinator within 10 working days. The findings report will be provided to the Vice President for Student Leadership when a student requests reconsideration and to the Vice President for Finance and Administration when a faculty or staff member requests reconsideration. The designated Vice President will be responsible for reviewing the report findings and resolution and making a determination in writing and providing copies of the written determination to the person filing the grievance within 10 working days. Report findings will also be filed with the 504 Coordinator.

Violence and Unacceptable Behavior Policy

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

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

Those students who do not share these goals, who flagrantly or consistently disrupt the educational process, or who physically abuse or harass, or attempt to physically abuse or harass, other persons in the Doane community will be subject to disciplinary consequences. Such individuals may be dismissed from school and may be subject to criminal charges. Similarly, students who do not respect the property of others, thereby degrading the quality of student life and increasing the cost of education, will be held liable for such damages and may be dismissed from the institution as well as be subject to criminal liability.

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

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

Sexual Assault and Rape Policy

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

Bias/Hate Incident Policy

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

Doane University creates a social, academic and inclusive 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 Projects in the Education Specialist Program

- Graduate students design a qualitative action research project under faculty supervision. The purpose of these projects is to learn the research process in an authentic setting.
- Graduate students follow the ethical practices established by Doane University, and the qualitative research community (Spradley, 1980). The Doane University Human Subjects Research Ethical Standards are: 1) voluntary participation, 2) no harm to participants, 3) anonymity and confidentiality, 4) informed consent, 5) inform participants of purpose, 6) analysis and reporting, 7) researchers are value free or state values. Spradley presents a parallel list of six ethical principles. They are 1) consider informants first, 2) safeguard informants' rights, interests, and sensitivities, 3) communicate research objectives, 4) protect the privacy of informants, 5) do not exploit informants, and 6) make reports available to informants. All graduate students inform their local building principal of their project emphasis.
- Graduate faculty members approve the action research topic in ESD 820 or ESD 930. Topics for final projects focus on teaching or leadership practices to positively strengthen student learning and promote effective leadership for schools. These projects support the local school improvement plan for academic and social growth in areas specified by the Nebraska State Standards.
- Graduate students are expected to complete their local district's approval process for completion and dissemination of action research projects.
- At a graduate student's request, Doane faculty will support their efforts to submit a manuscript for publication in a professional journal. Graduate students are expected to obtain written approval of their local district prior to manuscript submission. Graduate students must submit their manuscript to the Doane University IRB review board before submission to a professional journal.

Doane University IRB Policy Statement

Doane University's Institutional Review Board (IRB) is a standing committee comprised of individuals 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 Education Specialist Final Projects Requirement

The Doane Education Specialist program requires each EDS student to engage in a final project that is patterned on the position requirements of a superintendent or Central Office leader in the state of Nebraska by the Nebraska Department of Education. The EDS focus is for each student to lead a collaborative team in...

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

Each EDS student prepares a report outlining the activities in which they participated, the time spent in each and field notes about the experience in terms of lessons learned about leading in a system context. In addition, the report requires two reflections one of which is completed when the project is approximately ½ completed and the second at the end of the activity. The reflections address lessons learned about themselves as leaders and about the lessons learned about leading in a system. The report is reviewed by the appropriate professor with response to the student. As a result, the report is a demonstration of each of the Education Specialist outcomes of Strategic Leadership, Curriculum Leadership, Organizational Leadership, and School/Community leadership and Policy/Political Leadership.

According to the Doane University IRB, school-based projects like the Education Specialist have exempt status. Even though exempt of IRB review, each project must meet criteria for ethical consideration of participants ensuring confidentiality and receive permission of the school district in which the project is being completed. Students will receive information about the IRB process and needed permissions in the course in which they begin the project.

EDUCATION SPECIALIST DEGREE PROGRAM

Eligibility Requirements – Education Specialist Students

The candidate has completed an MA/MS program in an approved program that qualifies the candidate for building-level, principal endorsement or is currently enrolled in the EdD program. The program must include completion of one semester of practicum, OR, the candidate must hold a current endorsement in building-level administration, OR, permission of the Director.

