



**SOE**

**GRADUATE**

**HANDBOOK**

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# IPFW SCHOOL OF EDUCATION

## Graduate Student Handbook

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## **SCHOOL OF EDUCATION**

### **GRADUATE STUDENT HANDBOOK**

#### **Introduction**

This graduate student handbook has been designed to help you as you complete your graduate degree in the School of Education (SOE) at Indiana University Purdue University Fort Wayne (IPFW). It contains details about the following Master's Degree programs: elementary education, secondary education, educational leadership, counselor education (school counseling), marriage and family therapy, and special education (to be offered beginning Fall, 2006). Please become familiar with the contents of this handbook as it outlines the policies and requirements that will govern your degree work.

#### **The Mission of the IPFW School of Education**

*To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:*

1. Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
2. Improving the human condition by creating positive learning environments;
3. Becoming change agents by demonstrating reflective professional practice;
4. Solving client problems through clear, creative analyses;
5. Assessing client performance, creating and executing effective teaching, counseling, and educational leadership, by utilizing a variety of methodologies reflecting current related research; and
6. Utilizing interdisciplinary scholarship, demonstrating technological and critical literacies, and effectively communicating with all stakeholders.

#### **The IPFW School of Education Conceptual Framework:**

##### **A Learning and Leadership Model**

We in the School of Education are committed to the following conceptual framework for our programs:



## **Democracy & Community**

Effective educators, such as teachers, counselors, and administrators, need to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. *Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff and with all other stakeholders in the educational enterprise.*

## **Habits of Mind**

Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of mind necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. *Consequently, the SOE must integrate critical habits of mind in all aspects of the teaching/learning process.*

## **Pedagogy**

Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. *Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.*

## **Knowledge**

Effective educators need to be well-grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, and how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach, and of students. *Consequently, the SOE should immerse educators in nurturing learning communities that deepen knowledge, and encourage ongoing intellectual, emotional, and personal growth.*

## **Experience**

Effective educators learn their craft through experiences in actual educational settings. Through on-site campus activities and field-based experiences, students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. *Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools*

*into all aspects of the curriculum, and help educators to assess and reflect on those experiences.*

## **Leadership**

Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practice as they optimistically face the educational challenges of the twenty-first century. *Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and in their communities.*

*Educator* is broadly defined as pre-service and in-service teachers, administrators, and counselors.

## **M.S. in Education: Elementary Education and Secondary Education**

### **Scholar-Practitioner Model**

The scholar-practitioner model is grounded on the ideal of scholar-practitioner leadership with emphasis on preparing educational leaders who address the challenges of population growth issues, cultural diversity, policy analysis and design, problem solving, and the change process. Bentz and Shapiro (1998) state that “a scholarly practitioner is someone who mediates between professional practice and universe of scholarly, scientific, and academic knowledge and discourse” (p. 66). The IPFW School of Education’s newly focused vision, newly sequenced courses, and newly articulated performance-based assessment system demonstrate in practice a commitment to the scholar-practitioner model.

The vision of the IPFW School of Education Master’s Programs in Elementary Education and Secondary Education is to build with graduate students, and their schools and corporations, scholar-practitioner learning communities for engaging in a democratic and diverse society. The two primary standards of scholar-practitioner leadership are the effective use of research to improve practice and effective engagement in learning communities beyond local districts. These two standards synthesize the elements of the SOE conceptual framework, mission statement, and National Board for Professional Teaching Standards (NBPTS) standards.

Critical points of this model include:

- 1) The scholar-practitioner educator fosters a democratic, just, inclusive learning community among all stakeholders. The scholar-practitioner educator engages in ongoing reading and analysis of research to inform his/her teaching practice.
- 2) The scholar-practitioner educator engages in an ongoing evaluation of

the impact of his/her practice on students' learning and reflectively makes further curriculum and instructional decisions.

3) The scholar-practitioner contributes to the knowledge base through research writing, grant writing, and professional presentations to strengthen the field of education on multiple levels.

4) The scholar-practitioner educator weaves between research and practice and theory and practice, constantly working within learning communities in fostering a democratic society.

