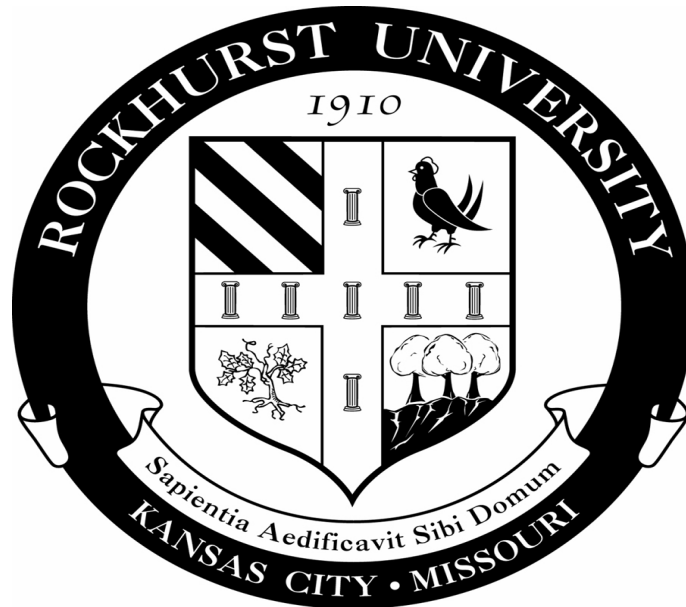


ROCKHURST UNIVERSITY

DEPARTMENT OF EDUCATION

POLICIES AND PROCEDURES



Rockhurst University
Department of Education

Policies and Procedures

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Overview of Program

Conceptual Framework

Teacher Preparation in the Jesuit Tradition

Rockhurst University, one of the 28 Jesuit institutions of higher education in the United States, provides a distinctive context for the professional preparation of teachers. Jesuit higher education is rooted in the philosophy of the founder of the Jesuit order, Ignatius of Loyola (1491-1556), who devoted his adult life to advancing the teachings of Jesus. It aims to prepare men and women for “service to others” through a comprehensive liberal education. It is only in service to others, according to the teachings of St. Ignatius, that one becomes more fully human and hence, more fully divine. The Department of Education at Rockhurst University is committed to the preparation of teachers in this tradition. Thus, our programs emphasize three interrelated themes of Jesuit education: a focus on moral reflection, teaching for social justice; and the liberal treatment of subject matter. The themes of Jesuit education and their significance for our programs will be described below. Alphabetize

A Focus on Moral Reflection

One theme of Jesuit higher education is its emphasis on the development of values. According to Peter Hans Kolvenbach, the Superior General of the Society of Jesus, “Jesuit education is value oriented. There is no aspect of education, not even the so-called hard sciences, which is neutral. All teaching imparts values” (1999, p. 14). Jesuit higher education is decidedly explicit about the values it promotes and the faculty is urged to make these values transparent and pervasive in our work. For example, Jesuit higher education embraces the dignity and worth of each individual, the prizing of the whole person, the promotion of social justice, and intellectual freedom. In forming men and women in service to others, Father Kolvenbach (1999) noted that the aim “is to challenge our students to reflect upon the value implications of what they study, to assess values and their consequences for human beings.” (p. 14). For the Jesuits, values are cognitive, affective, and direct action. In other words, values are not mere contemplations but are anchored in the head, heart, and hand (Kolvenbach, p. 14). Values provide motives for actions and without them, “one floats, like driftwood in swirling waters” (p. 14).

This emphasis on values is doubly important for students who are preparing to become teachers. Teachers cannot be of service to others unless they, themselves, have reflective value commitments and an understanding of how their decisions necessarily promote some values and inhibit others. As noted above, values provide the basis for purposeful action. Dewey (1938) pointed out that the alternative to a life directed in this way is enslavement to either the whims of an external authority or internal whim, neither of which provides a basis for professional teaching.

Historically, teacher education as an institution has not given emphasis to values deliberation. Teacher education and its political context have changed little since Rugg (1952) reflected that historically, “the standard pattern of teacher education taught that the school was to pass on the social heritage; it was not to appraise the social order, let alone try to change it” (p. 22). Teacher education in this apparently value-neutral tradition contributes to the phenomenon that Lortie

(1975) called “reflexive conservatism,” in which teachers unreflectively reproduce the practices in place in schools. Lanier and Little (1986) describe the very practical “show-me/tell-me” orientation of teacher candidates, who are anxious to master the technical aspects of their craft. All too often, the processes of schooling and the curriculum as it exists are assumed to be true and natural and the teacher’s job is to acquire technical skill alone.

In our teacher education programs which reflect the Jesuit tradition, this traditional perspective toward schooling is rejected as fundamentally miseducative. Teacher preparation for service to others cannot obscure the value-laden nature of all education or the importance of values inquiry for the teacher. As students deliberate, they may well make choices that are different from the ones that we would make. We steadfastly embrace as one of our values a respect for diversity in perspectives and independent thought. In accordance with the mission of the college, however, we promote inquiry into the larger social and moral consequences of teaching practice and discourage the view that teaching is a merely technical activity.

We also recognize that there are different conceptions of reflection, ranging from the Aristotelian model which relies on the analysis of practical arguments (see, for example, Fenstermacher, 1986) to Dewey’s work in How We Think (1910), which describes what he called “a complete act of thought.” The department of education embraces a pluralistic approach to reflection, but we are agreed that the development of values and moral inquiry are a key emphasis of our programs. While some research in teacher education has supported the idea that values issues are a “mature” concern of learning to teach and that technical and practical concerns must be addressed first, we posit morals, values, and ethics as the professional foundation of technical and practical decision-making.

The implications of this emphasis on moral reflection in our course work are twofold. First, faculty articulate their own value positions, as they inform our course work and our relationships with students. Course syllabi, the structure of programs, the kinds of questions we ask in class, the relationships we have with students, are all manifestations of our own values. We strive to make clear that these practices reflect our values, that we continually engage in reflection regarding the consequences of our choices for others, and our values are subject to reconstruction. In short, we model the kind of moral reflection we seek in our students. Second, the content of our course work gives emphasis to reflection on values and the moral embeddedness of teaching. In other words, values themselves are at the center of inquiry, although they do not exhaust inquiry. Again, Father Kolvenbach notes, “Each academic discipline, when honest with itself, is well aware that the values transmitted depend on assumptions about the ideal human person and the ideal human society which are used as a starting point.”(1999, p. 14). Indeed, these questions form the foundations of study in the discipline of educational studies. In methods course work, emphasis is given to issues such as gender equity, as well as the significance of diversity for the classroom. Instructional methods cannot be considered apart from an analysis of the differential impact they may have on individual learners. In short, the Education faculty is committed to cultivating values and moral reflection which unite the head, heart, and hand in teaching practice.

Teaching for Social Justice

Teaching for social justice is a second theme of Jesuit higher education that informs our teacher education programs. Father Arrupe, who served as Superior General of the Society of Jesus 25 years ago, wrote, “Just as we are never sure that we love God unless we love our fellow human beings, so we are never sure that we have love at all unless our love issues in works of justice” (1999, p. 11). According to Father Kolvenbach, “The service of faith through the promotion of justice remains the Society’s major apostolic focus.”(1999, p. 14). He explained that the Ignatian perspective calls upon all of us “to educate all--rich, middle class and poor--from a perspective of justice” (p. 15). With a special emphasis on serving the poor, Kolvenbach called for Jesuit institutions to challenge their students “to use concern for the poor as a criterion, so that they make no significant decision without first thinking of how it would impact the least in society” (p. 15).

Although no specific conception of social justice is advanced by the church, Father Arrupe set forth the following propositions regarding education from a social justice perspective. First, “we must have a basic attitude of respect for all men and women” (1999, p. 11). This attitude of dignity and respect prohibits using persons as means to personal profit. Human life is an end in and of itself and not an instrument of any other person or of the State. A second principle is a commitment to not use power and privilege to one’s own benefit. Finally, the Ignatian world view demands “a decision to work with others toward the dismantling of unjust social structures so that the weak of this world may be set free to grow as complete human beings.” (1999, p. 11). While charity is an important component of service to others, it does not fulfill the obligation to service.

The idea that teachers have a role to play in social transformation has a history in this country dating back to the Depression era. During the 1930s, the curriculum tradition known as social reconstructionism advanced the idea that teachers should play a leadership role in advancing democratic social reform. Social reconstructionism never became a dominant curricular force in teacher education or in the public schools. More recently, however, scholarship in the sociology of education, multicultural education, gender studies, critical educational theory, as well as other fields, provides insight into the structural mechanisms within the institution of education through which social inequality is maintained and/or exacerbated. While the education faculty at Rockhurst does not expect its graduates to remediate society’s inequities, the department does expect its candidates to think of the poor first, and practice basic pedagogical principles of teaching for social justice. For us, teaching for social justice includes the following principles, which are drawn from the work of Cochran-Smith (1999).