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

Application Process and Admission

The application process is a three-step process:

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

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

3. Program Interview: Selected candidates may participate in an interview that will include the review of a leadership demonstration portfolio. To be selected for an interview, the application packet will be reviewed by members of the Graduate Education Specialist program faculty. Individuals selected for interviews by faculty will be notified as soon as possible with personal interviews scheduled at the mutual convenience of the candidate and the faculty interviewer.
Professional Portfolio – Candidates should bring the Professional Portfolio to the program interview.
4. Candidates for the Ed.S. degree who are also Doane Educational Leadership graduates may use their EDL portfolio.
5. Candidates for the Ed.S. degree who are not Doane Educational Leadership graduates will be required develop and submit a Professional Portfolio that includes.
 - A written statement of the candidate's philosophy of education.
 - A written statement of the candidate's philosophy of leadership.
 - A personal mission statement.
 - A demonstration of the ability to engage in teamwork and collaboration.
 - A demonstration of the ability to analyze and understand diversity.
 - A demonstration of the ability to implement school improvement plans.
 - A demonstration of engagement in leadership at the building level.

Selection: Candidates will be accepted for the Ed.S. program based upon 1) a review of the application information, 2) the results of the interview, and 3) the completion of a faculty assessment of the candidate's capacity for scholarship and leadership at the Ed.S. level. Candidates

will be notified of their acceptance or other status. Approval for Full Graduate Standing will occur upon recommendation of the faculty after completion of 9 hours of the specified coursework.

Doane E-Mail Accounts Required for Faculty and Students

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

Transfer of Credit Policy – Education Specialist

No credit hours are accepted as transfer credit for the Education Specialist degree.

Full Graduate Standing will occur upon the successful completion of 9 hours of the specified course-work with a 3.00 or higher cumulative grade point average. A student receiving any grade below a B for any graduate course will have his/her file reviewed even though the student's cumulative GPA may be 3.00 or higher.

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

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.

Academic Standing

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

Academic Probation

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

Academic Suspension

An Education Specialist graduate student may be 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 ESD-prefixed course grade below a “B”.
- Breach of academic integrity.

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

Academic Dismissal

An Education Specialist graduate student may be dismissed from Doane 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

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

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

Payment Types Accepted

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

- **Check:** Checks can be made payable to Doane University and mailed to the Business Office, 1014 Boswell Avenue, Crete, NE 68333. Please indicate the student's ID number on the memo line of the check.
- **ECheck: Payment can be made online by e-check** by logging into WebAdvisor at wa.doane.edu. Click on "View Your Account" and follow the instructions. There is no convenience fee for this service. Make sure that you follow the instructions very carefully and properly input your bank's routing number and your account number. Returned electronic checks are treated the same as any dishonored item, and you will be charged a \$25 fee if your check is returned.
- **Credit Card: Payment can be made** by logging into WebAdvisor at wa.doane.edu. Click on ***View Your Account*** and follow the instructions. American Express, Discover, MasterCard or Visa are accepted. A convenience fee of 2.75% will apply.

Automatic Payment Deferment

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

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

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

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

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

Graduate education students must keep in mind that their first class meeting MAY be past the deadline for ANY tuition refund based on the Doane University Calendar. Please refer to the course schedules for the official starting date of each term.

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 the Academic Honesty and Plagiarism Policies in this handbook.

Attendance Policy

- Missing class is not something students want to do. Missing a day of class is missing up to 7 hours of instruction and in our format that is the equivalent of missing three or four class sessions that are two-three hours in length and that meet weekly. If a day of class is missed, the student has missed almost 20% of the semester's learning opportunities.
- In addition, the absence of a student means that the project teams do not have the benefit of your input and you do not have the benefit of their thinking. There is no way to make up missed project work
- Make EdS a priority for personal and professional scheduling of other activities and events
- Legitimate absences are understood. There are times when issues of family and or illness prevent students from being present. It is expected that students may be absent for major family events that were unforeseen at the time this course began. And, students may be absent if ill and especially if contagious.
- Family comes first. Your job comes next. EdS comes next and must be in your top priorities.
- Missing class for any reason will require make up work that involves all of the reading for that day, the questions posed on the slide deck and any other research required. The absent student must write a summary of the readings, the answers to any questions posed and do any research that is required and turn it in to your reader with 10 days of the absence.
- In addition, the absence may result in a grade reduction for the part of the day that can not be made up.
- Please contact one of the professors about an absence that is necessary.
 - John's phone is 402-440-9092
 - Melissa's phone is 402-504-0615
- Any absence will require a response from the student:

- For any absence, the student will prepare a contract for approval stating the make-up work to be done and the timeline for submitting it. See the Appendix for the Make-Up Contract.

Class Absence--Contract to Complete Work

Course: _____ **Date of Absence:** _____

Name: _____ Date _____

Proposal for Completion of Work/Make-up Work:

Activities to be Completed

Timeline for Submission

(1) Reading of assigned texts, supplemental texts, and/or articles on BB: submit an outline of lessons learned and a reflection	
(2) Contact a cadre member and talk through the day's activities; submit an outline of lessons learned and reflection	
If the absence was due to attending or presenting at a conference or other meeting, you may skip (2) above and complete one of the following options:	
(3) Write a reflection on the leadership lessons from the professional activity in which you were a participant or leader OR	
(4) Provide a presentation to Cadre on a topic of the conference attended/presented at a time scheduled for the presentation.	
(5) Other	

I understand it is my obligation to complete all course requirements including those for class sessions for which I am absent. I will complete the items noted above according to the timelines identified.

Signed: _____ Date: _____

Approved: _____

Date: _____

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 DEGREE PROGRAM

Portfolio Requirements – Education Specialist

Education Specialist Professional Portfolio Development

Purposes of the professional portfolio

1. Show evidence of growth and development during the leadership program experience.

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

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 Education Specialist Degree

1. Successfully complete 36 hours of graduate work in the program.
2. Maintain a graduate cumulative grade point average of 3.00 or above.
3. File an application for degree form no later than the required date.
4. Complete a two one semester internships in a setting approved by the Director. The internship may include an action research school improvement project at the district level.
5. Submit a written summary of the project to the Graduate Office.
6. 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

Superintendent Certification

Completion of the Education Specialist degree prepares students for the Standard Administrative Certificate with an endorsement for the Superintendency. Candidates for the endorsement of the superintendency must also meet the state requirements for the human relations course and a Special Education course. Individuals who have Standard Administrative Certificates with endorsements for the principalship have met the state standards for the human relations and special education courses. Candidates with certificates in administration from other states may have to complete the two required courses if certification in Nebraska is sought. There are two forms of review prior to recommending certification.

1. Nebraska Department of Education Rule 21 and Rule 24 requirements are as follows:
 - a. Completion of a minimum of 60 graduate semester hours beyond the baccalaureate degree and a one-semester practicum in an approved or accredited school system.
 - b. The applicant must have a valid regular teaching certificate or an administrative and supervisory certificate (Principal, Curriculum Supervisor) and at least two years of teaching experience in a K-12 school.
 - c. Complete a three-credit hour course in special education that meets state guidelines.
 - d. Complete an accepted course in human relations training.
 - e. In compliance with this rule, each student must affirm that he/she has not been convicted of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court.
 - f. Affirm that there is no court order or determination currently in effect which finds the student to be mentally unhealthy as determined by Title 92, Rule 20 of the NAC.

As required by the State of Nebraska, each student is required to affirm under oath that he or she does not have an order or determination currently in effect by a court or any other governmental body which finds the student to be any of the following: a mentally ill and dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional.

3. Recommendation for certification for Doane University for the Superintendent Endorsement will be determined by the student's potential as indicated by the following:
 - a. Completion of all Nebraska Department of Education requirements.
 - b. Successful completion of all coursework for the Education Specialist degree.
 - c. A cumulative grade point average of 3.0 or higher for all courses leading to the degree.
 - d. Completion of the Certification Tracking form and application for degree form.
 - e. Successful completion of the Portfolio and project requirements.

The Director of EdS will recommend to the Dean of the College of Education who in turn will recommend 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.

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.

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 in regard to the probationary status and conditions.

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

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

A graduate student may be suspended from Doane University for any of the following reasons:

- ◆ Failure to return to good academic standing after the specified probationary period.
- ◆ Failure to meet requirements set forth in the probation letter.
- ◆ Receipt of a second course grade below a B-.
- ◆ Breach of the Doane University Student Academic Honesty Policy (a copy of the policy may be obtained from the Vice President for Academic Affairs Doane University, Crete, NE).
- ◆ Breach of the Standards for Professional Practices Criteria as defined in 92 NAC 27.
- ◆ Conviction of a felony involving abuse, neglect or sexual misconduct as defined in Title 92, Chapter 20, Section 006.01A2.

- ◆ Be determined to have a mental or emotional incapacity to practice the profession as evidenced by a legal adjudication or determination thereof or by other lawful means as defined in Title 92, Chapter 20, 006.03.

In all cases, the student is notified of the suspension in writing by the Director of the program.

APPEALS POLICIES

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

Full Graduate Standing Appeal

An applicant denied full graduate standing to a graduate program may appeal this denial by submitting a written request to the appropriate Program Director. The request is submitted to the Department of Education, Doane University, Crete, NE 68333, within 14 calendar days of the date of the letter of full graduate standing denial. The Director will make a response to such a written request before the last day to register for the next course term.

In response to a written request, the applicant is granted a personal appearance before the Director, if desired. A recommendation either supporting or not supporting the applicant's request will be made by the Director and communicated, in writing, to the Dean of the College of Education.

Course Grade Appeals

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

1. The student must complete a statement in writing stating the issues of the dispute. This statement must be sent to the course instructor and the Director of the appropriate program.
2. Within one week of sending the letter, the student must request a conference with the course instructor.
3. The course instructor and student will meet in an attempt to resolve the appeal. If the complaint is not resolved during this conference, the course instructor will write a statement of the issues and why the complaint was not resolved. He/She will send a copy of this statement to the Director of the appropriate program.
4. If the student wishes to take further action to resolve the appeal, the student may then request a conference with the appropriate Dean of Graduate Studies in Education. The Dean of Graduate Studies will review the statements from the student and instructor. The Dean will notify the student and instructor of his/her findings. If the Dean decides the appeal is not justified, the student may appeal to the Vice President of Academic Affairs.
5. The Director reviews the appeal. The Director may decide to: a) consider written material submitted by both the student and the instructor; or b) convene an evidentiary hearing of the dispute; or c) request both a submission of written materials and an evidentiary hearing.

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

Academic Probation

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

Appeals of Academic Suspension

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

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

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

Appeals for Readmission Following Dismissal

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

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

The steps for appeal are as follows:

1. The student must submit a written request to the Dean of the College of Education and Director of Program asking to be readmitted to the graduate program on a provisional status.
2. The student must submit to the Dean of the College of Education and Director of Program written evidence that a radical improvement in his/her ability to complete graduate-level work or to rectify the conduct that led to the dismissal.
3. The student must be prepared to appear before the Dean of the College of Education and Director of Program to answer any questions the Committee may have regarding the student's

ability to perform satisfactorily at the graduate level or questions related to issues of ethical behavior leading to dismissal.

4. The student will be notified by the Dean of the College of Education of their decision regarding readmission on a provisional status and the requirements for the student's return to good academic standing.

STUDENT SERVICES

Library Facilities

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

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

Career Placement

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

Counseling

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