

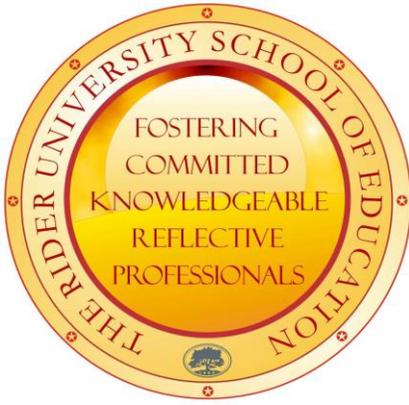
***DEPARTMENT OF GRADUATE
EDUCATION, LEADERSHIP, AND
COUNSELING***

POLICY HANDBOOK

***Approval dates noted separately for each policy.**

TABLE OF CONTENTS

Policy 1	Admission Requirements	1
Policy 2	Classification.....	1
Policy 3	New Student and Special Student Registration	2
Policy 4	Credit-Transfer Policy	3
Policy 5	Transfer of Credit Policy: Ed.S. Students.....	4
Policy 6	General Degree Requirements	5
Policy 7	Matriculation.....	6
Policy 8	Dismissal.....	7
Policy 9	Academic Performance Review.....	8
Policy 10	Academic Standing Committee	9
Policy 11	Student Professional Performance Reviews and the Professional Conduct Review Committee	10
Policy 12	Readmission after Dismissal.....	12
Policy 13	Readmission after Nonattendance.....	13
Policy 14	Comprehensive Exams: Days, Hours, and Semester Administered ...	13
Policy 15	Eligibility Time to Sit for the Comprehensive Examination	14
Policy 16	Grade Point Average Required to Sit for the Comprehensive Examination	15
Policy 17	Comprehensive Examination Grading Formula	15
Policy 18	Notification of Comprehensive Examination Results.....	15
Policy 19	Student Failure of Comprehensive Examination	16
Policy 20	Common Programmatic Elements for the Department of Graduate Education, Leadership, and Counseling	17
Policy 21	Independent Study Qualifications.....	17
Policy 22	Proposal Routing.....	18
Policy 23	School of Education, Leadership, and Counseling Academic Policy Committee Proposal Route Form	19
Policy 24	SEAPOC Guidelines for Preparing Proposals for New Courses	20
Policy 25	“S” Notation.....	21
Policy 26	Student Contract for Assignment of “S” Notation.....	22
Policy 27	Program and Check Sheet Changes	23
Policy 28	Advisory Committee Meetings	23
Policy 29	Recognition of Outstanding Graduates from the Division of Graduate Education, Leadership, and Counseling	24
Policy 30	Re-Taking Course Work in the Department of Graduate Education, Leadership, and Counseling.....	24
Policy 31	Keeping Policies Current and Relevant	25
Policy 32	Review and Retention Policy (CSSP).....	26



Mission Statement

The School of Education prepares undergraduate and graduate students for professional careers in education, organizations, and agencies in the diverse American society.

The School of Education fosters the intellectual, personal, and social development of each student for a changing world by creating and providing programs that embody the highest academic and professional standards.

The School of Education develops students who are committed, knowledgeable, and reflective and who value service, ethical behavior and the improvement of one's self and profession.

The School of Education promotes a climate of scholarly inquiry, high expectations for achievement, and best professional practices, while establishing beneficial relationships with the public and exchanging relevant ideas and services that speak to emerging needs.

The official student handbook for Rider University students is *The Source*. The policies in *The Source* apply to all University students and provide overall guidance, but they do not cover all of the requirements and standards that students must fulfill in the Department of Graduate Education, Leadership, and Counseling (GELC). The *GELC Department Manual of Policies* supplements the policies in *The Source*; and as a student, you are subject to both. The purpose of this Policy Manual is to maintain a centralized document of approved rules and procedures for administering and governing the responsibilities associated with granting degrees and certificates by the GELC Department in the context of the School of Education and Rider University.



RIDER
UNIVERSITY

School of Education

CONCEPTUAL FRAMEWORK

KNOWLEDGEABLE

The School of Education emphasizes content and pedagogical knowledge, which candidates implement in supervised classroom and field experiences. Candidates use acquired technological expertise and reference relevant standards for planning and reflecting on their classroom work.

PROFESSIONAL

Novice and experienced educators enrolled in the School of Education are on a career-long path toward professionalism that does not end with graduation. We encourage candidates to become thoughtful, creative problem-solvers.

REFLECTIVE

The School of Education defines reflection as the process of thinking clearly and deliberately to promote understanding about professional practice. Reflection, grounded in active experience, has value for developing educators through classroom observation, self-assessment, and journal writing.

COMMITTED

Commitment, highly prized by the School of Education, serves as an essential cornerstone for teaching and learning. Commitment is a set of connected attitudes, values, and beliefs that result in professional behaviors expected of dedicated educators.

WWW.RIDER.EDU/EDUCATION

Policy 1

ADMISSION REQUIREMENTS

Candidates wishing to take any graduate level courses within the Department must apply to and be accepted by the Department. The respective programs shall establish admission requirements for each degree and certification and be approved by the Department. Refer to the most recent catalogue for present admission standards.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011*

Policy 2

CLASSIFICATIONS FOR ADMISSION

All applicants for admission will be classified as follows:

Graduate Standing Students are qualified to undertake graduate study and are recognized as degree or certification candidates upon admission.

Conditional Standing Students who do not satisfy all of the admission requirements or have not completed all of the undergraduate preparatory requirements or both may be permitted to enroll in studies during a probationary period not exceeding twelve (12) graduate credits with a minimum grade point average of 3.0. Students who fail to attain a 3.0 grade point average upon completion of up to twelve (12) will be subject to dismissal.

Special Standing This category of admissions applies to those students who may need only several courses for the purpose of obtaining certification. If certification students apply for admission to a master's or specialist degree program and are accepted, they may apply for transfer of certificate course credits according to policy guidelines of the Department.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011*

Policy 3

NEW STUDENT AND SPECIAL STUDENT REGISTRATION

All students who apply to a program (degree or certificate) must meet published admissions deadlines as established by that program.

New students must meet all admissions requirements before they can register for courses.

Special students are those who are seeking a course(s) without intending to enroll in a program such as cooperating teachers, students from other institutions, graduates of Department programs seeking additional course work for enrichment, students needing a course to fulfill some state requirement or students who wish to explore a special interest. Credit taken as a special student may or may not count toward the degree or certification program but will be evaluated for appropriateness by the program director or the person designated by the program director after proper application and acceptance into the program.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011*

Policy 4

CREDIT TRANSFER POLICY

The Department acknowledges the importance of encouraging maximum, reasonable transfer of credit into its programs. At the same time, the Department must assure students acquire a broad background in the program to which that credit is applied in order to preserve its academic integrity and to provide students an appropriate balance in course-work settings.

To those ends, it is the policy of the Department to accept up to twelve (12) graduate transfer credits into its programs, or up to 30 graduate credits for the Clinical Mental Health Counseling (CMHC) Program, subject to Program and Department Chair approval who will make each credit-transfer decision in the light of meeting best the program needs of individual students.

Guidelines for Implementation of the Credit Transfer Policy

1. All transfer credits must carry a graduate letter grade of at least “B,” and requests for such credits must be made in writing on the appropriate form.
2. All transfer credits must be for graduate course work taken within six (6) years from the date of acceptance into the program (with the exception of the Counseling Services program, which is eight years from the date of acceptance into the program). Courses not meeting this criterion are subject to Program Director review and approval.
3. All transfer credits must be approved by the program director or the person designated by the program director at the time of initial enrollment in the Rider University program.
4. Official transcripts covering courses submitted for transfer must accompany the written request for such transfer, if the transcripts have not already been filed.
5. Course descriptions and/or syllabi of the courses being requested for transfer may be required.

Credits approved for transfer will be added to students’ transcripts after approval from the program director or the person designated by the program director.

**GELC Dept Approval: May 2018/SEAPOC Approval: May 2018*

Policy 5

TRANSFER OF CREDIT POLICY: Ed.S. STUDENTS

Rationale: The Department recognizes that students enrolled in an educational specialists program may enter after completing an appropriate master's program. Consideration is typically given to their prior graduate training and its application to the current degree. The program director or the person designated by the program director and the Department Chair will determine the number of credits to be transferred given the following guidelines:

Guidelines for Transfer of Credits for Ed.S. Students

1. All transfer credits must carry a letter grade of at least "B."
2. Transfer credits must be taken within the six years from the date of acceptance into the program. Exceptions may also be granted by the program director or the person designated by the program director for courses where content remains consistent over time and supports current program objectives.
3. For students in the School Psychology Program, up to 36-credits may be transferred. Students in the Counseling Services Program may transfer up to 48-credits from a CACREP approved program. Students admitted from a non-CACREP approved program may transfer up to 36-credits.
4. Official transcripts must accompany the request for transfer of credit. The advisor must approve the credits to be transferred upon admission.
5. Credits approved for transfer will be added to students' transcripts at the time of admission to the program.
6. Course descriptions and/or syllabi of the courses being requested for transfer may be required.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011*

Policy 6

GENERAL DEGREE/CERTIFICATION REQUIREMENTS

All graduate students must:

1. Comply with the general requirements concerning graduate study;
2. Enroll in graduate study at Rider University for no fewer than two academic semesters or the equivalent thereof;
3. Complete the number of semester hours of graduate credit required by the degree or certification program;
4. Successfully pass a written comprehensive examination or other approved exit requirement;
5. Complete an internship/practicum as required by individual programs;
6. Attain and maintain an average grade of “B” (3.0) or better for work submitted for the Master of Arts degree, a certification program, or a 3.3 grade-point-average for the Educational Specialist degree and the Ed.D.;
7. Complete the program within six years of the enrollment date of the first course (with the exception of the M.A. in Counseling Services program, which is eight years from the date of acceptance into the program; the M.A. in Clinical Mental Health Counseling, which is 10 years from the date of acceptance into the program; and the Ed.S. in School Psychology, which is 10 years from the date of acceptance into the program).

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Policy 7

MATRICULATION

The Department voted to discontinue the matriculation procedure for all degree programs beginning with the Fall 2007 semester.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011*

Policy 8

DISMISSAL

Any one of the following situations will result in the automatic dismissal of a student working toward a graduate degree or certification program in the Department of Graduate Education, Leadership, and Counseling:

- Receiving two grades of F in graduate course work in either the same graduate course or in two different graduate courses;
- Receiving any grade of C (C+, C, or C-) or lower in more than two graduate courses;
- Not attaining a grade point average of 3.0 for the Master of Arts degree and certification programs or a grade point average of 3.3 for the Educational Specialist degree or the Ed.D. after taking twelve or more graduate credits at Rider University;
- Failing the comprehensive examination for the second time (pertains only to students enrolled in degree programs that require the comprehensive examination);
- Failure to complete degree or certification requirements in six years (with the exception of the M.A. in Counseling Services program, which is eight years from the date of acceptance into the program; the M.A. in Clinical Mental Health Counseling, which is 10 years from the date of acceptance into the program; and the Ed.S. in School Psychology, which is 10 years from the date of acceptance into the program).

The Department of Graduate Education, Leadership and Counseling reserves the right to dismiss any student when, in the judgment of the faculty, such action seems advisable for academic and/or professional conduct reasons.

The Academic Standing Committee shall act on requests from students to appeal the decision for academic dismissal or conditional standing as described in Policies 9 and 10.

The Professional Conduct Review Committee shall act on requests from students to appeal a decision of unsatisfactory professional suitability and conduct as described in Policy 11.

Students approaching the year limit may request a time limit extension prior to actual dismissal. Time limit appeals will be reviewed by the appropriate program director and submitted for approval to the faculty of the Department.

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Policy 9

ACADEMIC PERFORMANCE REVIEW

At the end of every semester and the Summer Session, immediately after grades have been posted by the Registrar, each degree and certification program director or the person designated by the program director shall receive a report of students who received C and F grades as well as a report listing those students who possess cumulative grade point averages (GPAs) under 3.0 for the Master of Arts degree or a 3.3 grade-point-average for the Educational Specialist degree and the Ed.D.. The program director or the person designated by the program directors, in consultation with other faculty in their respective programs, shall recommend to the Department Chair a course of action for students whose academic record warrants one of the following:

1. Dismissal
2. Conditional academic standing
3. Academic warning
4. No action needed

The Department Chair must receive the recommendations from the program director or the person designated by the program directors prior to the start of the new semester. The Chair shall either approve or, in unusual circumstances, request that the program director or the person designated by the program director provide further clarification or justification for the recommendation(s). Once all recommendations for action have been approved, the Chair shall notify the respective students of the decisions made about their academic standing prior to the commencement of the new semester if possible. In the event students are dismissed after enrolling in a course, tuition will be refunded. Students who wish to appeal the decision for dismissal or the stipulated plan to be followed under conditional academic standing must do so in writing (letter, fax, or email) to the Department Chair at least ten calendar days from the date on their letters of dismissal or conditional academic standing. All decisions for dismissal shall take place within 10 calendar days; students will be required to withdraw from all classes for which they are currently registered. An appeal hearing shall be arranged no more than one month after the date of the student's appeal.

If students are placed on conditional academic standing and the remediation plan calls for the repeat of course work or the taking of other prescribed courses, students must consult the program director or the person designated by the program director prior to the next semester to make necessary scheduling changes.

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Policy 10

ACADEMIC STANDING COMMITTEE

The purpose of the Department's Academic Standing Committee is to hear appeals from students who have been dismissed for unsatisfactory academic performance. The membership of the Academic Standing Committee consists of the Department Chair and two faculty members of the Department including one faculty member from students' degree or certification program and one faculty member from outside of students' degree or certification program.

The Committee convenes to hear students' appeals in order to reconsider decisions for dismissal or to reconsider the terms for Conditional Standing. The Committee determines by majority vote whether to uphold or modify the original dismissal or Conditional Standing decision.

The Committee makes recommendations concerning student academic conditional standing and dismissal for poor scholarship. The following circumstances constitute "poor scholarship":

1. Student receives any grade of C (C+, C, or C-) or lower in more than two graduate courses;
2. Student receives two grades of F in graduate course work in either the same graduate course or in two different graduate courses;
3. Student does not attain a grade point average of 3.0 for the Master of Arts degree or a 3.3 grade-point-average for the Educational Specialist degree and the Ed.D.. after taking twelve or more graduate credits at Rider University.

Students who wish to appeal a dismissal must submit a written statement of appeal to the Department Chair within 10 calendar days from the date on their letters of dismissal. All appeals submitted by the deadline will receive consideration by the Academic Standing Committee.

Upon hearing an appeal, the Academic Standing Committee can change the recommendation for dismissal by placing students on academic Conditional Standing. In this case, the Committee stipulates a specific course of study or remediation plan to be followed by students during a particular academic session. Students who fail to pursue the course of study or remediation plan prescribed by the Committee, or who do unsatisfactory work in prescribed courses of study or remediation plans may be dismissed without right to further appeal.

Dismissal terminates a student's relationship with the program in which he/she was enrolled. Although students may apply for readmission, there is no real or implied right to such readmission. Students dismissed for academic reasons will not be eligible for readmission within one calendar year of the dismissal date. Decisions concerning readmission are made by the Academic Standing Committee.

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Policy 11

STUDENT PROFESSIONAL PERFORMANCE REVIEWS AND THE PROFESSIONAL CONDUCT REVIEW COMMITTEE

Student professional performance reviews are on-going and continuous processes performed by the faculty in each degree and certification program offered by the Department of Graduate Education, Leadership, and Counseling. Each program director shall initiate professional performance reviews of all degree and certification candidates to assess professional potential, conduct and suitability for the program in which candidates are enrolled.

Additionally, any faculty member (full-time or adjunct) in the Department can raise a question or concern about a student's professional suitability, conduct or performance. When a question or concern is raised, the program director, in consultation with other faculty in the respective program, shall decide a course of action from one of the following:

1. Dismissal;
2. Conditional standing;
3. No action needed.

Decisions to recommend dismissal or conditional standing designation and its conditions can be made at any time for non-academic reasons. Non-academic reasons for dismissal or conditional standing pertain to documented behavior that is inconsistent with the professional and ethical standards related to the graduate program.

In the event that a program director decides to place a student in conditional standing, the director of the program in which the student is enrolled shall notify the student of the decision by certified letter and through the student's Rider email account.

In the event that a faculty member recommends the dismissal of a student for non-academic reasons, the director of the program in which the student is enrolled shall notify the Department chair of a recommendation for dismissal, so that it can be placed on the next available Department meeting agenda. The recommendation and reasons for dismissal shall be presented by the program director to the members of the Department for review. If a majority of Department faculty votes to uphold the recommendation for dismissal, the Department Chair shall notify the student of the decision by certified letter and through the student's Rider email account.

Students who wish to appeal a dismissal or conditional standing designation and/or its conditions must submit a written statement of appeal (letter, fax, or email) to the Department Chair within 10 calendar days from the date on their letters of dismissal or conditional academic standing. All appeals submitted by the deadline will receive

consideration by the Professional Conduct Review Committee. An appeal hearing shall be arranged no more than one month after the date of the student's appeal.

The membership of the Professional Conduct Review Committee shall consist of the Department Chair and two faculty members of the Department, as selected by the Department Chair. These faculty members must be from outside of the student's program. Upon hearing the student's appeal, the committee shall make one of the following decisions by majority vote: to uphold the dismissal and/or conditional standing designation decision; or to reverse the decision to dismiss and/or conditional standing designation, and return the student to enrollment in good standing; or (in the case of a dismissal) to reverse the decision to dismiss and to place the student on conditional standing with a stipulated remediation plan. With respect to a decision to uphold conditional standing or to reverse a dismissal and substitute conditional standing, if the student fails to pursue the course of study and/or the remediation plan prescribed by the committee or does unsatisfactory work in the prescribed course of study and/or remediation plan, he or she may be dismissed by the Professional Conduct Review Committee without right to further appeal. All decisions regarding appeals shall take place within 10 calendar days after the appeal hearing.

Dismissal terminates a student's relationship with the program in which he/she was enrolled. Although dismissed students may apply for readmission, there is no express or implied right to such readmission. Students dismissed for non-academic reasons will not be eligible for readmission into the same program within one calendar year of the dismissal date or as determined by the Professional Conduct Review Committee. The Professional Conduct Review Committee makes decisions concerning readmission.

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Policy 12

READMISSION AFTER DISMISSAL

After the following conditions have been met, a readmission decision will be made by the Department's Academic Standing Committee or Professional Conduct Review Committee (depending on the nature of the dismissal). Although students may apply for readmission, there is no express or implied right to such readmission.

A graduate student who has been dismissed from one of the Department's academic programs must meet these conditions prior to applying for readmission:

1. Meet all current entrance requirements for the program for which they are applying for readmission;
2. Agree to follow the new program and all its requirements in entirety;
3. Provide evidence of growth and improvement in the areas of weakness;
4. Has not been enrolled in the same program for at least 12 months or the period of time determined by the committee that upheld their dismissal.

In the case of a student who has a grade point average below the acceptable level of 3.0 for the Master of Arts degree or 3.3 for the Educational Specialist degree and Ed.D., the student must also:

5. Agree to enroll as a special student. Generally, the time duration for special student status will be no longer than two semesters. In cases where the necessary grade point average cannot be improved to the minimum level in two semesters, the duration of special student status will be determined by the Academic Standing Committee.

While on this status, the student will repeat one or more previous graduate courses at Rider University in which a grade of "B-" or lower was achieved or a course from which the student withdrew. The student must obtain a 3.0 or better overall grade point average in the Master of Arts degree or 3.3 or better overall grade point average for the Educational Specialist degree and Ed.D. within those semesters on special student status. Each course may be repeated only once. Only courses which need to be repeated may be taken.

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Policy 13

READMISSION AFTER NON-ATTENDANCE

Graduate students in good standing who interrupt their studies for one calendar year and wish to return may do so with the approval of their program director or the person designated by the program director. However, if two calendar years elapse between the last date of attendance and the next registration, students must submit an application for readmission to the Graduate Admissions Office together with a nonrefundable readmission fee. Students will be responsible for the degree requirements in force at the time of readmission.

In order for students to remain in good standing with the Department, they must file a Leave of Absence Notification form with the Department announcing their intention to not attend any semester prior to the beginning of that semester. The form may be procured from the Department website or from the Department of Graduate Education, Leadership, and Counseling office.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011*

Policy 14

COMPREHENSIVE EXAMS: DAYS, HOURS, AND SEMESTER ADMINISTRATION

The date, location, and time of the Comprehensive Examination will be determined by the appropriate program director. Any extenuating circumstances regarding date, location, and time of administration should be directed to and will be addressed by the program director.

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GELC Dept. Approval: October 2017/SEAPOC Approval: October 2017*

Policy 15

ELIGIBILITY TIME TO SIT FOR THE COMPREHENSIVE EXAMINATION

The Comprehensive Examination administered by the Master's and Ed.S. programs in the Department is a significant educational experience, and its successful completion turns, in large measure, on students' adequate preparation derived from taking all, or nearly all, of the sequential courses in a given program. In the interest of assuring students the maximum likelihood of success in the examination and to assure the academic integrity of each program, it is the Department's policy that students must have completed or be taking their final courses in a given program to be eligible to apply and sit for the Comprehensive Examination.

Students who will complete the final three semester hours in their program during the Summer Session may apply to their advisor to take the comprehensive examination during the preceding Spring Semester. Program director or the person designated by the program director approval is required.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011*

Policy 16

GRADE POINT AVERAGE REQUIRED FOR ELIGIBILITY TO SIT FOR THE COMPREHENSIVE EXAMINATION

Students must maintain and/or attain a 3.0 grade point average to be eligible to sit for the Comprehensive Examination. Students who do not have the necessary 3.0 average at the point of application to take the examination will have to postpone taking their examination until they meet the required grade point average.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011*

Policy 17

COMPREHENSIVE EXAMINATION GRADING FORMULA

Student evaluations shall either “pass” or “fail,” with two readers having evaluated each Comprehensive Examination. Two “pass” scores are required for successful completion of the Comprehensive Examination. In the event of a split evaluation, (one “pass” and one “fail”), a third reader will be required to review and evaluate selected papers in that category representing all levels of quality. Such selections will be made by the Department Chair.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011*

Policy 18

NOTIFICATION OF COMPREHENSIVE EXAMINATION RESULTS

It is the policy of the Department that students will be notified of the results of the Comprehensive Examination by mail and only from the office of the Department Chair.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011*

Policy 19

STUDENT FAILURE OF COMPREHENSIVE EXAMINATION

Students enrolled in degree programs that require a comprehensive examination must pass the examination to be eligible to receive the degree. If the student fails the comprehensive examination after taking it the first time, the student has the right to take a second comprehensive examination at the next official offering of the examination. There shall be no special offering of comprehensive examinations for those students who have failed the examination.

If the student fails the comprehensive examination a second time, the student shall be dismissed from the University, and the degree for which he or she is enrolled shall not be granted. As specified in the Dismissal policy, a student dismissed under these circumstances has the right to appeal. The student must submit a letter of appeal to the Department Chair within ten calendar days of receiving the letter of dismissal. The appeal letter must describe and document compelling personal or other unusual circumstances that explain the student's failing performance on the examination. If in the judgment of the student's program director or the person designated by the program director and the Department Chair the request is justified, the student may sit for an oral examination that requires an elaboration on the last written examination. The oral examination shall be conducted by at least three faculty members from the student's degree program (or related program) and one other non-voting faculty member or administrator who is not a member of the Department who will be there as an observer of the process.

If the student's performance on the oral examination is sufficient to warrant a passing grade as determined by the voting members of the faculty panel, the student's dismissal shall be retracted and the student shall be eligible to receive his or her degree assuming all other degree requirements have been met. If the student's performance on the oral examination is unsatisfactory as judged by the voting faculty members, the dismissal shall be upheld. The non-voting member of the oral examination panel shall verify in writing that the oral examination was conducted fairly and that the student was given an opportunity to elaborate upon answers that were not sufficiently developed in the second written examination.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011
GELC Dept. Approval: October 2017/SEAPOC Approval: October 2017*

Policy 20

COMMON PROGRAMMATIC ELEMENTS FOR THE DEPARTMENT

All degree programs in the Department must have the four following common programmatic elements:

1. All prospective students are interviewed by program faculty prior to admission;
2. All students must complete coursework in research and foundational content broader than the specialized program field;
3. Appropriate program faculty conduct an annual review of all students' academic and professional performance;
4. All students complete an exit requirement (e.g. comprehensive examination, capstone experience, and/or portfolio, dissertation of practice).

The faculty in each degree program proposes how the common programmatic elements are to be implemented. However, these proposals must be approved by the Department.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011; GELC Dept Approval: February 2017/SEAPOC Approval: February 2017*

Policy 21

INDEPENDENT STUDY QUALIFICATIONS

No student enrolled in Department degree programs shall be allowed to accumulate more than six semester hours of independent study coursework. Any extenuating circumstances that bear on the number of independent study hours should be directed to and will be addressed by the program director.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011; Revised and GELC Dept. Approval: April 2015/SEAPOC Approval: April 2015*

Policy 22

PROPOSAL ROUTING

Any faculty member, administrator or student in the school may initiate a proposal.

The proposal routes are:

1. Faculty member or administrator → department approval → SEAPOC approval
2. Undergraduate/graduate student → faculty member → department approval → SEAPOC approval

**GELC Dept Approval: February 2016/SEAPOC Approval: March 2016*

Policy 23

This policy previously pertained to SEAPOC forms. It is no longer a policy.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011; Revised and GELC Dept. Approval: April 2015/SEAPOC Approval: April 2015*

Policy 24

This policy previously pertained to SEAPOC forms. It is no longer a policy.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011; Revised and GELC Dept. Approval: April 2015/SEAPOC Approval: April 2015*

Policy 25

“S” NOTATION

In order to provide greater understanding about the use of the grade notation “S” and to clarify for both faculty and students an important limit in the use of this notation, this policy statement has been developed. It is the belief of the Department in the School of Education that a valid reason exists for the prudent award of an “S” notation under selected circumstances, but the reasonable restrictions on its duration of validity must accompany its initial assignment.

The “S” notation was introduced to provide students and faculty with recognition of student progress at a semester’s end when no other grade or transcript notation was altogether applicable. An “S” indicates satisfactory progress toward the completion of course projects, clinical experiences, and practicum/internship assignments begun in one semester and unable reasonably to be finished during that semester. Standing for “Satisfactory Progress,” the “S” notation was not meant to be confused with the connotations of any other existing grade or transcript notation of A, B, C, F, I, P, U, W, or X.

RULES AND REGULATIONS FOR IMPLEMENTING THE USE OF THE “S” NOTATION

1. The “S” is to be used specifically for reasons cited in the policy statement above and not for such circumstances as would call for any other discrete grade or an “I.”
2. In general, it is expected that the student will complete the work for which the “S” was awarded by two weeks before the end of the semester following the one when the “S” first appeared.
3. The student assumes the responsibility to contact the instructor by the time cited above for the purpose of resolving the “S” status. The instructor reserves the right to determine whether, if under highly unusual circumstances, the “S” grade notation should be continued still another semester. If the student fails to contact the instructor by the designated time, the instructor will submit whatever grade he/she perceives as appropriate for that student’s academic progress.
4. As suggested above the standard duration of validity for an “S” notation is one semester beyond the one in which it was assigned. Only under the most unusual circumstances may the instructor extend the time of Satisfactory Progress into an additional semester.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011*

Policy 26

STUDENT CONTRACT FOR ASSIGNMENT OF “S” NOTATION

TO: _____ (Graduate Student’s Name)

BY: _____ (Professor’s Name)

RE: ASSIGNMENT OF “S” NOTATION

Because of the extenuating circumstances you and I have discussed, you have been assigned the notation “S,” at the end of the _____ semester instead of an “I” or any of the other discrete grades/notations of A, B, C, F, P, U, or X.

The “S” notation connotes satisfactory progress at this time toward the completion of the assignment begun in the _____ semester, and that you accept the responsibility for contacting me by two weeks prior to the end of the next semester with your completed assignment.

Failure to contact me by this designated time will result in my assigning a grade appropriate for the level of work that could be assessed at the end of the semester when the “S” notation was first recorded.

(Student’s signature,
indicating acceptance
of these conditions.)

(Instructor’s signature)

(Date)

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Policy 27

PROGRAM AND CHECK SHEET CHANGES

Once programs are approved by all applicable persons and agencies and have been operative for a reasonable period of time, certain modifications may be indicated. Generally such changes could be classified as minor or substantive.

It is the policy of the Department, School of Education, that minor modifications (e.g., substitution of one course name for another with little or no significant alteration of course content, re-numbering of courses, addition or deletion of a course to/from the program that is not substantively modified as a result of this change, re-allocation of hours required in certain categories of the program . . .) shall be effected by the Department acting upon the advice and consent of the respective program director or the person designated by the program directors and the Department Chair and reported to SEAPOC as information. