

School of Education



UNIVERSITY OF
St. Thomas



School of Education
2019-2020

GRADUATE POLICY HANDBOOK

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GENERAL INFORMATION

WELCOME TO THE SCHOOL OF EDUCATION (SOED)

The School of Education is a learning community of students and alumni, faculty, administrative staff, and supportive regional, national, and international stakeholders who believe in seeking a better world through learning, scholarship, and human service. Your studies at St. Thomas are offered in the liberal arts tradition and are intended to initiate or advance your purpose, knowledge, and skills as a critically reflective professional.

UNIVERSITY OF ST. THOMAS MISSION STATEMENT

Inspired by Catholic intellectual tradition, the University of St. Thomas educates students to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.

SCHOOL OF EDUCATION VISION STATEMENT

The University of St. Thomas School of Education prepares transformative teachers and leaders to positively impact students' lives.

CONCEPTUAL FRAMEWORK OF THE SCHOOL OF EDUCATION

The School of Education builds upon four Cornerstones that ground our Vision and help us live out the Mission of the University of St. Thomas. The four Cornerstones are:

- Promoting Excellence
- Preparing Tomorrow's Leaders
- Connecting with Communities
- Inspiring Change

Our students think, act, and work – all for the common good.

Promoting Excellence

We deliver on our promise of excellence by offering academically rigorous preparation programs and extensive field experience. We prepare teachers in license areas with critical shortages, including all six special education license areas as well as mathematics and science education. Our scholar-practitioners use research and best practices to develop quality educators prepared to advance the common good. Since 2000, eight alumni have been named Minnesota Teacher of the Year and 70% of our graduates in educational leadership serve as leaders in district and charter public schools, private schools, faith-based K-12 schools, and institutions of higher education.

Think, act, and work: pursue excellence, all for the common good.

Preparing Tomorrow's Leaders

The 21st century presents novel opportunities for educators: shifting demographics; heightened awareness of the need for diversity, equity, and inclusion; new technologies; and forces of globalization have altered the field. Initiatives such as our Collaborative Urban and Greater Minnesota Educators of Color scholarships program help increase teacher diversity throughout Minnesota. We leverage new opportunities through evidence-based practices, culturally sustaining pedagogy, and state-of-art technologies. We introduce students to international dimensions of the field through study abroad and through our partnership with Chile's Universidad de Concepción. We thus prepare teachers and leaders for the classrooms, schools, and universities of today and tomorrow.

Think, act, and work: educate for tomorrow, all for the common good.

Connecting with Communities

The cultural heritages, life experiences, perspectives, and values of all stakeholders matter. We engage in dialogue with all, with an open mind and interest in diverse perspectives and solutions, to improve student learning and education. We offer students the opportunity to acquire real-world experience early in their studies, and often. Collaborative programming and community partnerships contribute to the success of our graduates and prepare them to help all students reach their full potential. We partner with school districts, including the Minneapolis and St. Paul districts, through innovative “grow your own” degree programs. As a charter school authorizer, we oversee 13 urban schools serving approximately 6,000 students.

Think, act, and work: build community, all for the common good.

Inspiring Change

Embracing change with a commitment to continuous improvement inspires the transformation of educational institutions and students’ lives. We value and engage in continuous learning and use acquired knowledge to mentor our students to work toward equity for all. We prepare change-makers who are self- and socially-aware, effective, and ethical teachers and leaders. They serve as advocates for educational justice and advance the common good. Our graduates are motivated by the understanding that *every child deserves a champion*.

Think, act, and work: change schools and lives, all for the common good.

SCHOOL OF EDUCATION PROFESSIONAL DISPOSITIONS

Dispositions are the professional habits of mind that will indirectly and directly influence your growth and professional development. The SoED has five specific professional dispositions that originate from the University’s mission and align with the professional standards for which each program is responsible. The dispositions are:

- 1) Morally responsible leadership,
- 2) Critical thinking,
- 3) Wise action,
- 4) Skillful work, and
- 5) Advancement of the common good.

In addition, your individual program may have specific dispositions, expected personal characteristics, or competencies that directly align with the professional expectations for which you are preparing. You are responsible for understanding the unique requirements of your program relating to dispositions, personal characteristics, or competencies.

ACCREDITATION

The University of St. Thomas is accredited by the Higher Learning Commission, (hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education.

All teacher licensure programs are approved by the Professional Educator Licensing and Standards Board (PELSB). All K-12 administrative licensure programs are approved by the Minnesota Board of School Administrators (BOSA).

ORGANIZATION OF THE SCHOOL

SoED programs cluster around two broad areas: 1) the preparation of teachers and administrators for K-12 schools, and 2) the preparation of individuals for a diverse set of leadership positions. The School includes:

- a central SoED administration, with a dean, associate dean, and an administrative staff;
- the SoED's programs from baccalaureate through doctoral levels.

Departments or programs may have additional policies. Please check with your advisor.

CHANGE DISCLAIMER

SoED students are subject to University student policies and SoED policies. This policy handbook is the only policy handbook for the SoED, and the policies and procedures herein supersede any earlier SoED policies on the same subject. The School reserves the right to change policies and procedures at any time. The student's program of study (degree requirements) is agreed to at the time of admission, and since curricular requirements change from time to time, upon adoption of a new program of study, students may waive their original program and adopt the latest, or remain with the original. Licensure requirement changes adopted by the licensing agency will change as dictated by the agency.

Although curriculum changes are intended to go into effect with each new catalog year, the School reserves the right to change curriculum requirements at any time that licensure / accreditation demands require such change.

STUDENT RECORDS

Consistent with the Family Educational Rights and Privacy Act (FERPA) of 1974 Information in a student's record generally will not be released without the student's written consent, except as allowed or required by law. Students may ask to review their SoED educational program records. According to law, 45 days are allowed to respond to such requests. Typically, less time is required. Those wishing to challenge the accuracy of their records are entitled to a hearing upon written request to the School.

EMAIL AS OFFICIAL COMMUNICATION

Email is the official mode of communication at the University of St. Thomas.

Every student registered for classes is issued a St. Thomas email account. The University has determined that official communication with current students will be through their St. Thomas email accounts. Students are responsible for monitoring their University email accounts while at St. Thomas.

Students are advised to watch for updated information through email, mail notices, newsletters, and bulletin boards. You may check your St. Thomas email at mail.stthomas.edu/, or set it to automatically forward to your most frequently accessed email box.

PUBLIC SAFETY

The Public Safety Department maintains an information desk in Opus Hall on the Minneapolis campus and in Morrison Hall on the St. Paul campus. Along with regular security functions, the department provides several services, including car escorts, battery jump-start service, and vehicle lock-out service. The Minneapolis desk can be reached at 651-962-4100 (2-4100 internally). The St. Thomas Security Emergency number is 651-962-5555 (2-5555 internally) and the non-emergency number is 651-962-5100.

More information, such as security bulletins and advisories, the campus crime log and Campus Security Act Reports, is available at the department web site: <http://www.stthomas.edu/psps/>.

INCLEMENT WEATHER

Please see <http://www.stthomas.edu/news/winter-weather-guidelines/> for information about course cancellations due to inclement weather..

STUDENT PHOTO ID CARDS

Students are expected to carry their UST photo ID cards with them whenever they are on campus. For security reasons, public safety officers are authorized to ask students to show an ID at any time. Student IDs are also required for such things as library services. A special feature of the St. Thomas ID card is the Express Account. Any University of St. Thomas student may open an Express Account. This account offers a convenient way to access services without having to carry cash. Contact the [Card Office](#) for more information.

TRANSCRIPT REQUESTS

Official transcripts will not be issued to students whose accounts are delinquent. There is no fee for an official [transcript request](#).

SPECIAL ACCOMMODATIONS

Qualified students with documented disabilities who may need classroom accommodations should make an appointment with [the Disability Resources office](#). Appointments are made by calling 651-962-6315. You may also make an appointment in person in Murray-Herrick 110.

For further information, you can locate the Enhancement Program on the web at: <http://www.stthomas.edu/enhancementprog/>.

APPLICABLE POLICIES

SoED graduate students are subject to three categories of policies:

- University policies that are applicable to all students across the University,
- University policies that are applicable to all graduate students across the University, and
- SoED policies that are applicable only to students enrolled in SoED programs and courses.

University of St. Thomas graduate student policies and general student policies apply to all SoED graduate students unless the School, the department, or the specific program in which the student is enrolled has more stringent policies (in that case the more stringent policies apply).

All students are expected to be familiar with all policies that apply to them, and we advise you to review them. Policies applicable only to SoED graduate students are contained in this handbook. Graduate student policies and a link to general graduate academic policies can be found at: [University of St. Thomas General Graduate Policies](#). Policies applicable to all students can be found [in the](#)

[University's policy repository](#). Some policies applicable to all students are also referenced in this handbook for convenience.

Questions about the applicability of general University of St. Thomas student policies should be directed to the SoED Director of Marketing and Enrollment or to the policy owner identified in the policy.

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to a comfortable, respectful classroom environment free of intimidation and focused on achievement. Students have the responsibility to commit time and energy appropriate to the learning challenge, to respond and interact with the instructor and other students, to expand the boundaries of their current knowledge and skill, and to share their experience and expertise in class. Students have the responsibility for collaborating in the learning process, respecting and attending to the views of others, and initiating attention to special needs. A detailed listing of St. Thomas student rights and responsibilities can be found at the following link: [St. Thomas Student Bill of Rights](#).

INFORMATION LINKS

[GRADUATE WRITING CENTER](#)

[COMMENCEMENT INFORMATION](#)

[GRADUATION APPLICATION FORM](#)

[GRADUATE CATALOG](#)

[EXPRESS CARD OFFICE](#)

[FINANCIAL AID](#)

[COUNSELING AND PSYCHOLOGICAL SERVICES](#)

[PARKING SERVICES](#)

[PUBLIC SAFETY OFFICE](#)

[POLICY REPOSITORY](#)

[TRANSCRIPT REQUESTS](#)

UNDERGRADUATE POLICY INFORMATION

Undergraduate general and Teacher Education programs, courses, and policy information can be found in the University undergraduate catalog and web site.

[UNDERGRADUATE ACADEMIC CATALOG](#)

[UNDERGRADUATE TEACHER EDUCATION](#)

[UNIVERSITY STUDENT POLICIES](#)

GRADUATE ADMISSIONS

ADMISSION POLICIES

The School is committed to recruiting, enrolling, and educating a diverse, socially representative population of students. To this end, the School employs multiple methods of assessment to ensure the admission of qualified candidates.

In order to be admitted as a degree-seeking student to a graduate program, a student must have been awarded a baccalaureate degree from a United States institution accredited by a regional accrediting organization. Students with degrees from institutions outside the United States must comply with policies on [international admissions](#).

ADMISSIONS OFFICE

Address all application documents and decisions to:

gradadmissions@stthomas.edu

SoED Graduate Admissions
Box 5, 1000 LaSalle Ave.
Minneapolis, MN 55403

APPLICATION DEADLINES

Application deadlines vary by school and program. Check with each program for information.

Students entering the School of Education typically start in the Fall, Spring or Summer academic semesters, with select programs using the alternative start dates. While the day of your first class may vary, below you can find the timeline for the various starts of term and accompanying admissions deadlines.

Please note - Doctorate programs have different admissions timelines.

See your specific program page for more information. You must be admitted and complete your intent to enroll form prior to the first class.

Early Admission Deadlines

Academic Term	Start of Term	Admission Deadline
Fall Term I	August-September	July 15
Fall Term II	Late October	September 15
Spring Term I	January-February	December 1
Spring Term II	Early March	February 1
Summer Term I	May	May 1
Summer Term II	July	May 1

Final Review Dates for Rolling Admission

Academic Term	Start of Term	Final Admission Deadline
Fall Term I	August-September	August 25
Fall Term II	Late October	October 1
Spring Term I	January-February	January 10
Spring Term II	Early March	February 15
Summer Term I	May	May 20
Summer Term II	July	June 20

Late Admissions

Applications received after the deadline **may be eligible** for non-degree admission. Late applicants will be considered for, but not guaranteed, regular admission in the subsequent term. Non-degree students enroll for classes after all students who have met recommended or final deadlines. Non-degree students are not eligible for financial aid.

SCHOOL OF EDUCATION FULL ADMISSIONS POLICY

Educational Leadership – Special Education – Teacher Education

Minimum Requirements – All Degree and Licensure Programs in the SoED

- Bachelor’s degree from regionally accredited institution with a 3.0 GPA
- Official transcripts for all undergraduate and graduate coursework
- 2 letters of recommendation
- Personal Statement
- Complete online application
- English Language Proficiency: applicants whose primary language is not English must take the Test of English as a Foreign (TOEFL) prior to being accepted. TOEFL score requirements can be found on the Graduate International Admissions website. Since English proficiency is directly related to program success, applicants will not be admitted and may not begin taking classes until passing TOEFL scores are on file in the SoED office. No TOEFL exam is required if an applicant has graduated from either an undergraduate or graduate program in which all coursework was completed in English.