### **National Board for Professional Teaching Standards (NBPTS):**

#### *Background*

In response to *A Nation at Risk* (1983), the Carnegie Task Force on Teaching as a Profession (1986) issued a pivotal statement, *A Nation Prepared: Teachers for the 21<sup>st</sup> Century*. Its leading recommendation called for the establishment of a National Board for Professional Teaching Standards (NBPTS), which was organized in 1987.

#### *Introductory Statement*

The National Board for Professional Teaching Standard's mission is to advance the quality of teaching and learning by:

- 1) maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- 2) providing a national voluntary system certifying teachers who meet these standards; and
- 3) advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

#### *What Teachers Should Know and Be Able to Do*

- 1) The fundamental requirements for proficient teaching are:

a broad grounding in the liberal arts and sciences;

knowledge of the subjects to be taught, of the skills to be developed, and of the curricular arrangements and materials that organize and embody that content;

knowledge of general and subject-specific methods for teaching and for evaluating student learning;

knowledge of students and human development;

skills in effectively teaching students from racially, ethnically, and socioeconomically diverse backgrounds; and

the skills, capacities, and dispositions to employ such knowledge wisely in the interest of students.

- 2) This enumeration conceals teaching complexities, uncertainties, and dilemmas such as:

formal knowledge that accumulates steadily but provides insufficient guidance in many situations;

the need for judgment, improvisation, and conversation about means and ends;

human qualities;

expert knowledge and skill; and

professional commitment.

### ***Five Core Propositions***

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities, and commitments reflected in the following propositions.

- 1) Teachers are committed to students and their learning.

Teachers recognize individual differences in their students and adjust their practice accordingly.

Teachers have an understanding of how students develop and learn.

Teachers treat students equitably.

Teachers' mission extends beyond developing the cognitive capacity of their students.

- 2) Teachers know the subjects they teach and how to teach those subjects to students.

Teachers appreciate how knowledge in their subjects is created, organized, and

- linked to other disciplines.
- Teachers command specialized knowledge of how to convey a subject to students.
- Teachers generate multiple paths to knowledge.
- 3) Teachers are responsible for managing and monitoring student learning.
- Teachers call on multiple methods to meet their goals.
- Teachers orchestrate learning in group settings.
- Teachers place a premium on student engagement.
- Teachers regularly assess student progress.
- Teachers are mindful of their principal objectives.
- 4) Teachers think systematically about their practice and learn from experience.
- Teachers are continually making difficult choices that test their judgment.
- Teachers seek the advice of others and draw on education research and scholarship to improve their practice.
- 5) Teachers are members of learning communities.
- Teachers contribute to school effectiveness by collaborating with other professionals.
- Teachers work collaboratively with parents.
- Teachers take advantage of community resources.

### **M.S. in Education: Educational Leadership**

#### **Interstate School Leaders Licensure Consortium (ISLLC)**

The Interstate School Leaders Licensure Consortium (ISLLC), organized by the Council of Chief State School Officers, was formed for the purpose of developing model standards and assessments for school leaders. ISLLC's primary constituency is the state education agencies responsible for administrator licensing. It includes representatives of state agencies/departments of education and professional standards boards, with considerable participation by professional associates. The ISLLC standards have been adopted for use by the (Indiana) Division of Professional Standards (DPS) (formerly the Indiana Professional Standards Board [IPSB]).

## The ISLLC Standards

The content of the assessment is based on the standards developed by ISLLC members and on a national job analysis. The standards are based on:

- > a thorough analysis of what is known about effective educational leadership at the school and district levels;
- > a comprehensive examination of the best thinking about the types of leadership that will be required for tomorrow's schools'
- > syntheses of the thoughtful work on administrator standards developed by various national organizations, professional associations, and reform commissions; and
- > in-depth discussions of leadership and administrative standards by leaders within each of 24 states involved in ISLLC.

The standards are designed to capture what is essential about the role of school leaders – what makes a difference in whether a school community can provide experiences that ensure all students succeed. The standards capture what research and practitioners have told the ISLLC representatives are critical components of effective leadership. By focusing on the essential aspects of leadership -- defined in relation to student success – the standards are designed to help transform the profession of educational administration and the roles of school administrators.

Many of the states involved in the development of the School Leaders Licensure Assessment had previously developed state-specific administrator standards. To craft material for a common assessment, these individual sets of indicators were blended into the six ISLLC Standards.

## ISLLC Standards Summary

Summary statements for the six ISLLC Standards are presented below. All candidates are advised to give special attention to these standards because responses to each question in the assessment will be judged using rubrics based on the standards.

Note that each standard starts with the same phrase: “*A school administrator is an educational leader who promotes the success of all students by ...*” This phrase highlights the standards’ emphasis on the vision of a school leader as an educational leader who strives to promote the success of all students.

- Standard 1) A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Standard 2) A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Standard 3) A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Standard 4) A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Standard 5) A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- Standard 6) A school administrator is an educational leader who promotes the success of all students understanding, responding to, and influencing larger political, social, legal, and cultural contexts.

### **M.S. in Education: School Counseling or Marriage and Family Therapy**

#### **Standards for School Counseling**

The Standards for School Counseling Professionals are an extension of the core standards for School Service Professionals. Individuals seeking licensure in School Counseling must meet both the core set of standards for School Service Professionals and the Standards for School Counseling Professionals. The Standards for School Counseling Professionals reflect the uniqueness of school counseling and the functions of the school counselor.

The standards for School Services Professionals involve: 1) Students and the Learning Process; 2) Education and Learning Systems and Organizations; 3) Family and Community; 4) Assessment; 5) Intervention; 6) Legal Issues; and 7) Ethics and Professionalism.

- Standard 1) School Counseling Professionals are leaders who promote educational success for all students by developing and managing school counseling programming relative to academic, career, social, and emotional growth. School Counseling Professionals use facilitative, consultative, and collaborative leadership skills to provide a certainty of educational opportunities for all students.

- Standard 2) School Counseling Professionals collaboratively design, coordinate, implement, and evaluate student assistance services.
- Standard 3) School Counseling Professionals collaboratively design, coordinate, implement, and evaluate education and career services.

### **Standards for Marriage and Family Therapy**

The Indiana Health Professionals Board has established that Marriage and Family Therapy specialists demonstrate competency in the following areas: 1) Theoretical Foundations of Marriage and Family Therapy; 2) Major Models of Family Theory; 3) Individual Development; 4) Family Development and Family Relationships; 5) Clinical Problems; 6) Collaboration with Other Disciplines; 7) Sexuality; 8) Gender and Sexual Orientation; 9) Issues of Ethnicity, Race, Socioeconomic Status, and Culture; 10) Therapy Techniques; 11) Behavioral Research That Focuses on the Interpretation and Application of Research Data; 12) Legal, Ethical, and Professional Standards and Issues in the Practice of Marriage and Family Therapy; and 13) Appraisal and Assessment for Individual or Interpersonal Disorder or Dysfunction.

### **Field Experiences**

Various field experiences are vital parts of different Master's Degree programs. Details about these experiences can be found in specific program guidelines documents.

### **Academic Advisement**

Upon admission to the School of Education, each student is assigned an academic advisor. While students are ultimately responsible for accomplishing their own educational goals and progressing toward graduation, the SOE is committed to helping them meet this responsibility by ensuring access to quality academic advising. If you take the initiative to seek his/her assistance, your academic advisor will help you understand fully all of your options while avoiding needless mistakes and delays. Students, especially those students who experience academic or other difficulties, are encouraged to maintain close contact with their advisors and to make appointments throughout the year in order to discuss course registration and academic progress.

Students benefit most from academic advising when they accept a major share of the responsibility for seeking timely advice. Other, more specific obligations in the shared relationship between students and their academic advisors are as follows:

*It is the student's responsibility to:*

- > be knowledgeable about university, school, and departmental program requirements: academic regulations: and calendar deadlines specified in the *Graduate Bulletin*, *Schedule of Classes*, and departmental publications;

- > consult with his/her advisor whenever appropriate and in a timely manner;
- > be prepared for all scheduled advising sessions;
- > make academic decisions based upon information obtained or recommendations offered;
- > act upon academic decisions in a timely manner;
- > maintain personal records of academic progress, including documentation of approved exceptions to stated program requirements;
- > seek additional or supplemental advice from other university personnel or services as needed or recommended; and
- > present and candidly discuss factors (e.g., employment, commuting distance, etc.) that might affect selection of classes, registration, and other academic planning.

*It is the academic advisor's responsibility to:*

- > be knowledgeable about university, school, and department academic regulations;
- > establish, maintain, and clearly post adequate and suitable office hours for advising (including information on summer availability);
- > assist the student with understanding degree requirements and the proper sequencing and selection of courses while being knowledgeable about developmental course placements and any published changes in requirements;
- > assist the student in determining practical and manageable academic loads;
- > assist the student in monitoring his/her academic progress;
- > document approved exceptions to the student's academic program;
- > explain the relationships among degree requirements, departmental philosophy, and, as necessary, certification criteria;
- > assist the student regarding areas of enrichment appropriate to abilities and goals;
- > assist the student regarding linking programs of study to relevant career opportunities; and
- > act, when appropriate, as a referral agent to other university personnel and services.

## **Registration**

Registration begins each semester according to a timetable established by class standing. Your registration cannot be processed before the day assigned to your class standing. This timetable is published in the *Schedule of Classes* and is also posted on the Registrar's web site ([www.ipfw.edu/registrar](http://www.ipfw.edu/registrar)). In most cases, you will register for classes via the web registration system (<https://my.ipfw.edu>). Although you do not have to see your advisor prior to registration, it is highly recommended that you schedule an appointment with your advisor well in advance of your registration date for assistance in selecting courses. After your initial registration, you may revise your schedule in accordance with the policies and deadlines established by the Registrar and published in the *Schedule of Classes* and the *Graduate Bulletin*.

## **Important Sources of Information**

It is essential that you remain informed and current about your program's requirements as you progress through the program. Almost everything you need to know is in print. You should keep copies of all necessary materials so that you can refer to them as needed. Below are IPFW publications that provide you with essential information.

### ***IPFW Graduate Bulletin* ([www.ipfw.edu/academics/bulletins/](http://www.ipfw.edu/academics/bulletins/))**

*Complete information about IPFW programs, policies, and courses is contained as follows:*

- > specific information about the programs and majors offered at IPFW is found in the bulletin's front section;
- > course descriptions are listed alphabetically by departments in the bulletin's middle section;
- > academic policies and procedures are contained in the bulletin's back section; and
- > an index gives the page number(s) where you can locate specific information.

You may graduate under either the bulletin in effect when you were admitted to IPFW or any later bulletin.

Note that the *IPFW Graduate Bulletin* is a guide, not an unchangeable contract with the student. The bulletin will serve you as written in most cases. However, courses are sometimes discontinued and course substitutions are made. Occasionally curriculum or policy changes are completed too late to be included in the *IPFW Graduate Bulletin*. At other times, the Division of Professional Standards (DPS), which controls teacher licensure in Indiana, will revise policies, with such changes taking effect immediately. You will be governed by any such changes.

The School of Education advisors and faculty take great care to ensure that students do not suffer from being caught in any transitional situations. If you consult frequently with your advisor, you should avoid any unpleasant surprises when you apply for graduation and/or your teaching license.

### ***IPFW Student Handbook Planner***

An easy-to-read essential reference, this booklet provides information on campus services, opportunities for involvement, university policies and procedures, general student information, and a daily calendar. You may obtain a copy of this handbook at various places around campus.

### ***Schedule of Classes (Oasis accessed through <https://my.ipfw.edu>)***

The *Schedule of Classes* is issued each semester and contains that semester's schedule of classes as well as the official calendar, deadlines, the final exam schedule, and other important information. Do not throw it away after you register. You will need it for reference later in the semester.

### ***School of Education Web Site ([www.ipfw.edu/educ](http://www.ipfw.edu/educ))***

The School of Education web site is your resource for current information about programs, requirements, deadlines, and events in the School of Education. Each department has web pages that discuss programs, advising, and licensing. Important dates, deadlines, and events are included on the School of Education Calendar page and the "What's New" page. You will also find information about the School of Education mission and conceptual framework and the curriculum lab. Contact information for all School of Education faculty and staff is also available.

### **Program Standards and the Unit Assessment System (UAS)**

Graduate students are urged to become familiar with the program standards and the Unit Assessment System that apply to graduate degree work at IPFW. Copies of these materials may be obtained in Neff 250 or on the SOE website.

#### **Programs of Study**

*The following graduate programs are available from the IPFW School of Education:*

- > M.S. in Education: Elementary Education
- > M.S. in Education: Elementary Education (Early Childhood Emphasis)
- > M.S. in Education: Elementary Education (Reading Minor)
- > M.S. in Education: Elementary Education (Gifted and Talented K-12 Endorsement)

- > M.S. in Education: Secondary Education
- > M.S. in Education: Secondary Education (Reading Minor)
- > M.S. in Education: Secondary Education (Gifted and Talented K-12 Endorsement)
- > M.S. in Education: Educational Leadership (K-12 Administrative Licensure)
- > M.S. in Education: Counselor Education
- > M.S. in Education: Marriage and Family Therapy
- > M.S. in Education: Special Education (to begin Fall, 2006)

### **New M.S. Program in Special Education**

An M.S. Degree in Special Education will be offered by the SOE beginning in the Fall of 2006. For details about this program, contact Dr. Beverly Parke (on leave: Fall, 2005), Dr. Steve Crites (Neff 250K, [260] 481-5783, critess@ipfw.edu), or Dr. Jane Leatherman (Neff 250L, [260] 481-5742, leatherj@ipfw.edu).

### **M.S. in Educational Leadership / Cohort Program**

IPFW offers a 14-month cohort program leading to an M.S. degree in educational leadership. Students who complete this program are eligible for K-12 building principal licensure. For details about this program, contact Dr. Pat Garvey (Neff 252, [260] 481-4123, garveyf@ipfw.edu).

### **Educational Specialist Degree in Educational Leadership (Ed.S.)**

The Education Specialist Degree in Educational Leadership (Ed.S.) at IPFW offers a dual program for degree and licensure plus professional/renewal opportunities for licensure. The program is offered in collaboration with Indiana University-Bloomington. For details about this program, contact Dr. Pat Garvey (Neff 252, [260] 481-4123, garveyf@ipfw.edu).

### **Admission to M.S. Programs in Education**

Admission requirements vary from program to program. Details may be obtained on program guidelines sheets or from faculty in the various departments.

A student wishing to take graduate courses but not (initially) planning to complete degree or certification requirements in elementary education or secondary education may choose to enroll as a temporary graduate student. A temporary graduate student may complete no more than six (6) credits every five (5) years.

### **School of Education Behavior Review Policy (Undergraduate / Graduate)**

Students may be failed in an education course and/or be dismissed from the IPFW School of Education for unprofessional conduct that jeopardizes the health or safety of students, teachers, or others, or has a potentially detrimental effect on the School of Education. Due to the serious consequences of certain unprofessional behaviors, procedures for dismissal from the program may be initiated. If the student is in an educational setting or community agency at the time that the dismissal action is initiated, suspension from the field experience, practicum, service learning, internship, or student teaching will occur pending the outcome of the disciplinary process.

If, in the professional judgment of an SOE faculty member, a student's behavior or disposition is deemed professionally inappropriate, inadequate, and/or unethical, the following steps will be taken:

1. The faculty member who has become aware of the problem will meet (in the presence of an additional faculty member) with the student. The student will be made aware of the concerns and be allowed to respond. If deemed helpful at that time, the faculty member will offer suggestions for possible changes in the student's behavior. This meeting will be documented in writing. Examples of problems that may be addressed include but are not limited to the following dispositions:
  - > inappropriate affect and emotions;
  - > inappropriate affect and emotions;
  - > ineffective interpersonal skills;
  - > lack of respect for the feelings, opinions, knowledge, and abilities of others;
  - > lack of awareness of social and professional behaviors and expectations;
  - > inability to reflect upon and take responsibility for one's behavior; and/or
  - > unwillingness and/or inability to accept suggestions positively and to modify behavior appropriately.
2. If deemed important and appropriate, the faculty member will write a letter to the SOE Associate Dean concerning the meeting with the student. The written documentation of the meeting with the student will be attached to this letter. The faculty member concurrently will inform the student, in writing, that such a letter has been sent to the Associate Dean. Upon the request by the student or Associate Dean, a student advocate will be appointed from among the SOE faculty.
3. If the Associate Dean deems the student's problem to be serious enough in nature, he/she subsequently will appoint an SOE faculty committee to investigate all

aspects of the situation and to interview the student. The student may then be given recommendations for the modification of behavior and a warning of the potential for dismissal from the program.

4. The faculty committee's report, including recommendations and/or requirements, will be placed in the student's file, and a copy will be delivered to the student. Included in this report will be an appropriate timeline during which the required modifications of behavior will occur. At this point, the student's advisor, the Dean, appropriate faculty, and supervisors will be notified that the student has been warned about his/her potential dismissal from the program.
  5. The Dean, Associate Dean, and faculty committee will monitor and document the student's subsequent progress or lack of progress in fulfilling the recommendations that have been given to the student. Failure to comply with the recommendations will lead to the student's removal from the Teacher Education program.
- If it is decided that the student will be removed from the program, the Dean will
6. provide the student with written documentation of this decision. The student will not be eligible to be readmitted to the program at a later time.
  7. If the student is not satisfied with the SOE's decision, he/she can follow the general appeals procedure of Indiana University Purdue University Fort Wayne.

### **Grades and Grade Point Average (GPA)**

Your instructor should explain to you, preferably in writing at the beginning of the semester, the course requirements and grading system to be used. You will be assigned a grade in each course at the end of the semester. You are responsible for the completion of all required work in each course by the time of the last scheduled class meeting or other deadline set by the instructor unless (i.) you have officially withdrawn from the course or (ii.) you and the instructor have agreed that a grade of Incomplete (I) is warranted.

### **Grade Appeals Procedure**

On May 6, 2003, the Educational Policy Committee approved the following guidelines regarding grade appeals prepared by the Grade Appeals Committee.

*The University regulations regarding grade appeals state:*

- > The grade appeals policy applies to all students enrolled at IPFW. It can be used by any student who has evidence or believes that evidence exists to show that a course grade was assigned or a similar evaluation was made as a result of prejudice, caprice, or other improper condition such as mechanical error.

*Before filing a grade appeal, you should ask:*

- > “Do I really have grounds for a grade appeal?”

Note that you may appeal a grade only if you have evidence that prejudice, caprice, or other improper conditions have occurred. You may not appeal simply because you believe you should have had a higher grade or that the instructor was unreasonable or too difficult or for any other such reason so long as the same standards were applied to all students in the class.

Remember, also, that the burden of proof in a grade appeal is on you (except in cases of alleged academic dishonesty, when the burden of proof is on the instructor). This means you must be able to document your case. Your opinion or feeling that you were treated unfairly is not sufficient.

An appeal must be initiated no later than the fourth week of the fall or spring semester immediately following the session in which the grade was assigned. A final decision at each step must be reported within 30 calendar days of the filing of an appeal at that step, provided that this deadline falls within the regular academic year (fall semester or spring semester). If the deadline falls during the summer, the decision must be reported within 30 calendar days of the start of the fall semester. Each successive step in the appeals procedure must be initiated within three calendar weeks of the completion of the prior step.

At the School of Education level, grade appeals must move through the following steps:

1. The student filing the grade appeal meets with the faculty member or instructor in an attempt to resolve the situation.
2. If the grade appeal is not resolved in Step 1, the student filing the grade appeal meets with the department chair. The department chair will attempt to resolve the grade appeal informally with the faculty member involved in the situation.
3. If the grade appeal is not resolved in Step 2, the department chair will refer the situation to the associate dean of the School of Education. The associate dean will contact the SOE’s Student Affairs Committee (SAC), which handles grade appeals with the SOE. The SAC will meet separately with the student and the faculty member involved in the situation. Following these meetings, the SAC will make a non-binding recommendation to the faculty member regarding the grade appeal. If the faculty member involved in the situation is a member of the SAC, he/she shall recuse himself/herself from involvement with the SAC for purposes of the situation in question.

If the grade appeal is not resolved within the School of Education, the student may appeal to the Dean of Students, who will advise the student regarding procedures at the campus level.

You may obtain assistance from the Dean of Students in preparing your appeal. He/she will then direct you to the Chair of the Grade Appeals Subcommittee, to whom the appeal should be submitted.

These required steps are explained in the *IPFW Graduate Student Handbook* and in Senate Document 82-2. These documents also specify the grounds under which a grade appeal may be made. Time limits must be followed at each stage of the grade appeals process.

In appealing to the campus Grade Appeals Subcommittee, you must specify in writing the nature of the appeal and the basis for it. Your written document must identify clearly the grounds on which you are appealing, as follows:

- > improper procedure at a lower level;
- > new evidence; and/or
- > the instructor has not accepted the department's or school's recommendation.

Your document must identify clearly the grounds on which you are appealing. You must present factual evidence to support your appeal and base your appeal on facts, not just your opinion. Include any physical evidence you may have (e.g., exams, papers, etc.). You must submit the Grade Appeals Procedure form (obtained from the Dean of Students) with appropriate signatures showing that you have exhausted all lower levels of appeal.

The appeal process ends if the Grade Appeals Subcommittee rules that you do not have grounds for an appeal, and your grade will stand. This decision cannot be appealed.

If granted a hearing, come prepared to argue your case. You may bring an advisor with you, but that person cannot speak for you. You may call witnesses to support your case. The Grade Appeals Subcommittee will not seek witnesses for you or for the instructor.

In the hearing, both sides (student and instructor) will be heard by a panel of five persons selected from the members of the Grade Appeals Subcommittee. You and your instructor will appear before the panel separately unless both of you request otherwise.

If you are successful in your appeal, the Grade Appeals Subcommittee will direct the Registrar's Office to change your grade. If you are not successful, your grade will stand. Either way, the decision of the Grade Appeals Subcommittee is final and may not be appealed to any higher authority.

### **Frequently Asked Questions (FAQ's)**

Answers to frequently asked questions about advising and licensing are available on the web site of IPFW's Advising and Licensing Center ([www.ipfw.edu/adlc](http://www.ipfw.edu/adlc)).

### **Tips for the Successful Student**

As a graduate student, you have no doubt mastered the art of studying for university course work. The following points are given as reminders about working in the university setting.

Practice effective time management.

Improve your memory strategies.

Use your instructors as resources.

Be an effective reader.

Be an effective note taker.

Be an effective test taker.

### **Graduation**

To be considered for graduation from an IPFW program, you must submit an application for graduation. If you do not apply for graduation by the posted deadline, you may not be considered for honors, your name may not appear in the commencement program, and your degree may not be available at commencement. Visit the Office of the Registrar's web site ([www.ipfw.edu/registrar](http://www.ipfw.edu/registrar)) and click on "Graduation Information" for more information. You may also contact the School of Education secretary (Neff 250).

If you are finishing your degree after the Fall Semester, the application deadline is June 1. The deadline is November 1 if you are finishing your degree after the Spring Semester. Submit your graduation application by February 1 if you are finishing your degree after either of the summer sessions.

Commencement is a time when the campus community gathers to honor graduates and their families. The Indiana University President and the Purdue University President confer degrees and give mini-charges to the graduating class. Candidates for degrees will have their names read, receive congratulations from IPFW administrators, and receive diploma covers from their academic dean. The commencement ceremony is held in May. Students who complete degree requirements in December or who anticipate completing degree requirements in May or either summer session are eligible to participate in the ceremony. December graduates will be notified by postcard when diplomas are available. Diplomas for May graduates will be available at the graduation celebration

following the commencement ceremony. Summer graduates will be notified by postcard when their diplomas are available.

### **Licensure and Certification Procedures**

Information may be obtained from Jim Beard, SOE certification officer, in the Advising and Licensing Center (Neff 243, [260] 481-4100, beardj@ipfw.edu).

### **Job Search / Career Services**

SOE faculty can provide you with suggestions about job possibilities and the recruitment and interviewing process. In addition, the Academic Counseling and Career Services (ACCS) office provides potential contacts and information to support the search for a meaningful and rewarding career. Job opportunities are updated continually and are available in the ACCS office (Kettler 109) or via the Internet ([www.ipfw.edu/accs/](http://www.ipfw.edu/accs/)). Career counselors are available to meet with you by appointment to discuss issues related to searching for a teaching position. They will assist you in developing your résumé and in preparing for interviews. Career related workshops and career fairs are sponsored throughout the year.

You are also eligible to register with the Indiana University-Bloomington School of Education's Education Placement Office. After registering with this office and paying a small fee, you may access employment listings, have your information sent to employers who are seeking to fill open positions, establish a credential file to send to interested employers, and participate in the Annual Interview Day held at IU-Bloomington. For more information, visit the IU-B career services web site ([www.indiana.edu/~carsrv/](http://www.indiana.edu/~carsrv/)).