1. Engage all students in significant intellectual study. This principle stipulates that our teacher candidates need to hold high expectations for, as well as support, the intellectual accomplishments of all of their students. According to Cochran-Smith (1999), “student teachers who enable significant work assume that all students are makers of meaning and all are capable of dealing with complex ideas. They have high expectations for their students and provide opportunities for them to learn academically challenging knowledge and skills” (p. 119). Setting high expectations for learning, with an emphasis on intellectual understandings and inquiry, is

the first step in expanding opportunity to learn. Teacher candidates need to know how to help students meet those expectations. They need to know their subject matter, principles of curriculum design, models of teaching, and sound assessment practices. In particular, they need to develop specialized knowledge related to teaching low SES students (see for example, Knapp & Shields, 1991).

2. Teach for critical literacy. This principle signifies that our teacher candidates need to view their learners not as empty vessels to be filled with information and skills, but rather as makers of meaning engaged in interpretation. Critical literacy approaches encourage students to not just learn to read, but to place what they are reading in context and to be able to extract meaning from text. Critical literacy approaches focus on the social construction of knowledge, ideological and technological biases in the mass media and textbooks, and developing an accurate interpretation of one's social reality.

3. Develop curriculum responsive to students' interests, concerns, and resources. In short, teacher candidates should develop curriculum that builds on the students' home languages, firsthand experiences, and interests and view these as resources in curriculum making. Teacher candidates need to exploit the knowledge that students bring with them to school. Again, Cochran-Smith (1999) points out that "it is important to construct curriculum that is multicultural and inclusive so that students can connect meanings in their own lives to innovative as well as traditional curriculum" (p. 122).

4. Work with families and communities. Teacher candidates manifest respect for their students when they support the families and communities to which their students belong. This principle stipulates that teacher candidates learn about the communities in which they teach. In concert with the Jesuit mission of Rockhurst University, they need to seek out resources that support the needs of low SES children, in particular. "Particularly important here is that the teacher demonstrate that she or he is connected to, rather than disengaged from, or (worse) afraid of, her or his students as individuals and as members of groups or larger communities,"(p. 127) according to Cochran-Smith. Rockhurst's new literacy center is a manifestation of this effort to be supportive of families and serve the needs of the local community.

5. Develop a commitment to professional growth and affiliation. Teacher candidates who are men and women "for others" need to critically understand the history of their own occupation and the institutional realities which shape their work. Nearly 40% of all teachers defect from the profession within the first five years of teaching. Statistics such as these are indicative of the importance for teachers of seeking out like-minded peers and professional organizations that support their efforts. They need to learn to reach out to teachers at different levels and across specializations who share their commitment to service and growth.

The Liberal Treatment of Subject-Matter

Emphasizing the humanities, the Jesuit tradition in higher education "cultivates the mind, develops the imagination, and enlarges the spirit" (1999, p. 48). Jesuit education places a high value on inquiry and critical thinking, as well as the practical application of knowledge in service

to others. Several important premises of Jesuit education point to the priority placed on rigorous intellectual study. First, according to St. Ignatius, God is found in all things. According to Father Callahan, "Since God is found in every thing, in every circumstance, in every movement of the heart, seeking to know ourselves and the world becomes a religious act...In Ignatian spirituality, teaching the humanities, science, and technology is teaching about God's partnership with human beings in creating an ever better and more just world." (1999, pp.41-42). In the Jesuit tradition, there is no conflict between reason and faith. Second, a search for knowledge and understanding of the world is the foundation upon which service to others must be grounded. Social problems can only be understood through rigorous disciplinary perspectives and inquiry. As Fr. General Kolvenbach warned, Jesuit education "judges slipshod or superficial ways of thinking unworthy of the individual, and more important, dangerous to the world he or she is called to serve." (1989, 6).

Rockhurst University manifests its commitment to rigorous liberal arts education at the undergraduate level in part through "the core," a set of general education requirements that all undergraduate students must fulfill. What is distinctive about the core is that it is organized around the idea of "modes of inquiry." The seven modes of inquiry are the artistic mode, the historic mode, the literary mode, the scientific-causal mode, the scientific relational mode, the philosophical mode, and the theological mode. The courses that satisfy the distribution requirements for "the core" are designed to introduce students to the epistemological foundations of the various liberal arts disciplines and to sensitize students to the different ways in which knowledge claims can be justified.

While "the core" provides a substantial portion of teacher candidates' liberal arts education, liberal study continues through their course work in the department of teacher education. Our course work is continuous with "the core" in a number of ways. First, as in most liberal arts education, the subject matter of our courses is treated as a basis for reflection and inquiry, rather than as information to be memorized or de-contextualized skills to be acquired. The emphasis on the grounds of knowledge claims continue through the student teaching semester, as we link their educational studies to the idea of the modes of inquiry. At the graduate level, the Department of Education requires a 14-hour core curriculum which "ensures a consistency and continuity of experience and provides a broad foundation in the theoretical and practical matters involved in teaching and learning" (p. 1). The graduate core curriculum requires study in the psychological and social foundations of education, as well as an introduction to classroom research, teaching, and literacy studies. We expect student teachers at the undergraduate and graduate level to manifest an understanding of the major concepts and sources of justification in their discipline and qualify knowledge claims, make the sources of claims explicit, and articulate an appreciation for the tentative nature of knowledge. In these ways, teachers manifest a sophisticated knowledge of subject matter (see Rath, 1999) that serves the Jesuit mission well.

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**ROCKHURST UNIVERSITY
DEPARTMENT OF EDUCATION**

Rockhurst University is a coeducational, Jesuit institution committed to its founding philosophy of “service to others”. The Department of Education strives in this endeavor to emphasize three central aspects of Jesuit education in our preparation of teachers. These include moral reflection (values), teaching for social justice, and the liberal treatment of subject matter. In light of these three guiding principles the Department of Education prepares teachers who:

1. Reflect and inquire into the moral values of what and how they teach and the implications it may have on individual learners
2. Have mastered the subject-matter they teach
3. Holding high expectations, engage all students in significant intellectual study fostering critical thinking in the disciplines
4. Teach for critical literacy, i.e. engage students to construct meaning with an emphasis on the social construction of knowledge.
5. Develop curriculum and instruction that is learner-centered taking into account student prior knowledge, experience and development.
6. Are committed to the profession of education.
7. Have a solid grounding in the liberal arts and the variety of modes of inquiry as reflected in the liberal arts.

**School of Graduate and Professional Studies
Mission Statement and Core Values**

The Rockhurst University School of Graduate and Professional Studies offers a variety of baccalaureate and post-baccalaureate degrees. Participation in these degree programs prepares students to continue to develop knowledge and skills, foster inquiry and serve others in accordance with the Rockhurst University Mission and in their chosen profession.

Graduates from the School of Graduate and Professional Studies are well prepared to lead lives as vibrant men and women who are committed to lifelong education, professional leadership and community service in the Jesuit tradition.

- * promoting analytical skills and critical thinking
- * facilitating leadership skill development
- * advocating for social justice
- * promoting life-long learning
- * forging partnerships within the community
- * developing cultural competence
- * developing ethical perspectives

Department of Education Curriculum

The Rockhurst University Department of Education prepares teachers to hold a solid background in their chosen fields of study, who are knowledgeable and competent in the craft of teaching, and who bring well-informed perspectives to bear on educational policies and practices. We develop educational leaders---teachers who are actively engaged in educational matters as reflective practitioners.

The Education program calls upon students to analyze alternatives in curricula, teaching methodologies, and assessment strategies, and to consider the implications of such alternatives for a multicultural society. Through rigorous coursework and varied field experiences, students acquire a deep understanding of, and a special sensitivity to, the challenges and rewards of teaching in the K-12 schools.

Definition of Terms

Program completer: Students seeking Bachelor or Arts or Sciences degrees in elementary and secondary education will be construed to be program completers upon successful completion of all education degree and electronic portfolio requirements. Post-baccalaureate “certification-only” or M.Ed. graduate students in Track I will be construed to be program completers upon successful completion of all program requirements and upon successfully passing the Praxis II specialty examination for their respective area, as determined by the state of Missouri.

Diversity Statement and Nondiscrimination

Rockhurst University and the Department of Education are committed to fostering a diverse community and welcomes qualified students from diverse religious, racial, and ethnic backgrounds.

Rockhurst University is committed to fostering a diverse community and to promoting greater awareness and sensitivity to issues of diversity. This effort is an important part of educating “men and women for others”. The University is committed to the goal of freedom from discrimination and harassment in all its endeavors.

The Rockhurst Jesuit Mission and Values calls for all members of the Rockhurst community to embrace a set of values which guide our behavior toward one another. These values affirm a commitment to providing personal care for every member of our community, and a sensitivity toward the dignity and sacredness of every person. They call on members of our community to demonstrate a realistic knowledge of the world, and to find God in all things and all people, particularly in the poor and oppressed.

Based on this mission and values, all members of the Rockhurst community are expected to demonstrate the highest standards in their interaction with people of all backgrounds. This requires a community that actively displays a sensitivity to differences of race, gender, age, ethnicity, national origin, culture, sexual orientation, religion and disabilities among students, faculty, administrators and staff.

All members of the Rockhurst University community are expected to embrace these values and to foster an environment which contributes to the growth and development of each member of our community.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Admission Requirements into the Bachelor of Arts or Sciences in Education Program

POLICY AND PROCEDURE:

The applicant to the Bachelor of Arts or Sciences in Education Program must have completed the following:

1. Be fully accepted into Rockhurst University.
2. Obtained a cumulative undergraduate grade point average of 2.5.
3. Submitted the completed Department of Education application, including a written essay, to the Department of Education office.
4. Complete a written essay of 100 words or less based on the readings of the Department of Education Conceptual Framework and its three interrelated themes: teaching for social justice, moral reflection and intellectual rigor.
5. Successfully pass all sections of the College Basic Academic Subjects Examination (College BASE).

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Admission Requirements into the Master of Education Program

POLICY AND PROCEDURE:

The applicant to the Master of Education Program must have completed the following:

1. Completion of a baccalaureate degree at an accredited institution with a cumulative grade point average of 2.5 or higher on a 4.0 grade point scale. Applicants are required to submit two official transcripts of all college-level coursework.
2. Submission of the graduate program application including two letters of professional recommendation addressing the applicant's potential to serve as a teacher and a written essay describing the applicant's prior educational experience and professional goals.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Acceptance into the Bachelor of Arts or Sciences in Education Program

POLICY: The Bachelor of Arts or Sciences in Education Program will accept qualified applicants to begin the Bachelor of Arts or Sciences in Education Program each academic semester.

PROCEDURE:

Applicants who meet the minimum requirements for admission to the Bachelor of Arts or Sciences in Education Program are eligible for acceptance into the Bachelor of Arts or Sciences in Education Program based on a combination of the grade point average analysis, a written essay, and successfully passing all sections of the College Basic Academic Subjects Examination (College BASE).

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Acceptance into the Master of Education Program

POLICY: The Master of Education Program will accept qualified applicants to begin the Master of Education Program each academic semester.

PROCEDURE:

Applicants who meet the minimum requirements for admission to the Master of Education Program are eligible for acceptance into the Master of Education Program based on a combination of the grade point average analysis, letters of reference, and a written essay.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Professional Behavior of Department of Education students.

POLICY: All Department of Education students will exhibit professional behaviors towards fellow students, academic and fieldwork faculty, staff, and students at all times.

PROCEDURE:

Professional behaviors include confidentiality, honesty, integrity, and consideration of the well being and dignity of others.

Violation of professional behavior may include, but is not limited to, breaking confidentiality, cheating, copying, or plagiarism. Refer to the Rockhurst University Student Handbook for the Rockhurst University policy regarding violations of academic conduct.

Students in violation of professional behavior will be asked to meet with student's advisor, as well as the Department of Education Chair, to discuss consequences of the behavior.

Students are encouraged to consult with advisors, faculty, or the Rockhurst University Counseling Center to discuss any difficulties they may be experiencing. Failure to seek such consultation on a particular matter will disqualify the circumstances associated with the particular matter as valid reasons for poor academic performance or behavior that does not meet ethical standards of the profession of Education.

A second violation of professional behavior will result in being placed on academic probation for the remainder of the Department of Education curriculum.

A third violation of professional behavior will result in dismissal from the Department of Education.

Some violations of professional behavior may warrant immediate dismissal from the Department of Education.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Department of Education Students as part of the Rockhurst Community

POLICY: Department of Education students will adhere to all policies and procedures set forth in the Rockhurst University Student Handbook, and the Department of Education Policies and Procedures Notebook.

PROCEDURE:

All Department of Education students may access the Department of Education Policies and Procedure Notebook via the web site www.rockhurst.edu and also in the Education Resource Room, VA 311b.

Accepted students are required to sign and submit to the Department of Education Office a statement verifying the student has read and understands the Policies and Procedures, and agrees to abide by each of these Policies and Procedures.

DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Student Services and Activities

POLICY: Department of Education students will be encouraged to become active members of the Rockhurst University Community.

PROCEDURE:

Department of Education students are encouraged to utilize the numerous student services available and described in the Rockhurst University Student Handbook.

Students are also encouraged to join student activities and clubs of interest including the Education Club, as well as Kappa Delta Pi, the Education honour society. Membership fees are the responsibility of the student.

A Department of Education faculty member appointed by the Chair of the Department of Education serves as the Education Club and Kappa Delta Pi moderator.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Dress Code

POLICY: Department of Education students will dress professionally for required field experiences in the K-12 schools.

PROCEDURE:

Department of Education students will dress according to the procedure described in the Rockhurst University Student Handbook, Standards for Student Dress and Appearance, during all courses on campus.

During field experiences, students will dress according to guidelines given to all students by the Director of Field Experiences.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Student Advisement

POLICY: Department of Education students will be advised Graduate and Professional Studies Education advisors.

PROCEDURE:

Department of Education students will be assigned a Graduate and Professional Studies advisor upon acceptance into the Department of Education.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Course Attendance

POLICY: The goal of the Bachelor of Arts or Sciences in Education and the Master of Education Program is preparation of students for entry into the Education profession. Implicit in the achievement of this goal will be the student's conscientious attendance at courses and field experiences.

PROCEDURE:

At the start of each course, each professor will announce specific policy and procedures concerning class attendance and absences. It is the student's responsibility to note and follow these procedures. Students are encouraged to discuss any difficulties related to attendance with the professor.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Course Assignments

POLICY: Assignments are to be submitted at the scheduled due time and date as outlined by the course professor.

PROCEDURE:

Assignments are to be submitted at the scheduled due date and time as stated in the course syllabus. The only exceptions to this policy are for medically documented illness or extenuating circumstances of an extraordinary nature. In such cases, the student is responsible for notifying the professor of such circumstances prior to the scheduled time assignments are due and, if requested, submit documentation. Individual course syllabi will outline each professor's procedures for late assignments.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Lesson Plan Requirements

POLICY: Students must include the Missouri Show-Me Standards on all Lesson Plans.

PROCEDURE:

All Department of Education students are required to:

- A. Include the specific Missouri Show-Me Standards and Grade Level Expectations (GLEs) on all lesson plans.
- B. Include all specified requirements, objectives, materials, procedures, assessments, etc. as required by course Professor, university mentors, and cooperating teachers.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Course Examinations and Quizzes

POLICY: Examinations and quizzes are to be taken at the scheduled date and time.

PROCEDURE:

Examinations and quizzes are to be taken at the scheduled date and time. The only exceptions to this policy are for medically documented illness or extenuating circumstances of an extraordinary nature. In such cases, the student is responsible for notifying the professor of such circumstances prior to the scheduled examination or quiz time and, if requested, submit documentation. Individual course syllabi will outline each professor's procedures and policies.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Withdrawal From a Course Within the Department of Education

POLICY: Students are encouraged to continue their graduate study without interruption.

PROCEDURE:

After the initial withdrawal period at the beginning of the semester, a student must meet with the student's Education advisor prior to any withdrawal action. All withdrawal forms must be signed by the student, the professor, and the advisor.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Grading System for the Bachelor of Arts or Sciences in Education Program

POLICY: All undergraduate programs at Rockhurst University use a uniform system of grading.

PROCEDURE:

The University uses the following system of grading to designate a student's scholarship rating as determined by the combined results of examinations and class work. The quality point value for each grade is also shown as follows:

A	4.0	Indicates high achievement and an unusual degree of intellectual initiative.
A-	3.67	
B+	3.33	
B	3.0	Denotes attainment well above the average.
B-	2.67	
C+	2.33	
C	2.0	Denotes work of average attainment.
C-	1.67	Denotes below average work. This grade does not satisfy any requirements which states that a C grade is a minimum, including the requirements for the completion of the major area.
D+	1.33	Denotes work of inferior quality, but passing.
D	1.00	
F	0.00	Denotes poor work, for which no credit will be given.
I		Incomplete. A grade of "I" (Incomplete) may be assigned only for serious reasons by the course professor. A grade of "I" must be removed within six weeks or it automatically becomes an "F".
X		This means absence from final examination; may be assigned only when, for serious reasons and with the approval of the dean, an extension of time has been granted; must be removed within six weeks or automatically becomes an "F."
W		Withdraw. This means the student was allowed to withdraw without penalty. Professors cannot issue grades of "W" (withdrawal).
WF		Withdraw fail. This means the student was failing at the time of withdrawal. "WF" does not add credit and will not affect the grade point average.
AU		Audit. Student enrolled on a non-credit basis. No grade or credit given.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Grading System for the Master of Education Program

POLICY: All graduate programs at Rockhurst University use a uniform system of grading.

PROCEDURE:

Graduate Grading System

All graduate programs at Rockhurst University use a uniform system of grading. The system is as follows:

A	4.0	Denotes superior academic performance at the graduate level.
B+	3.33	Denotes above average academic performance at the graduate level.
B	3.0	Denotes average academic performance at the graduate level.
C	2.0	Denotes below average, but passing academic performance at the graduate level.
F	0.0	Denotes academic performance of poor quality which will not be accepted for degree credit for any Rockhurst degree program.
I		Incomplete. A grade of "I" (Incomplete) may be assigned only for serious reasons by the course professor. A grade of "I" must be removed within six weeks or it automatically becomes an "F".
W		Withdraw. This means the student was allowed to withdraw without penalty. Professors cannot issue grades of "W" (withdrawal).
WF		Withdraw fail. This means the student was failing at the time of withdrawal. "WF" does not add credit and will not affect the grade point average.
AU		Audit. Student enrolled on a non-credit basis. No grade or credit given.

Note: there are no A+, A-, B-, C+, C-, D+, D, D-, or X grades in graduate courses.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Failure of Courses Within the Bachelor of Arts or Sciences in Education Program

POLICY: The student will be required to retake any failed course before continuing in the Bachelor of Arts or Sciences in Education Program.

PROCEDURE:

Failure of courses once the student has entered the Bachelor of Arts and Sciences in Education Program is defined as receiving a grade of “C-” or below.

Following any receipt of a failing grade in a Bachelor of Arts or Sciences in Education course, the student will be required to repeat the course before continuing in the Bachelor of Arts or Sciences in Education Program. The student must earn a grade of “C” or higher to pass the course.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Failure of Courses Within the Master of Education Program

POLICY: The student will be dismissed from the Master of Education Program following failure of any course in the Master of Education program.

PROCEDURE:

Failure of courses once the student has entered the Master of Education Program is defined as receiving any grade below a 'C'.

Following any receipt of a failing grade in a Master of Education course, the student will be dismissed from the Master of Education Program.

Students have the right to reapply to the Master of Education Program, as outlined in the Rockhurst University Catalog.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Academic Probation in the Master of Education Program

POLICY: A student receiving a semester or cumulative graduate grade point average lower than 3.0 in any semester of the Master of Education Program will be placed on academic probation.

A student receiving a semester or cumulative graduate grade point average of less than 3.0 in the final academic semester before the Professional Semester of the Master of Education Program will be ineligible for the Professional Semester.

PROCEDURE:

Academic probation is only granted for one semester of the Master of Education Program. The student is considered to be on academic probation during the semester following the receipt of a semester or cumulative graduate grade point average lower than 3.0. If the student receives a semester graduate grade point average during the semester of academic probation of a minimum of 3.0 and that semester graduate grade point average is sufficient to increase the student's cumulative graduate grade point average to a minimum of 3.0, the academic probation status will be lifted. If the student receives a semester graduate grade point average during the semester of academic probation that is not a minimum of 3.0 and/or is not enough to increase the student's cumulative graduate grade point average to a minimum of 3.0, the student will be dismissed from the Master of Education Program. If the student receives a semester or cumulative graduate grade point average of less than 3.0 in the final academic semester before the Professional Semester of the Master of Education Program, the student will be ineligible for the Professional Semester.

In addition, all graduate students must have a grade of "C" or higher in their undergraduate content area courses. A grade of C- will not suffice.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Grievance Procedures - Dismissal from the Bachelor of Arts or Sciences in Education Program Due to a Semester or Cumulative Undergraduate Grade Point Average Lower than 2.5 After a Semester of Academic Probation.

POLICY: A student dismissed from the Bachelor of Arts or Sciences in Education Program due to a semester or cumulative grade point average lower than 2.5 after a semester of academic probation has the right to an appeal process. The student is not necessarily dismissed from the University; rather, the student is dismissed from the Bachelor of Arts or Sciences in Education Program.

PROCEDURE:

The student may appeal dismissal from the Bachelor of Arts or Sciences in Education Program in writing to the Department of Education Chair. The Department of Education Program Chair must receive the appeal within five working days of the student's receipt of the grade point average report. The appeal must include:

1. Any extenuating circumstances the student feels contributed to performance in class and final grade
2. Action plan to ensure success if appeal is approved
3. Method of monitoring student's progress

The Department of Education Chair will appoint a Faculty Committee. The members of the Faculty Committee may consist of Department of Education Program faculty and may include faculty from related or prerequisite curricula; i.e., Biology, English, or Social Sciences.

If the Faculty Committee upholds the dismissal decision, the student may appeal in writing to the Dean of Graduate and Professional Studies. The Dean of Graduate and Professional Studies must receive the student's appeal within three working days of the student's receipt of the Faculty Committee's appeal decision. All decisions made by the Dean of Graduate and Professional Studies are binding. Any requests not in accordance with the published time requirement will not be considered.

If the case occurs during the final academic semester before the Professional Semester, and the Faculty Committee or the Dean grants the student's appeal, the student must successfully complete an independent study concurrent with the Professional Semester. This study will be administered by the faculty member(s) most appropriate to student's content deficit as determined by the Department of Education Chair. The study credit hours will range from one to three semester credit hours.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: August 1, 2008

TITLE:

Appeal Process following Student Dismissal from the Master of Education Program

POLICY: Each graduate program has established departmental policies regarding student academic standards and student professional behavior standards for continuance in the respective programs. Those standards are available from the program office. All departmental policies meet and may exceed University requirements. If a student does not meet the standards outlined by the department and is dismissed from the program for either academic reasons or due to unprofessional behavior, the following procedure outlines the appeal process, should a student choose to appeal the dismissal.

PROCEDURE:

Level 1 – Instructor(s) Level - Informal Disposition

(Note: the Level I- Informal Disposition step is available in academic dismissals only; it is not applicable for dismissal due to unprofessional behavior)

If a student believes one or more grades that led to the dismissal are in error, the student must initiate the discussion of the grade with the course instructor(s) within five days of final grades being posted. The course instructor will confer with the student, evaluate the evidence and either uphold or change the grade as warranted by the evidence. In the case of a failing grade in a clinical experience, the student must approach the department fieldwork director who will investigate the grade with the field instructor. The department fieldwork director will then either uphold or change the grade as warranted by the evidence. The course instructor(s) or department fieldwork director will provide the student with written notification of the decision within three days of meeting with the student. The written notification to the student may be provided via Rockhurst email or written letter. If using e-mail notification, only RU email may be used or the e-mail notification will not be accepted.

Materials related to Level 1 proceedings will be kept by the course instructor(s) or department fieldwork director.

Level 2 – Departmental Level - Appeal Board

Following the completion of the Level 1 – informal disposition, if the student wishes to appeal the decision of his/her dismissal from the program, a written appeal must be made to the Department Chair or his/her designee within five work days of notification of the informal disposition decision OR within five work days of receipt of the dismissal notification. (e.g. dismissal re: unprofessional behavior) The written notification from the student re: his/her desire to appeal may be submitted to the Chair or designee via Rockhurst email or written letter. If using e-mail notification, only RU email may be used or the e-mail notification will not be accepted. If no notification from the student is received within the time period required, the

dismissal will stand.

The written appeal must include, but may not be limited to:

1. Any extenuating circumstances or factors that the student feels contributed to the poor performance in class and resultant final grade(s)
2. An action plan, with specific and concrete strategies, designed to enhance future academic performance if the dismissal is overturned
3. Procedures that the student will use to monitor his/her progress and adherence to action plan.

The Department Chair or designee will convene the Departmental Academic Board as soon as possible, typically within seven working days. The Departmental Academic Board will consist of five voting members and a non-voting recorder: the Department Chair, two faculty members in the home department and two faculty members from outside the department. The department chair or designee will act as chair of the board and will vote only in the case of a tie. In the circumstance that the student earned the grade(s) leading to the dismissal in a course(s) taught by the department chair or the department chair makes the claim of unprofessional behavior, an additional member from the home department will be added to the committee. In this case, the department chair will continue to chair the board but will not have a vote, ceding his/her vote to the added member only in case of a tie.

The student has the option to request an “advisor”* be present with him/her at the board hearing. The advisor must be a member of the Rockhurst faculty, staff or administration. The advisor’s role is to help the student understand the responsibilities and rights afforded in the process and to encourage honest and forthright engagement in the process. However, the advisor’s role during the actual hearing is limited. The advisor may not be present during the board deliberations and has no vote in the proceedings. Faculty or staff who agree to serve in such a role must avoid any conflict of interest. (*description of “advisor” adapted from RU Student Handbook)

The Board will review the student appeal documents and evidence of the academic or professional behavior record. The Board has the right to interview the student and to seek information from any faculty who have taught the student. The Academic Board can either choose to uphold the dismissal from the program, place the student on academic probation, or overturn the dismissal from the program. The student will be notified of the final appeal decision in writing via RU email within 24 hours. In addition, the student will be notified with a written letter mailed via certified mail or provided via direct contact from a Board member. If direct contact method of communication is used, the student will sign a receipt, provided by the Board member, acknowledging he/she received the letter. The written letter will be mailed or provided via direct contact to the student within three working days of the decision. Materials related to Level 2 proceedings will be kept in the home department.

Level 3 – Dean’s Office Level – Final Appeal

A student who wishes to appeal the decision of the Departmental Academic Board must file a written "Intent to Appeal" with the Dean of the School of Graduate and Professional Studies within 24 hours of learning of the Board's decision. The written notification from the student re: his/her desire to appeal may be submitted via Rockhurst email or written letter. If using e-mail notification, only RU email may be used or the e-mail notification will not be accepted. If no notification from the student is received within the time period required, the dismissal will stand.

The student will then be permitted up to three working days to prepare and present the written appeal documents to the Dean of the School of Graduate and Professional Studies.

Grounds for Appeal to Dean

The student may make an appeal if he/she believes that:

1. The evidence is insufficient to warrant the action taken by the Departmental Academic Board.
2. The judgment of the Departmental Academic Board was arbitrary.
3. The decision made by the Departmental Academic Board was inconsistent with existing University policy.

Upon receiving notice of filing an “Intent to Appeal”, the Dean or designee will inform the department chair and the Departmental Academic Board will forward all information related to the case to the Dean’s office. The Dean may request additional information or meeting with any individual regarding the case. The Dean will provide a written decision to the student within five working days via RU email. In addition, the student will be notified with a written letter mailed via certified mail or provided via direct contact from the Dean’s office. If direct contact method of communication is used, the student will sign a receipt, provided by the Dean’s office, acknowledging he/she received the letter. The written letter will be mailed to the address on record or provided via direct contact to the student within five working days of the decision. A copy of the decision will also be provided to the department chair and the registrar’s office. All decisions made by the Dean of the School of Graduate and Professional Studies are final and binding.

Pending the decision of the Dean, the student’s status will remain unaltered except in cases where there are reasons relating to the emotional or physical welfare of the student or other members of the University community or for reasons involving the safety of property or the good of the University. (adopted from the RU Catalog)

Any requests not in accordance with these published time requirements will not be considered. Materials related to Level 3 proceedings will be kept in the Dean’s office.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Grievance Procedure - Request for Review of an Assigned Final Grade Received in a Department of Education Course.

POLICY: Any student with adequate cause may request review of a final grade received in a Department of Education course.

PROCEDURE:

Adequate cause is defined as:

1. The assigned final grade does not reflect the weighted values given to required work as indicated in the course syllabus; and/or
2. The final grade does not reflect the student's level of fulfillment of course requirements and course policies as stated in the course syllabus (i.e., class attendance, level of performance on quizzes and examinations, number and length of papers, penalty for late work etc.); and/or
3. The final grade is inconsistent with standards indicated for the course; and/or
4. The assigned final grade is based on arbitrary or nonacademic criteria.

The student requesting review must follow the procedure set out below. Failure to follow the procedure in the given order or to comply with the time limits identified in the procedure will result in denial of the review.

Informal Procedure for Review of the Assigned Final Grade:

1. By the end of the first week of the semester* following receipt of the assigned final course grade (for courses taken in the Spring and Summer semesters, no later than September 1; and for courses taken in the Fall semester, no later than February 1), the student requests in writing (certified mail return receipt requested) review of the assigned final grade from the assigning Professor or if the Professor is not available submits the request to the Dean of the School of Graduate and Professional Studies. The student and the Professor may agree to meet to conduct part of the grade review. The student must make the appointment to meet with the Professor. The Professor will respond to the student in writing within 14 days of receipt of the request for final grade review; certified mail return receipt requested is advised but not required.
2. If within 14 days of the Professor's response the student is not satisfied with the results, the student may request in writing to the Department of Education Chair review of the final course grade. For the purpose of information, not regrading, the student's request should include supporting evidence, such as photocopies of graded papers, quizzes, examinations, and other work performed in the course. The student should also note the steps taken so far to review the final grade. After (a) reviewing the case with the student and (b) reviewing the case with the assigning Professor, the Department of Education Chair will within 14 days of the student's request for review, advise the student and the Professor of the Chair's opinion regarding the

assigned final course grade and that the informal procedure is completed. The question could be resolved with this step.

Formal Procedure for Review of the Assigned Final Grade:

If not satisfied with the result of the informal procedure, the student may request a formal review of the assigned final course grade.

1. Within seven days of the response of the Department Chair, the student presents in writing to the Dean of the School of Graduate and Professional Studies the request for formal review of the assigned final course grade, including reasons justifying the review, any supporting evidence, and a list of the steps taken to date to resolve the issue.
2. Within 14 days of receipt of the student's written request, the Dean (or Dean's designee) will convene a panel consisting of one full time faculty representative of the School of Graduate and Professional Studies and two full time faculty members of the Department of Education. The University representative will chair the panel. The Dean's Office will inform the requesting student and the course Professor in writing with reply forms enclosed of the panel appointees.
3. The student and the course Professor may each object to up to two panel appointees. Any objection to a panel appointee must be lodged in writing, printed email or facsimile with the Dean's Office within seven days of notice of the panel appointees. Failure to lodge objection to a panel member will be considered as acceptance of the appointee as a panel member. No other objections will be permitted by either the student or the course Professor. After exhaustion of objections, the Dean (or Dean's designee) will appoint any vacancy on the panel.
4. As soon as the panel membership is set, the Dean (or Dean's designee) turns over to the chair of the panel the student request and all supporting material the student has provided.
5. The chair of the panel does not vote on the recommendation except in the event that the two other faculty members, each of whom has one vote, are unable to reach agreement.
6. The chair will schedule a date for the review and the panel should conclude its review within ten working days of its first meeting. The panel will examine the information provided and may hold a joint conference of the panel, the student, and the professor. The chair of the panel has the responsibility to inform the panel members, the student, and the professor of the date, time, and place of any joint conference.
7. The panel is empowered either to (a) recommend that the professor change the grade, (b) to recommend that the professor reevaluate the grade according to criteria specified by the panel, or (c) to dismiss the appeal. The panel is not empowered to change the grade. The grade, which the course professor assigned, cannot be changed by anyone but that professor. The professor will advise the registrar of a change in grade, if any. The panel will advise the student of a change in grade, if any.
8. The panel submits its recommendation to the student, to the course professor, to the Department of Education chair, and to the Dean of the Graduate and Professional Studies (or Dean's designee). On request, each party will be apprised of the basis for the panel's decision. The panel's responsibility is thus concluded. No other review is available.
9. The grade appeal will be considered confidential and only those involved in the grade appeal including its investigation and resolution will be provided information concerning the appeal.
10. If the student chooses to make the panel's recommendation a part of the student's permanent

file, the student must instruct the Dean of the School of Graduate and Professional Studies (or Dean's designee) to convey the panel's recommendation to the Registrar and the panel's recommendation will be transmitted by the Registrar's Office to graduate schools, employers, and others to whom the student requests that a transcript be sent according to the policies of the University regarding release of transcriptions, and to the Department of Education Chair and the Director of Financial Aid at Rockhurst.

*NOTE: The term "semester" is understood in a narrow sense, referring only to the first semester and the second semester of the regular academic year. The term "semester" does not refer to summer sessions. The intent is to provide a timeline allowing for possible faculty absence during the summer and during the interterm. Exceptions regarding the term "semester" may be made for students enrolled in summer semesters.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Grievance procedures - Dismissal from the Department of Education Due to Unprofessional Behavior.

POLICY: Any student dismissed from the Department of Education based on behavior considered unprofessional has the right to an appeal process.

PROCEDURE:

The student may appeal dismissal from the Department of Education in writing to the Department of Education Chair. The Department of Education chair must receive this appeal within five days of student's receipt of notification of dismissal from the Department of Education.

The Department of Education Chair will appoint a Faculty Committee. The members of the Faculty Committee may consist of Department of Education faculty and may include Rockhurst University faculty from related or prerequisite curricula; i.e., Biology, English, Social Sciences.

If the Faculty Committee upholds the decision to dismiss, the student may appeal in writing to the Rockhurst University Dean of Graduate and Professional Studies. The Rockhurst University Dean of Graduate and Professional Studies must receive this appeal within three working days of the student's receipt of notification of the Faculty Committee's appeal decision.

All decisions made by the Rockhurst University Dean of Graduate and Professional Studies are binding.

Any requests not according to the published time requirements will not be considered.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Course and Professor Evaluations

POLICY: All Department of Education courses will be evaluated by the students.

PROCEDURE:

The Department of Education utilizes the Rockhurst University evaluation methods.

Course evaluations are reviewed by the Dean of the School of Graduate and Professional Studies, the professor responsible for the course, and the Department of Education Chair.

Results of course evaluations are taken into consideration for the next course offering.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Auditing Courses in the Education Program

POLICY: Rockhurst University students, as well as interested members of the professional community, may audit Education courses.

PROCEDURE:

The Chair, Dean, and course professor's permission is required for an individual to audit courses.

Students enrolled in the Bachelor of Arts or Sciences in Education and/or the Master of Education Program may not audit any Education program course.

Teachers who are fieldwork supervisors, as verified by the Director of Fieldwork Experience, may audit courses or selected lectures free of charge with the permission of the course professor.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Nondegree Seeking Students Taking Master of Education Program Education Courses

POLICY: Nondegree seeking students may take up to nine hours of Master of Education courses for a letter grade with the individual professor's approval at regular graduate tuition credit hour costs.

PROCEDURE:

Individuals seeking to take Master of Education Program courses may apply to Rockhurst University as nondegree seeking students. Individuals must obtain written permission from the individual Master of Education Program professor. Student will be charged regular graduate credit hour tuition and must take the course for a letter grade (Pass/Fail grading is not an option).

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Promotion throughout the Bachelor of Arts or Sciences in Education Program

POLICY: Students must maintain a 2.5 semester and cumulative graduate grade point average and consistently demonstrate professional behavior to continue and be promoted throughout the Bachelor of Arts or Sciences in Education Program.

PROCEDURE:

Standards for continuation and promotion throughout the Bachelor of Arts or Sciences in Education Program:

1. Maintenance of a 2.5 semester and cumulative graduate grade point average for all courses within the Bachelor of Arts or Sciences in Education Program. All courses in the Bachelor of Arts or Sciences in Education Program must be completed with at least a grade of C. A grade of C- is not acceptable.
2. Consistent demonstration of professional behaviors when interacting with fellow students, academic and school faculty, staff, and students. These behaviors reflect the capacity to deliver a high standard of service and are as important as traditional academic standards in determining criteria for continuation and promotion in the Bachelor of Arts or Sciences in Education Program.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Promotion throughout the Master of Education Program

POLICY: Students must maintain a 3.0 semester and cumulative graduate grade point average and consistently demonstrate professional behavior to continue and be promoted throughout the Master of Education Program.

PROCEDURE:

Standards for continuation and promotion throughout the Master of Education Program:

1. Maintenance of a 3.0 semester and cumulative graduate grade point average for all courses within the Master of Education Program. All courses in the Master of Education Program must be completed with at least a grade of C.
2. Consistent demonstration of professional behaviors when interacting with fellow students, academic and school faculty, staff, and students. These behaviors reflect the capacity to deliver a high standard of service and are as important as traditional academic standards in determining criteria for continuation and promotion in the Master of Education Program.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

UPDATED: August 18, 2008

TITLE:

Portfolio for Bachelor of Arts or Sciences in Education and Master of Education Students

POLICY: Each student will develop, maintain, and present a Student Portfolio

PROCEDURE:

The electronic student portfolio and oral defense are based on the 11 MOSTEP beginning teacher standards and a 12th standard on the Department of Education Conceptual Framework. This portfolio and oral defense document the student's development in theory, research and practice as a teacher, and educational leader. The portfolio and oral defense are an integral part of the Rockhurst University Education program. The portfolio and oral defense:

1. Provide information for self-assessment and program evaluation, and ensure that all candidates possess the knowledge, skills and competencies defined as appropriate to their area of study.
2. Document the central teaching concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and create learning experiences that make these aspects of subject matter meaningful for students, parents, peers, and supervisors.
3. Provides concrete examples of candidate's understanding of how to teach diverse learners and how to positively impact student learning over time.
4. Aid the candidates to grow professionally by utilizing self-assessment and problem solving strategies for moral reflection, professional growth and learning, and teaching for social justice.

The portfolio and defense provide an authentic representation of a student's work over time and as a capstone presentation. The oral defense of the portfolio is presented to a committee of individuals who represent Department of Education faculty, members of other Rockhurst departments and/or members of the Teacher Education Committee, and members of the K-12 teaching community.

Portfolios must be at a "certification ready" status; i.e., meeting the criteria for a grade of 2 or 3 as indicated on the Department of Education Portfolio Rubric, by the designated date set each semester by the Department of Education. If the Portfolio Mentor, the Department of Education faculty, and/or the Department of Education chair discern the portfolio does not demonstrate sufficient content knowledge and/or sufficient teaching process knowledge and proficiency, the student will be required to continue revising the portfolio until the portfolio is approved by the above parties as "certification ready".

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Portfolio for Master of Education in Literacy Studies

POLICY: Each student will develop and maintain a Student Portfolio

PROCEDURE:

Students must submit an electronic portfolio for formal evaluation and an action research capstone project for formal evaluation at the completion of the program. The Capstone Course for the M.Ed. in Literacy Studies (ED7760) requires candidates to present a portfolio documenting their understanding of the Rockhurst University Conceptual Framework (Standard 12) and documenting knowledge and skills consistent with the IRA standards for the preparation of Reading Professionals in the following five areas:

- Foundational Knowledge
- Instructional strategies and curriculum materials
- Assessment, Diagnosis and Evaluation
- Creating a Literate Environment
- Professional Development

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006
REVIEWED: Spring, 2008

TITLE:
Military Requirements

POLICY: Rockhurst University Will Accommodate Activation of Reserve or National Guard Units.

PROCEDURE:

Those students who are unable to complete academic work during the academic term in which they are called to active duty as part of a Reserve or National Guard unit call-up have three options:

1. The student may choose to totally withdraw from school and be given 100% refund of all academic tuition and fees as well as student activity fees which have been assessed. The permanent record (transcript) will not reflect the withdrawal with a "W". Students choosing this option will be granted a Financial Aid Satisfactory Progress waiver for the term. In addition, an adjustment will be made on unused portions of room and board.
2. The student, in collaboration with and approval of the Professor, may choose the use of the "I" grade (Incomplete) under appropriate circumstances. The amount of time allowed for the incomplete work will not include the active duty time spent. However, once the student has returned from active duty, the incomplete work must be completed within a reasonable period of time, which will be determined by the Vice President of Academic Affairs. At that time the student may elect to withdraw from the class.
3. The student may elect to complete the work in collaboration with and approval of the Professor on a shortened time frame prior to the active duty reporting date. This arrangement should be chosen only if the student is activated in the final quarter of the term.

In order to select one of the above options, the student must present or fax a copy of the military orders selecting them for active duty to the Registrar's Office. For further information, contact the Registrar's Office.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Documenting Course Competency - Graduate Courses from Another Institution

POLICY: Students who have successfully (minimum grade of B) completed a graduate course(s) providing the competencies specified in the course syllabus for a Master of Education Program course may petition the Master of Education Program Chair to substitute that course(s) for the required Master of Education Program course.

PROCEDURE:

Students must provide documentation which at a minimum includes course title, course number, course credit hours, course description from the University bulletin, course syllabus, and an official final transcript of the course. Portions of the description that meets or exceeds our requirements should be highlighted. Copies of assignments completed that are compatible with assignments required in the Master of Education Program course may also be submitted. Additionally, students must submit a cover letter documenting competency for each of the instructional objectives specified for the Master of Education Program course; these objectives are on the Master of Education Program course syllabi. Additional information may be required by the Master of Education Program Chair.

At most only nine (9) hours of graduate credit successfully completed at another institution will be accepted as fulfilling the requirements of any Rockhurst University graduate program.

Decisions made by the Master of Education Program Chair are final.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Health Insurance

POLICY: It is required the student carry personal health insurance.

PROCEDURE:

Students may come into contact with a variety of health diagnoses, and need to carry health insurance throughout the Department of Education Program.

Health insurance is available through Rockhurst University or the student may obtain health insurance from a private carrier. Students will automatically be enrolled in the Rockhurst University health insurance plan unless they waive out of the Rockhurst University health insurance plan. Students may waive out of the plan via the Rockhurst University Student Life web site at www.rockhurst.edu/studentlife.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006
REVIEWED: Spring, 2008

TITLE:

Change in the Student's or Student's Family Member's Health Status During Enrollment in the Bachelor of Arts or Sciences in Education or Master of Education Program.

POLICY: In the event of accident, pregnancy, or serious illness requiring a change in long term activity level, or student's ability to perform required course activities, the student must provide evidence of ability to continue in the Bachelor of Arts or Sciences in Education or Master of Education Program, and/or documentation of the illness or situation resulting in the change of status.

PROCEDURE:

Evidence of ability to continue in the Bachelor of Arts or Sciences in Education or Master of Education Program, and documentation of the illness or situation, will typically consist of a physician's statement, although other documents may be accepted for consideration.

If it is necessary for the student to leave the Bachelor of Arts or Sciences in Education or Master of Education Program, the student may be granted a leave of absence and accepted into the next semester.

Upon the student's return, the student will need to contact the Admissions Office and fill out a reentry form before enrolling in courses with their Education advisor.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Field Experiences

POLICY AND PROCEDURE:

All Department of Education students are required to participate in field experiences as part of their education coursework. With few exceptions, the Office of Field Experiences will arrange these experiences for each course. These field experiences will be arranged during day time school schedules, even for graduate students completing education coursework solely in the evening. Thus, all education students must participate in day time field experiences.

Students are required to maintain field experience logs.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Professional Semester Application

POLICY: The student is expected to follow all application procedures for the Professional Semester, as well as all requirements for the Integrative Student Teaching Seminar.

PROCEDURE:

Any bachelor student applying for the Professional Semester must have been fully accepted into the Department of Education, and must have:

- a cumulative minimum grade point average of 2.5,
- completed the Degree Application form,
- passed the Praxis II examination for their content area,
- submitted Standard 12,
- submitted the Missouri Highway Patrol criminal history background check including fingerprints. The State Board of Education also requires Highway Patrol criminal history background checks, including fingerprints, prior to awarding initial teacher certification in Missouri. See background/fingerprint check information on the State Department of Elementary and Secondary Education web site, www.dese.mo.gov.

Any master student applying for the Professional Semester must have been fully accepted into the Department of Education, and must have:

- a cumulative graduate grade point average of a minimum of 3.0,
- completed the Degree Candidacy form,
- passed the Praxis II examination for their content area,
- submitted and passed standard 12,
- Submitted the Missouri Highway Patrol criminal history background checks, including fingerprints. The State Board of Education also requires Highway Patrol criminal history background checks, including fingerprints, prior to awarding initial teacher certification in Missouri. See background/fingerprint check information on the State Department of Elementary and Secondary Education web site, www.dese.mo.gov.

Students must comply with all participation requirements throughout the Professional Semester, including but not limited to regular meetings with the cooperating teacher, regular meetings with the Rockhurst University mentor, and completion of all evaluation forms.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006
UPDATED: August 18, 2008

TITLE:
Professional Semester Attendance and Professionalism

POLICY: Students must complete all Professional Semester requirements, including all Student Teaching Seminar requirements, and must exhibit professional behaviors at all times.

PROCEDURE:
Student teachers are required to attend all activities at their placement sites which the cooperating teacher is required to attend. The only exception to this requirement is if a student teacher is required to be at Rockhurst University at the same time as an activity at their placement site.

Any excessive tardiness or absence during the Professional Semester must be made-up. Excessive absences or tardiness during the Professional Semester may result in a lower grade, delay of further experiences, and/or extension or failure of the Professional Semester. Excessive tardiness is defined as five minutes or more with no prior notification to the Director of Field Experiences and the cooperating teacher or there are not extenuating circumstances. If a student is absent three consecutive days due to illness, student may be required to provide written assurance from a physician upon student's returning to assigned duties. All tardiness and/or absence must be made up before a grade will be given.

If a student does not exhibit professional behaviors at all times, the Department of Education will convene an advising committee comprised of Department of Education faculty, the University Mentor, the Cooperating Teacher, and/or the Department of Education Chair to ensure professional behaviors are exhibited by the student. This committee's activities may include but are not limited to:

- Required meetings with the student at the placement site
- Required meetings with the student at Rockhurst University
- Required meetings between the student and the Rockhurst University Counseling Center
- Required meetings between the student and the Rockhurst University Learning Center
- Incorporating additional resources such as Rockhurst University faculty across the disciplines meeting with the student
- Required successful additional student teaching time at the same or other placement
- Student removal from the placement
- Student withdrawal from the professional semester with a grade of "F".
- Student dismissal from the Rockhurst University Department of Education

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Blood Borne Pathogen and TB Testing

POLICY: All Department of Education students must complete Blood Borne Pathogen and TB testing prior to the Professional Semester.

PROCEDURE:

Blood Borne Pathogen and TB testing will be available during the Professional Semester Orientation held at the beginning of the Professional Semester. All this training is at the students' expense.

Failure to complete this training will prevent the student from participating in the Professional Semester.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006
REVIEWED: Spring, 2008

TITLE:
Professional Semester Difficulty

POLICY: The student is expected to communicate with both the cooperating teacher and the Director of Field Experiences regarding any concerns or questions during the Professional Semester. The cooperating teacher/school is encouraged to speak to the Director of Field Experiences regarding concerns or questions regarding the student teacher's performance.

If problems arise during the Professional Semester which cause the student or cooperating teacher concern, contact with the Director of Field Experience must be made immediately. The Director of Field Experience will problem solve with the cooperating teacher, student teacher, University mentor, and/or an administrator in the school building to work toward an equitable resolution. Resolutions may include the following but are not be limited to the following:

- Meeting with the student, cooperating teacher, and University mentor to understand and problem solve the situation.
- Providing or locating counseling services for the student.
- Problem solving an equitable solution with the cooperating teacher, university mentor, and student.
- Discontinuing student teaching at the professional site
- Placement at another site

If a student does not exhibit professional behaviors at all times during the student teaching placement, the student may be removed from the placement. Completion or termination of the student teaching experience will be determined according to individual circumstances. Each situation is considered separately; the final determination for removal is at the discretion of the Director of Field Experiences and the Department Chair. Administration at a school site may request removal of a student and the student will be removed by the Director of Field Experiences and Department Chair. If a student is removed from a school site by either the school personnel or by the Rockhurst University Department of Education, the student teacher will receive a grade of "F" for that placement.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006
UPDATED: February 13, 2008

TITLE:
Professional Semester Tardiness

POLICY: The student is expected to adhere to all time schedules of the assigned school.

PROCEDURE:

Any unexcused tardy must be reported to the cooperating teacher, the University mentor, and the Director of Field Experiences. Time from unexcused tardiness may need to be made up. The University mentor and the Director of Field Experiences will make that decision.

Excessive tardies during the Professional Semester may result in a delay of further scheduled Professional Semester sites, a lower grade reflected in the Professionalism component of the MoSTEP Beginning Teacher Standards evaluation tool, and/or extension of or failure of the Professional Semester.

DEFINITIONS:

EXCUSED TARDINESS: If extenuating circumstances occur preventing the student from arriving or leaving on time, the student must notify the cooperating teacher, the University mentor, and the Director of Field Experiences of the circumstances at once.

UNEXCUSED TARDINESS: An unexcused tardy is one with no prior notification provided to the cooperating teacher, University mentor, and the Director of Field Experiences and where no extenuating circumstances exist.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006
REVIEWED: Spring, 2008

TITLE:
Professional Semester Assignments

POLICY: The Director of Field Experiences assigns all Department of Education students to the Professional Semester placements. Students are not permitted to secure their own Professional Semester placements. The Director of Field Experiences must approve any changes in scheduling or content.