Special Education and Teacher Education licensure programs, with or without MA option

- All minimum SoED requirements
-PLUS-
- Basic skills competency or equivalency as determined by the dean or designee
- Review by Admissions Committee

All departments, MA-only programs (no licensure preparation)

- All minimum SoED requirements
-PLUS-
- Review by departmental designee(s)

Education Specialist (EdS) Department of Educational Leadership

- All minimum SoED requirements
-PLUS-
- Master’s level degree

- Resume
- Interview

Doctorate of Education (EdD) in Educational Leadership and Learning

- All minimum SoED requirements
-PLUS-
- Professional portfolio OR official Graduate Records Exam (GRE) scores OR Miller Analogies Test (MAT)
-PLUS-
- Interview

SCHOOL OF EDUCATION PROVISIONAL ADMISSIONS POLICY

Educational Leadership – Special Education – Teacher Education

If a candidate does not meet the minimum requirements for the SoED, or supplemental requirements for any specific degree program, provisional admission may be offered.

- **GPA requirement** – If an applicant’s GPA is below 3.0 and the applicant is offered provisional admission, the student must receive a grade of “B” or better in their first 9 credits AND complete those credits within the first two terms after admission (does not include J-term).
- **Basic skills requirement** – If a student does not demonstrate basic skills competency at the time of application and is offered provisional admission, the student must demonstrate basic skills competency within the first two terms after admission (does not include J-term).

If a student does not meet the requirements of their provisional admission within the time allowed, the student may be withdrawn from their coursework and degree program. If the student wishes to return to their program, they must qualify for full admission through a new application.

NON-DEGREE ADMISSION

School of Education

Applicants who meet the admission requirements for either regular or special admission but missed the application deadlines will be considered for non-degree admission. Non-degree status means that a student is not formally enrolled in a degree-seeking or licensure-seeking course of study and does not qualify for financial aid. Students who apply for non-degree status are limited to taking six semester credits at the University of St. Thomas. Non-degree students are not guaranteed regular or special admission to any program.

Students seeking non-degree admission must submit the following:

- A completed application form;
- An official copy of all undergraduate transcripts;

INTERNATIONAL ADMISSIONS

In addition to fulfilling standard SoED admission requirements, international applicants whose primary language is not English must satisfy the English proficiency requirement cited above prior to being accepted (see regular admission requirements). International students must have their transcripts evaluated by the Educational Credential Evaluators (ECE) to show United States equivalency.

Conditional Admission in SoED programs: International applicants who meet all admission requirements other than the minimum TOEFL scores may be admitted conditionally in order to continue their language proficiency study in the University ELL program. With the permission of the appropriate department chair, a conditionally enrolled student may be allowed to audit a class to gain

U.S. classroom experience. Upon reaching an advanced level in the ELL program, conditionally admitted students may be able to take one identified class IF their program has identified such a class as suitable for students with limited English proficiency.

TRANSIENT ADMISSIONS

Graduate students working for a degree in another institution may be given transient graduate admission to a SoED program without meeting customary admission procedures. Transient students may complete a maximum of six (6) credits. Transient graduate admission forms must be submitted each time the student chooses to register at St. Thomas and must bear the endorsement of the dean of the parent school. Transient students must come in person to register during non-degree registration dates (dates listed in course schedule) for the specific term in which they wish to enroll. Students should register in Room MOH 217, Opus Hall, Minneapolis campus.

AUDIT ADMISSION

Students who are eligible for admission to a credit-bearing course may register to audit a course, for no credit, provided they meet the prerequisites for the course. An audit fee will be charged. Students who audit graduate courses in education will be expected to complete all class assignments. In no case can students subsequently receive credit for audited courses. Students must be admitted to a SoED degree program in order to audit a course; non-degree students cannot audit courses.

INACTIVATION / REINSTATEMENT

Students who do not register for any program coursework at UST for one calendar year (without an approved Course Interruption request) are removed from the active student list. An inactivated student who wishes to return and resume a program needs to contact their staff (i.e., program) advisor. After verifying that the student was in good academic standing prior to inactivation, the student will be reinstated under the terms of the current catalog. Since the terms of the current catalog will be applicable, the student may be subject to new degree requirements. Because programs continuously evolve, all coursework (including transfer coursework) needs to be reevaluated in terms of revised program requirements, course currency limitations, and a program completion plan. (Course currency policies are explained further in the "Attendance, Program Time Limits, and Withdrawals" section.)

REGISTRATION POLICIES

REGISTERING FOR GRADUATE COURSES

Upon admission to a graduate program, students are assigned a faculty advisor and a staff (i.e., program) advisor. Faculty advisors provide information about electives and other academic matters. Staff advisors assist with logistics. Students are responsible for maintaining contact with their advisors throughout their time in the program. Some programs require that students contact an advisor before every registration. Students should consult their program's policies for more specific requirements.

A copy of the SoED schedule is available online prior to semester registration on the SoED web site under resources for [current students](#). Registration is completed via the Murphy Online Web registration system. Please consult the schedule for registration dates and times. Students are required to register for a course **prior to** the first day of class to avoid a late fee (\$100). It is highly recommended that students register as early as possible to avoid course cancellation due to low enrollments. See the SoED web site for specific term late fee dates and the refund schedule. Complete instructions are listed in the graduate course schedule. Students who encounter registration problems should contact the SoED registration staff at: soed-registration@stthomas.edu.

REGISTERING AS A NON-DEGREE STUDENT

Students admitted as non-degree students must register on non-degree registration dates. Students should consult the SoED course schedule for specific non-degree registration dates. Non-degree students must contact the SoED admissions office and then alert the SoED program advisor when cleared for registration. Non-degree students cannot audit SoED courses. Non-degree students **do not** qualify for financial aid. Acceptance as a non-degree student does not imply or guarantee full admission to a degree program.

DROPPING/ADDING COURSES AND FINANCIAL AID IMPLICATIONS

Before classes begin and **during the first week** of classes, students may drop or add courses using Murphy Online. **After** classes begin, graduate students must officially change their registration by contacting the SoED registration staff at: soed-registration@stthomas.edu. A drop/add transaction is not complete until students deliver the form to SoED Registration. **Non-attendance in a course does not constitute withdrawal.** Simple non-attendance results in a grade of F. Once classes begin, tuition liability for the full semester is incurred. See the website for the refund schedule. Students are advised to check with the Financial Aid Office since adding and dropping classes may change their financial aid status/liability.

MAXIMUM CREDIT LOAD

The maximum credit load for SoED graduate students is **ten credits for fall and spring terms and seven credits for summer term.** Students who wish to carry more credits in a term need to obtain permission from the department chair. Criteria for such approval will take account of such things as grade point average, current employment/life demands, the type of courses requested, etc. Permission is not extended to students who are not making normal progress in their course of study.

DIRECTED STUDY

Directed Study refers to a regular course offered to an individual student or small group of students (usually fewer than ten) under the direction of a faculty member as approved by the appropriate department chair and associate dean. A Directed Study may be offered if the course is not available during a particular term because of schedule constraints or low enrollment, etc. The Directed Study follows an approved syllabus.

INDEPENDENT STUDY

An Independent Study is a course of study for credit requested by the student and taken under the direction of a faculty member for study in an area not addressed by current course offerings. An Independent Study course must be approved by the faculty advisor, the department chair, and associate dean.

Generally speaking, a maximum of three credits at the master's degree level and six credits at the doctoral level may be taken as independent study; but under special circumstances, the SoED may approve a student's request to take more credits on an independent study basis. The students must petition the department chair and the petition must be approved by the associate dean. Independent Study registration is available only to students accepted into degree, licensure or certificate programs; it is not available to non-degree students.

Students work with program staff advisors to fill out the approved independent or directed study contract. After the contract is approved, the form is submitted to the SoED registration staff at: soed-registration@stthomas.edu for manual registration. A copy of the approved Independent Study contract will be retained in the student's record.

CLASS CANCELLATION

The University of St. Thomas reserves the right to cancel any class that has insufficient enrollment.

SUBSTITUTIONS AND TRANSFER CREDITS

Note: Please read ALL transfer policy information cited below. A complete familiarity with these policies may prevent you from taking a course elsewhere that will not be transferable.

SUBSTITUTIONS

A department may substitute specific program requirements if a student has completed equivalent work within the last five years before program commences. Course substitutions **do not reduce the total minimum number of credits** needed to complete a degree. Thus, students must take an alternative course or courses to make up for the credits. Students seeking a substitution should discuss this with their advisors. Students seeking such a substitution must submit a written request on the required forms and have it approved by their advisor, department chair, and associate dean.

SoED teacher licensure programs are approved by the Professional Educator Licensing and Standards Board (PELSB) and substitutions are rarely approved.

CLEP EXAMS

SoED graduate programs do not accept CLEP or CLEP-type exams in lieu of graduate course work.

TRANSFER CREDITS / TRANSFER MAXIMUM

Transfer credits are graduate level credits and typically reduce the number of credits required to complete a degree. A maximum of **nine semester hours** of graduate credit, for which a grade of B or above is indicated, may be approved for transfer into a master's degree program by the associate dean. The maximum number of graduate credits which may be approved for transfer into a doctoral program is twelve.

TRANSFER CREDIT REQUIREMENTS

While individual programs may have additional requirements, transfer credits must meet the following minimum conditions. Transfer credits **must be:**

- From a regionally accredited institution;
- Earned at the graduate level;
- Indicated by a letter grade of A or B (Pass/Fail courses are not accepted);
- Documented with an official transcript;
- Earned no earlier than five years prior to admission to a program;
- Pre-approved if the course is completed after program acceptance.

The program that the student is enrolled in determines, provided these minimum conditions are met, whether a course can be transferred. Students should contact their program advisor to evaluate requests for transfer.

CREDIT TRANSFER TIME LIMITS

Credits transferred into SoED graduate degree or certificate programs cannot be more than five years old at the time of program admission. Students must complete their graduate degree or certificate program within the "program years" established by the department. Transfer credits for work completed prior to admittance must be processed during the first term enrolled.

INTERNATIONAL TRANSCRIPT REVIEW

International transcripts will be reviewed by an appropriate outside agency to determine degree equivalency. Students should contact the Graduate Admissions Office for information regarding transcript review.

CONTINUING EDUCATION (CE) COURSE TRANSFER – SCHOOL OF EDUCATION ONLY

Continuing Education credits differ significantly from regular credits. Most Schools of Education offer “Continuing Education” courses. Continuing Education courses are designed primarily for the “continuing” professional development of teachers and administrators. As such they typically cover niche areas of interest relevant to individuals after they graduate and are working in their licensure field. Continuing Education courses have an alternative curricular approval process, and as such they are not accepted into degree programs.

Students are advised to be vigilant when seeking courses at other institutions since many schools do not overtly distinguish between regular and continuing education classes. Sometimes a helpful test is to investigate whether a course is accepted for credit within programs in that institution.

Transfer Credit Cautions

Students are advised to be extremely careful about taking courses they intend to transfer into their programs following their initial program advisement and admission. The cautions include: 1) Time Limitations, 2) Continuing Education courses, and 3) Advisor Pre-Approval.

Time Limitations apply to all transfer coursework. Be aware of how transfer timelines might impact you in terms of your program completion timeline. (See below.)

Continuing Education coursework is not transferable.

Advisor Pre-Approval is highly recommended before taking any course intended for transfer. The formal pre-approval process requires signed paperwork filed with the SoED. Coursework that has not been pre-approved runs the very real risk of not being transferable in a program.

ATTENDANCE, PROGRAM TIME LIMITS, AND WITHDRAWALS

CLASS ATTENDANCE

Class attendance is an important component of learning. Students are expected to attend all classes, arriving at the beginning and remaining for the entire class period. When some occasion prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If students know that they will be absent on a particular day, they are responsible for seeing the instructor beforehand to obtain the assignments for that day. If students miss a class, they are responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment to create an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the University community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays..

TIME LIMITS

Satisfactory Academic Progress: Students are expected to demonstrate “satisfactory academic progress” toward program completion by taking coursework each year.

Program Currency: In order to ensure that coursework remains current and relevant at program completion, students are expected to complete their certificate or degree program within the number of years designated by the program plan. Doctoral degrees must be completed in seven years. Students completing a master's degree (MA) must finish their coursework in four years. Two years are allowed for completion of certificate programs. A "year" begins at the start of the first term that a student completes coursework in a given program. Students experiencing extreme circumstances beyond their control may request a formal Program Interruption. An approved Program Interruption temporarily freezes the time limit (see below).

Extension Request: If a degree is not completed within the time limit, a request for a one year extension may be filed by a student who has compelling reasons for an extension. Such reasons as getting settled in a career or beginning a family are not, in themselves, compelling reasons. It is also worth noting that even compelling reasons have reasonable time limits. The request for an extension requires a complete explanation. An extension request is formally made to the program and requires approval by the department chair (or program director) and the associate dean.

WITHDRAWALS / INTERRUPTION / FINANCIAL AID IMPLICATIONS

Class Withdrawal: Students may withdraw from classes at any time. If a course is dropped prior to the deadline identified for the term in the course schedule, no record of the course appears on a student's transcript. If a course is dropped after that deadline, a record of the class does appear on a student's transcript with a notation of "W".

Program Withdrawal: Students who decide to withdraw from a program and have no intention of continuing at a later date need to submit a program withdrawal form to the SoED Registration Coordinator indicating their decision. The formal withdrawal will remove a student from active distribution lists to eliminate unwanted mail and communication from the School. If a student is enrolled in any classes, he or she must also submit a drop-add form to drop the class(es).

Program Interruption: Students experiencing extreme circumstances beyond their control may request a formal Program Interruption. An approved formal Program Interruption temporarily freezes the time limit for up to one calendar year. Students who interrupt their programs for one calendar year or more without an approved Program Interruption are subject to the "Deactivation/Reinstatement" policy discussed in the "Admission Policies" section.

Financial Aid Implications: Class withdrawal, program interruption, and/or program withdrawal may impact a student's financial aid package. It is advised that a student check with the [Graduate Financial Aid Office](#) to determine the level of impact.

WITHDRAWAL WHEN CALLED TO ACTIVE DUTY IN THE ARMED SERVICES OR DUE TO SERVICE-RELATED DISABILITY

In accordance with applicable law and related University policy, students who are unable to complete a course because they are called into active military service or due to a service-related disability that has been certified by the U.S. Department of Veterans Affairs will be granted a 100% tuition adjustment. To receive this tuition adjustment, the student must present the associate dean with a copy of the deployment orders or present Disability Resources with documentation reasonably requested regarding the certified service-related disability. If a student withdraws after the last day to drop without a "W", the student will receive "W's" on the transcript.

SYLLABI

Professors may distribute course syllabi electronically before the first class, or provide copies to students at the first class meeting. Syllabi may also become available to students in the learning management system (Canvas) for individual courses after registration.

GRADING SYSTEM

GRADING PHILOSOPHY

Grades indicate a professor's evaluation of the degree of student mastery of course outcomes. Grades are not intended to reflect the degree of student effort.

Faculty members are responsible for evaluating student performance and determining grades for students in their courses. The criteria for grading are normally described in the course syllabus and should be discussed at the beginning of the semester. Students are responsible for requesting appropriate clarification if needed. A faculty member may change the criteria for grading during the semester and will communicate the new criteria and the purpose for the change. Students are responsible for keeping track of such changes.

Grades are posted approximately four (4) weeks after the last day of the final exam period. Transcripts with grades and credits will not be available prior to this. Please plan accordingly for lane change timelines set by your employer.

SCHOOL OF EDUCATION GRADE SCALE

The following grades are used in the SoED graduate programs.

A
A-
B+
B
B-
C+
C
F

Also: S: Satisfactory
I: Incomplete
R: Unsatisfactory
IP: In Progress
W: Withdrawal
NR: Not Recorded

Normally, student performance in courses is evaluated on a letter grade basis. Some courses may be graded on a pass-fail basis within some programs. These may include practicum or field experiences, internships, and doctoral projects or dissertation work. The expected level of performance for the student will be the attainment of a grade of **A, A-, B+, B, B- or S** in the academic program. Grades **below a B-** are considered unsatisfactory and must be remediated, as explained below.

GRADE EXPECTATIONS

Graduate Students are expected to attain a grade of B- or better in all graduate program coursework. If a student receives a C+ or lower, the student is placed on academic probation and a letter of academic probation is issued. The student who receives a second grade of C+ or lower may be dismissed from the program. Grades of C+ or lower cannot be accepted into program coursework and must be repeated with a grade of B- or better.

Continuation in a graduate licensure or degree program requires maintenance of at least a 3.0 (B) **cumulative** grade point average (GPA.). A student may be dismissed from a program if the **term** GPA in any one term is below 2.5, or if the **term** GPA is below 3.0 in two consecutive terms. Any student having less than a 3.0 **cumulative** GPA at the conclusion of course work will be ineligible for graduation.

Other factors besides an acceptable GPA are taken into consideration in determining a student's qualifications for an advanced degree. Degree students should be aware of their department's performance and dispositional criteria. Programs in the SoED evaluate each graduate student's overall performance on the basis of these criteria. Consequences for unsatisfactory progress on such program elements are addressed elsewhere in this Handbook.

GRADES OF "INCOMPLETE" AND "NR"

The grade of "I" (Incomplete) is used if the student has not completed the work of the course, has good reason for delay, and has made arrangements with the instructor before the date on which grades for the course are due to be submitted. Ordinarily, good reason will involve matters not wholly within control of the student, such as illness. The grade may not be used to allow a student to improve a grade by additional work over and above that ordinarily expected for the course or by repetition of work already submitted to the instructor. The grade of "I" should not be used without prior arrangement between instructor and student.

A student who is carrying a "B" average in a class may request an incomplete if serious extenuating circumstances prevent completion of coursework. Approval of such requests is not automatic; cases are evaluated individually. Lack of planning on the part of the student is not a sufficient reason for recording a grade of I. An assigned grade (A, B, C, F, etc.) cannot be changed to an "I".

The student must complete the designated work and submit it to the instructor by May 1 for an "I" received in fall semester or January term, and by December 1 for an "I" received in spring semester or a summer session (unless an earlier deadline has been required by the University or by the instructor).

In the absence of a final grade report on or before the deadline, the University registrar will change the grade of "I" to a grade of F. It is the student's responsibility to submit the required work to the instructor far enough before the deadline to ensure its timely evaluation. . Any student receiving a grade of F (or R) will be required to re-register and re-pay for the course (assuming the student wants/needs the course credit).

Two Incompletes may disqualify a student from registering for new courses.

In an instance where a grade has not been assigned at the end of the term, a designation of Not Recorded (NR) will be assigned to the student's academic record. The NR must be changed to a grade by the instructor. In the absence of a final grade on or before the deadline, the mark of NR will be changed to a grade of F.

GRADE OF "IN PROGRESS"

The grade of "In Progress" (IP) is used for a limited number of courses involving work such as dissertations that take place over an extended period of time and are on the S/R grading scale. A grade of "IP" can be noted for a maximum of two years, after which it will be changed to a grade of R . Any student receiving a grade of R will be required to re-register and re-pay for the course.

WORKLOAD EXPECTATIONS AND CREDIT HOURS

The University of St. Thomas defines a "credit hour" as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates: (1) one hour (50 minutes) of classroom or faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the

institution, including laboratory work, internships, practica, and other academic work leading toward the award of credit hours.

Following this definition, students are expected to engage in 2 hours of out-of-class work for every hour of classroom or faculty instruction. Out-of-class work is described on the course syllabus.

REPEATED COURSES

If a student has not been dismissed from a SoED program, a course for which a student has received a grade of less than B- must be repeated to improve the grade based on program requirements. Students are charged full tuition for repeated courses. All grades remain on the transcript. However, if a course is repeated, the lower grade will be excluded from the GPA calculation. Students earning a B- or better in a course cannot retake the course to improve their grade.

CHANGE OF GRADE LIMITATIONS

An instructor may change a grade if there has been an error in the computation, transcription, or reporting of the grade. Changes may not be made on the basis of additional work completed by a student unless all members of the class had the option to submit additional work.

GRADE APPEAL PROCESS / LIMITATIONS

The evaluation of performance resulting in the assignment of grades is a fundamental right and duty of faculty members. As such, the faculty member assigning a grade maintains the final authority for that grade. Unless a student asserts that a grade in dispute is a result of verifiable bias, an administrator's role is limited to serving as a facilitator toward the possible resolution of the dispute.

Most grade grievances result from error, misunderstanding, or a disagreement about performance in a class. If a student believes that a grade received is incorrect or unfair, the student should contact the faculty member directly to request clarification and to attempt to resolve any disagreement. This must be done within ten days of receipt of the grade report. The faculty member needs to explain the process used in determining the grade and may provide other appropriate information.

If no resolution is achieved, *and if the student is asserting that verifiable bias in grading has occurred*, the student may file a grievance. A grade appeal grievance must be based on a claim of verifiable bias.

ACADEMIC PROGRESS, PROBATION, AND DISMISSAL

GUIDELINES CONCERNING THE PROFESSIONAL BEHAVIOR AND CONDUCT OF STUDENTS: RATIONALE

It is important that students in the SoED:

1. Conduct themselves in a professional and respectful manner reflecting the ethical and professional behavior associated with the profession of study;
2. Are aware of the way in which their conduct, personal appearance, attitudes, values, and behavior influence student, peer, and general public opinions;
3. Behave in a manner that positively influences the way in which the individuals and systems they serve, and the general public, view them as professionals, in academic/clinical/teaching/consulting and other professional situations, as well as in situations in which others might readily expect them to act as a professional, even when not in an official capacity.

POLICY

It is the expectation of the faculty that students will conduct themselves in accordance with the ethical standards of the profession in the program in which they are registered. In addition, students are

expected to continue to develop the behaviors, characteristics, and dispositions that are associated with their program of study. Students are advised to read and understand the ethical code(s) or ethical systems applicable to their program, to consult it (them) whenever questions may arise about their conduct, and to seek out faculty for clarification of any part of the ethical codes or systems that they do not understand.

SATISFACTORY ACADEMIC PROGRESS

Satisfactory academic progress requires a student to move methodically forward toward program completion within the program time limitations while receiving grades of no less than a B- as described in the section on the Grade System above.

CONSEQUENCES OF UNSATISFACTORY ACADEMIC OR NON-ACADEMIC PERFORMANCE

Course grades tend to measure only performance as it relates to narrowly focused academic activities such as written papers, projects, and tests. From a professional preparation perspective, it is possible for a student to do very well on the formal academic requirements of a course while demonstrating marginal or poor professional attributes or behaviors. Such instances include (but are not limited to) absenteeism, tardiness, late and/or missing assignments, rudeness, insensitivity to others, a variety of -isms (racism, sexism, classism, ageism, etc.), conduct that is not in line with professional ethical rules, and other conduct that does not demonstrate appropriate professional dispositions or behavior.

Furthermore, in SoED programs there are elements of the program that may or may not be connected with coursework, as noted below. Unsatisfactory or unacceptable performance in any facet of a program's curriculum, including, but not limited to coursework, supervised professional practice or field experience requirements, theses, dissertations, doctoral projects, examinations required by the program, and professional role development of students, may result in a full review of the student's performance. Reviews may be conducted by the full core faculty or some subset of the core faculty as designated by the department chair or program director.

Performance reviews triggered by unsatisfactory performance may be conducted throughout the academic year, e.g. at an annual student review meeting, a faculty meeting, or a special meeting of the core faculty called for the purpose of reviewing a student's academic performance. On the basis of such a review, the faculty can make one or more of a number of recommendations that include, but are not limited to: a) placement of the student on academic probation (occurs automatically upon receiving a grade of C+ or below); b) requiring remediation of a course (automatically required when a course grade is C+ or below); c) requiring remediation of other academic or non-academic requirements or placement of the student on a special program of matriculation; d) dismissal of the student from the program.

ACADEMIC INTEGRITY

The University of St. Thomas and the SoED are committed to the highest standards of academic integrity. Students and faculty have the responsibility to foster an atmosphere supporting academic integrity. Academic dishonesty undermines the accurate evaluation of students' knowledge and performance. In addition, it undermines the bonds of trust and honesty among members of the academic community, constitutes taking unfair advantage of other students, and defrauds those who may eventually depend upon the student's knowledge and integrity.

DEFINITIONS OF ACADEMIC DISHONESTY

The following is a list of behaviors that constitute academic dishonesty. While not exhaustive, this list represents several common types of academic dishonesty.

Examination Behavior

The following are considered unacceptable examination behaviors:

1. Communicating with another student during an examination unless expressly approved

- by the instructor.
2. Copying material from another student's examination.
 3. Allowing another student to copy from your exam.
 4. Using notes, tables, diagrams or other resources (including electronic resources) during an examination unless expressly approved by the instructor.
 5. Any use of external assistance during an examination, including a take-home examination, unless expressly permitted by the instructor.

Fabrication

Any intentional falsification or invention of data, assessment results, or citations in an academic or clinical assignment will be considered a violation of academic integrity.

The following are examples of academic dishonesty involving fabrication:

1. Inventing or altering data or client information collected as part of a research or evaluation project, coursework, or practicum or internship work experience.
2. Inventing or falsifying reference citations in an academic, clinical, or scholarly report or paper.

Plagiarism

Plagiarism is the presentation of the words or thoughts of another person as your own. It is the use of any source in any way without giving due credit to the original author. It is the use of any quotation (even a few words) without properly identifying it as a quotation. The use of any ideas or the use of any quotations from another written source requires formal acknowledgement of that source. If there is anything about plagiarism you do not understand, ask your professor.

Other types of Academic Dishonesty

1. Using a paper, report, or other assignment in more than one class or field experience without the instructor's express permission.
2. Obtaining a copy of an examination in advance or an examination from a previous year without the knowledge and consent of the instructor.
3. Using another person to complete classroom or field assignments or take-home exams without the knowledge and consent of the instructor.
4. Falsifying or altering official academic or clinical records.

Note: If you are in doubt about what the course instructor or field work supervisor considers appropriate for completion of an assignment or examination, immediately clarify this with the instructor.

Academic integrity is more than not cheating and not plagiarizing; it is defined as *honesty*.

SANCTIONS FOR CHEATING AND PLAGIARISM

In cases of cheating or plagiarism, the instructor will impose a minimum sanction of failure for the work involved. The instructor will inform the student and the dean of the School, in writing, of:

- the nature of the offense;
- the penalty imposed within the course; and
- the recommendation of the instructor as to whether further disciplinary action by the dean is warranted.

If the instructor or the dean of the School determines that further disciplinary action is warranted, a disciplinary hearing by the Academic Affairs Committee of the School (or an ad-hoc committee appointed by the dean if the Academic Affairs Committee cannot meet, such as in the summer) shall be commenced. If there is a previous offense of this nature on the student's record, a hearing is mandatory. The Academic Affairs Committee (or ad-hoc committee), subsequent to a hearing, submits a recommendation to the dean of the School.

CONSEQUENCES OF ACADEMIC DISHONESTY

The maximum penalty that can be imposed independently by a faculty member is assigning a grade of F for the examination or other graded assignment, which might result in a failing grade for the course. Additional penalties recommended by the Academic Affairs Committee (or ad-hoc committee) and imposed by the dean may include, but are not limited to: failing the student in the course, placing the student on probation from the program, requiring specific remedial actions on the part of the student, and termination of the student from the program.

ACADEMIC PROBATION

Placement of a student on academic probation indicates that the student is no longer in good academic standing in the program. When the faculty places a student on academic probation, they will designate the time period over which the probationary status will extend as well as any requirements that must be met before the probationary status will be lifted. These conditions will be communicated in writing to the student and documented in the student's permanent file. Students are automatically placed on academic probation when they receive any grade of less than B-.

Students may also be placed on academic probation when, in the judgment of program faculty, they demonstrate patterns of substandard academic performance or fail to demonstrate expected professional dispositions.

ACADEMIC DISMISSAL

Academic probation is not a prerequisite for academic dismissal. Students are automatically subject to academic dismissal if they receive a second grade of less than B-. If two grades of less than B- are earned in the same term, a student will be placed on probation or dismissed according to the recommendation of the program director or department chair, in consultation with the faculty from that program. Students may be dismissed from a program when they do not meet all stipulations set at the time of being placed on academic probation.

NON-ACADEMIC DISMISSAL

Course grades tend to measure only performance as it relates to narrowly focused academic activities such as written papers, projects, and tests. From a professional preparation perspective, it is possible for a student to do very well on the formal academic portion of a course while demonstrating marginal or poor professional attributes and behaviors. Such items include (but are not limited to) absenteeism, tardiness, late and missing assignments, rudeness, insensitivity to others, a variety of -isms (racism, sexism, classism, ageism, etc.), conduct that is not in line with professional ethical rules, and other conduct that does not demonstrate appropriate professional dispositions or behavior. In short, it is not possible to ensure that all student academic performance and expected professional dispositions are reflected in class grades. Thus, students may also be dismissed from a program when, in the judgment of program faculty, they demonstrate patterns of substandard academic performance, or they fail to demonstrate expected professional dispositions or behaviors.

SCHOOL OF EDUCATION LICENSURE POLICIES

ALLIED AND CONTENT COURSE REVIEWS

All allied and content coursework considered for application to the licensure requirements is reviewed by content experts/faculty. The content of the course and how long ago the course was completed are both considered in the review. All decisions on courses are final.

EDUCATION AND PEDAGOGY COURSE REVIEWS

Due to the nature of the standards-based programs and the approval required from the Minnesota PELSB, rarely will courses from other institutions in education or pedagogy be approved for licensure requirements. The review process requires a syllabus from the course when it was taken. Education and pedagogy course work considered for application to the licensure requirements must be less than seven (7) years old at the time of admittance to the licensure program. All decisions on these courses are final.

CREDIT REQUIREMENTS PRIOR TO CLINICAL PRACTICE

Candidates must complete all required licensure course work PRIOR to clinical practice. Candidates must complete at least 9 credits at St. Thomas in the department prior to clinical practice.

FIELD EXPERIENCES

All field experiences must be completed in the semester for which they are registered. Field experiences cannot be completed prior to taking the co-requisite course as assignments in the course are embedded in the field experiences. Field experience hours cannot be “banked” for future semesters.

Field experiences, not case studies, must be completed in schools for the scope of the license.

LICENSE APPLICATION SUBMISSION

After completing a licensure program, candidates may be recommended for licensure when all requirements are met, all paperwork submitted, and all grades are posted on the transcript (not the last day of class).

Candidates should submit their licensure application within one semester of completing their St. Thomas course work. If candidates submit their application after this time frame, additional requirements might be needed as the state has the ability to change licensure laws at any time.

TEST REQUIREMENTS

MTLE – The Minnesota Teacher Licensure Examinations (MTLE) provide a statewide uniform means of assessing basic skills, pedagogical understanding, and subject area knowledge of Minnesota K-12 teacher candidates. All candidates for an initial license are required to complete one of the basic skills test options (reading, writing, mathematics). For more information please see the [Minnesota Professional Educator Licensing and Standards Board website](#) or the [MTLE website](#). Accepted applicants must take the MTLE Basic Skills Test the first semester of study or provide evidence of one of the other PELSB basic skills options. All candidates for an initial license are required to take and pass each section of the edTPA. If teacher candidates fail any section of the portfolio, then they are expected to resubmit the necessary component at their own expense. If further assistance is needed, then they will need to audit the Clinical Practice course in order to receive additional remediation to pass the edTPA. Teacher candidates are responsible for all costs associated with auditing and resubmitting sections of the edTPA.

GRADUATION POLICIES

AWARDING OF DEGREE

The public and students alike often mistake a commencement ceremony with actual graduation. In fact, students often participate in commencement when they have outstanding degree requirements to complete. Students are official graduates of a program only when the completed degree is posted on their transcript. A degree is posted to a transcript only when all requirements have been completed and the student’s requirements are officially reflected in the system of record by the last day of the

term for the semester the degree is to be awarded; it is NOT posted on the date a ceremony is attended.

For non-doctoral candidates in the SoED, degrees are posted to transcripts four times a year: December (fall semester), January (J-term), May (spring semester) and August (summer term). Doctoral students in the SoED have their degree posted on the date that they complete all requirements.

APPLICATION FOR GRADUATION

In order to graduate, students must submit a graduation application whether or not they intend to participate in the graduation ceremony. This ensures that a graduate's name will appear correctly on the diploma. Please note that it is the responsibility of the student to complete a graduation application. A link to the SoED [Application for Graduation](#) can be found on the SoED website for current students.

Students **must reapply** for graduation if for any reason they do not graduate on the date for which they had originally declared themselves candidates. It is the responsibility of the student to complete all requirements for graduation and otherwise to comply with the administrative and academic policies specified by this school.

The University has one formal walk-across-the-stage graduation ceremony each May. Graduation ceremony information can be found at [Commencement Information](#).

MASTER'S CANDIDATES

Candidates may participate in the spring commencement if they are registered to complete their degree with six (6) or fewer credits remaining in the two semesters (summer and fall) following the May ceremony. Be aware that degrees will not be posted to transcripts until all requirements are met, which may not be the date of the ceremony attended. If a degree was awarded in August or December prior to the May commencement, candidates may participate in the ceremony.

DOCTORAL CANDIDATES (Ed.D.)

Electronic copies of the dissertation, as approved by the candidate's dissertation committee, must have been submitted to and approved by the department in order for the student to participate in the ceremony.

SEXUAL MISCONDUCT POLICIES AND PROCEDURES

All University students are subject to the University of St. Thomas Sexual Misconduct Policies and Procedures, which are located here: <http://www.stthomas.edu/title-ix/sexualmisconduct/>

Contact and Reporting information is located here:

<https://www.stthomas.edu/deanofstudents/students/sexualassaultresponse/contactandreportinginformation/>

POLICY APPEALS AND STUDENT GRIEVANCES

THE DISTINCTION BETWEEN APPEALS AND GRIEVANCES

A [policy appeal](#) is a student request for an exemption from a particular SoED policy. Students making such appeals should cite compelling reasons as to why a policy should not apply to them. SoED policy exemptions are not made routinely. Students making appeals must cite serious circumstances beyond

their control. Reasons such as getting settled in a career, heavy workloads, or beginning a family are not, in themselves, compelling reasons. The associate dean in consultation with the department chair generally considers policy appeals. The request should first be addressed to the department chair.

Student grievances are petitions brought by students who believe that one or more of their student rights have been denied because of an arbitrary or capricious decision or action. SoED student grievances that relate to the SoED are handled within the *Student Grievance Process* cited below.

GRIEVANCES INVOLVING RECOMMENDATION FOR LICENSURE (PELSB)

For students in the SoED, the MN PELSB (651-539-4200) has established the following rule:

The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution's recommendation for licensure affecting the person or the person's credentials. At the board's discretion, assistance may include the application of chapter 14 of the Minnesota state statutes.

STUDENT GRIEVANCE PROCESS

Students who believe their rights have been denied due to an arbitrary or capricious decision or action may file a grievance by utilizing the following "chain of command" sequence. Students are advised that skipping a step in the process is likely to increase the time required to resolve the grievance, because University administrators involved in this process will not address a grievance until it has gone through the appropriate steps of the sequence to reach their level. The relevant administrator(s) will consider the grievance at the designated step and, if possible, attempt to resolve it. If satisfactory resolution is not reached, a student may opt to move to the next step.

Grievance Against SoED Program Staff or Faculty, Including Related to Assessments of Student Performance

A student may file a grievance against a SoED staff or faculty member *only if it is asserted that a specific decision or action that adversely affected the student has violated the student's rights because it was arbitrary or capricious.*

A student grievance against SoED program staff or faculty must follow the sequence identified below, starting with the most immediate person involved, and moving (if the student finds initial resolutions unsatisfactory and wishes to pursue the matter), to the program director or department chair, the dean, the University Grievance and Discipline Committee, and the provost.

The formal grievance process is initiated when a written grievance is presented to the pertinent SoED staff or faculty member using the SoED's official grievance form. The written grievance must identify the specific decision or action that is being protested and clearly explain which rights were violated and how the decision or action was arbitrary or capricious. If the grievance involves a course grade, the grievance also must present verifiable evidence of bias. An official grievance form may be obtained from the SoED dean's office.

At the conclusion of each step in the process within SoED, the University official considering the grievance puts their decision in writing. A copy of the grievance decision is provided to the student. The student then has five days to submit an appeal to the next level in the process. To appeal, the student must submit the grievance form to the next person in the chain within the five-day period. At each appeal level, the submitted grievance form must include the original written grievance, the grievance decision(s) issued by University official(s), and the student's written appeal(s) of that decision. If a student does not appeal within the five-day period, the matter will be considered resolved.

If the grievance reaches the level of the SoED dean without resolution, the dean may decide the appeal directly or may ask the Academic Affairs Committee or an ad-hoc committee appointed by the dean to consider the grievance and make a recommendation to the dean. If asked to consider the grievance, the committee will examine the grievance, grievance response(s) and appeal(s). The committee may, in its discretion, investigate or hold a hearing or it may issue a recommendation to the dean based upon the written documentation. The dean will consider the grievance, the grievance decisions(s), and appeal(s) as well as the recommendation of the committee. The dean will consider but is not bound by the committee's recommendation. The dean will issue a grievance decision.

The SoED dean's decision may be appealed to the University Grievance and Discipline Committee in accordance with the University student grievance process. The University Grievance and Discipline Committee's decision may be appealed to the provost in accordance with the University student grievance process. The decision of the provost is final. Students may consult with the University's Dean of Students about the University student grievance process.

Grievance Sequence for Grievances Against Program Staff or Faculty

For purposes of clarity, the steps in the grievance process for grievances against program staff or faculty are summarized below.

Step 1: Student submits a written grievance to a faculty member or staff member and copies the department chair or program director. A grievance form is available in the SoED dean's office. The faculty or staff member will consider the student's grievance and issue a written grievance decision.

Step 2: Within five days of receiving the Step 1 grievance decision, the student may submit a written appeal to the department chair or program director. The department chair or program director will consider the student's grievance and issue a written grievance decision.

Step 3: Within five days of receiving the Step 2 grievance decision, the student may submit a written appeal to the dean. The dean may ask the SoED Academic Affairs Committee or an *ad hoc* committee appointed by the dean to consider the grievance and make a recommendation. The dean will consider the student's grievance and the committee's recommendation (if any) and issue a written grievance decision.

Step 4: Within five days of receiving the Step 3 grievance decision, the student may appeal to the University Grievance and Discipline Committee in accordance with the University student grievance process.

Step 5: Within five days of receiving the Step 4 grievance decision, the student or the program personnel may appeal to the provost in accordance with the University student grievance process. The decision of the provost is final.

GRIEVANCES AGAINST ANOTHER STUDENT

Student grievances against another student are handled through the University student grievance processes or, when deemed appropriate, by the Dean of Students. Students contemplating a grievance against another students should contact the Dean of Students.