PROCEDURE:

The Director of Field Experiences assigns all students to the Professional Semester placements. Students are not permitted to secure their own Professional Semester placements. The Director of Field Experiences must approve any changes in scheduling or content.

Students may contact the Director of Field Experiences with requests for placements. Students are not permitted to contact potential placement sites on their own.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006
REVIEWED: Spring, 2008

TITLE:
Professional Semester Substitute Responsibilities

POLICY: Rockhurst University Department of Education Students in the K-12 Schools Do Not Serve as Substitute Teachers During the Professional Semester

It is the Rockhurst University policy not to allow the student teacher to be used in a way that precludes the hiring of a substitute teacher. Rockhurst University expects our student teachers to be under the supervision of competent, professional personnel at all times (i.e., the classroom mentor teacher, a licensed substitute teacher, and/or the building principal). In an emergency situation, the classroom mentor teacher may take another teacher's class if the building principal will take responsibility for supervising the graduate student teacher. The student teacher may not accept remuneration for the time the student teacher substituted.

Rockhurst University endorses the practice of having its student teachers work with students during special assignments and with activities outside of the teaching schedule including playground duties, gymnasium and swimming pool supervision, field trips, and extra-curricular activities. However, these assignments must always include the physical presence of a school employee who is ultimately responsible for the safety of the students being supervised. It is the Rockhurst University policy that the student teacher should not be asked to supervise such activities in the place of a classroom teacher.

The Rockhurst University student teacher is not allowed to be paid by their Professional Semester site. Bachelor level Education students are not allowed to substitute teach during the Professional Semester.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006
UPDATED: April 14, 2008

TITLE:
Professional Semester Placement Cancellations

POLICY: Students are not permitted to cancel or end a Professional Semester placement prior to completion. The Director of Field Experiences must approve any changes in scheduling content. The Director of Field Experiences may cancel or discontinue a field experience if sufficient reason exists.

PROCEDURE:

A Professional Semester Placement will only be cancelled or rescheduled under extenuating circumstances. These circumstances may include, but are not limited to, the following situations:

- Student's serious illness or accident
- Serious illness, accident, or death in the family
- Significant difficulties of the student in which the final decision of the Director of Field Experiences is to seek an alternative placement for the student.

All cancelled or prematurely ended Profession Semester placements must be rescheduled and completed in their entirety. If a school cancels a reservation for a placement, the Director of Field Experience will reschedule a placement as available.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006
REVIEWED: Spring, 2008

TITLE:
Failure to Successfully Complete the Professional Semester

POLICY: Students may repeat an unsuccessful Professional Semester site only one time. The Director of Field Experiences will schedule a repeated Professional Semester site at an appropriate school site as available. Two unsuccessful attempts of a Professional Semester site will result in dismissal from the Department of Education.

PROCEDURE:

The Director of Field Experiences will schedule a repeat Professional Semester site at an appropriate school site as available. The new cooperating teacher will be notified of the repetitive nature of the Professional Semester site; however, details regarding student performance will be kept confidential unless the student discloses information regarding previous performance to the cooperating teacher or the student provides written consent for the Director of Field Experiences to share such information with the new cooperating teacher on behalf of the student. Two unsuccessful attempts of a Professional Semester site will result in dismissal from the Department of Education.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006
UPDATED: August 11, 2008

TITLE:
Graduation Requirements for Bachelor of Arts or Sciences in Education Students

POLICY: Students must fulfill all degree requirements to receive the Bachelor of Arts or Sciences in Education degree and graduate.

PROCEDURE:

Students must fulfill all content area coursework, Department of Education coursework, have a semester and cumulative grade point average of at least a 2.5, and successfully complete both the portfolio and the professional semester to fulfill degree requirements. The Praxis II examination must be passed before enrolling in the Professional Semester.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006
UPDATED: August 11, 2008

TITLE:
Graduation Requirements for Master of Education Students

POLICY: Students must fulfill all degree requirements to receive the Master in Education degree and graduate.

PROCEDURE:

Students must fulfill all content area coursework, general education coursework, Master of Education coursework, have a semester and cumulative grade point average of at least 3.0, and successfully complete both the portfolio and the professional semester to fulfill degree requirements. The Praxis II examination must be passed prior to enrollment in the Professional Semester.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006
UPDATED: August 11, 2008

TITLE:
Certification Requirements

POLICY: Rockhurst University offers Missouri certification on the elementary level as well as the secondary level. Secondary level certification is available in biology, business, chemistry, English, French (K-12), mathematics, physics, Spanish (K-12), social science, and unified science (biology, chemistry, and physics). Students must successfully complete all Missouri certification requirements before the student will be certified. Specific Missouri requirements for each certification area are available in the Department of Education office.

PROCEDURE:
Certification Requirements

1. Successful completion of all Department of Education graduation requirements and general education requirements.
2. Successfully pass the Praxis II examination.
Elementary: Elementary Education: Curriculum, Instruction, and Assessment
Secondary: Praxis II Specialty Area Test
3. Background/Fingerprint Check
Rockhurst University requires Missouri Highway Patrol criminal history background checks, including fingerprints, prior to the Professional Semester. The State Board of Education also requires this prior to awarding initial teacher certification in Missouri. See information on the Missouri Department of Elementary and Secondary Education web site, www.dese.mo.gov.
4. A grade of C or better is required for all content area courses and all Education coursework.
5. Official transcripts for all coursework at all colleges or universities student has attended must be in the Department of Education office.
6. Successful completion of the portfolio and oral defense.
7. A minimum cumulative grade point average of 2.5 for undergraduate students and a minimum cumulative grade point average of 2.5 for graduate students.

State procedures are subject to change according to state requirements.

Successful completion of the Bachelor of Arts or Sciences in Education or Master of Education degree does not necessarily constitute certification in Missouri. The Rockhurst University Certification Officer will review each student's certification application before approving certification.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Graduate Students Working as Teachers During Enrollment in the Master of Education Program.

POLICY: Master of Education Program students seeking secondary education certification are permitted to obtain employment as teachers while enrolled in the Master of Education Program. Rockhurst University students, in accordance with Missouri, seeking elementary education certification are not allowed provisional certificates or programs of study. Department of Education Bachelor students are not eligible for a program of study.

PROCEDURE:

The student must not function as a Master of Education Program Student, nor hold a job title of Master of Education Program Student, while at the place of employment. The duties of employment must be clearly other than that of 'student'. While on the premises of the place of employment, paid or unpaid, the student will not be considered a representative of Rockhurst University in any way.

If liability insurance is required for the employment, the student must obtain separate insurance for the title of personnel under which the student will be working. The liability insurance obtained through Rockhurst University under the title of student does not apply to any employment the student holds.

During the professional semester, if a student's cooperating teacher is not working at the school on any given day, the Rockhurst student may not function or be paid for working as a substitute teacher for their cooperating teacher.

Missouri law prevents Bachelor students from holding a teaching contract in Missouri public schools.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE DATE: January 1, 2006

UPDATED: January 1, 2008

TITLE:

Extension in Completion of Master of Education Degree

POLICY:

Master of Education students are required to complete their degree within six year. Students may be granted a leave of absence for up to one year from the Department of Education if extenuating circumstances exist. Students wishing to apply for a leave of absence must appeal to the Department of Education Chair. A panel of Department of Education faculty must approve the request prior to its commencement.

PROCEDURE:

A student requesting a leave of absence must meet with the student's Education advisor prior to any absence action and request for leave of absence must be submitted to the Department of Education Chair. The request must indicate the reason for the request and any specific information pertaining to the student's plan to return to the Department of Education. All requests for leaves of absence and information contained therein are kept confidential by the Department of Education. The Department of Education will appoint a panel of faculty members to review the request for leave of absence. Each leave of absence may be approved for one year unless an additional written notification requesting extension of the leave is submitted by the student and approved by the Department of Education faculty. Upon the student's return, the student will need to contact the Admissions Office to fill out a reentry form before enrolling with the student's Education advisor.

**DEPARTMENT OF EDUCATION
POLICY AND PROCEDURE**

EFFECTIVE: January 1, 2006

REVIEWED: Spring, 2008

TITLE:

Update of Department of Education Policies and Procedures

POLICY: The Department of Education Policy and Procedure Notebook will be reviewed annually and will be updated as needed.

PROCEDURE:

The Department of Education Policy and Procedure Notebook will be reviewed annually and will be updated as needed.

The Department of Education Chair will submit Policy and Procedure changes, revisions, and updates to the Rockhurst University Dean of Graduate and Professional Studies, and the Rockhurst University Teacher Education Committee, for approval as necessary.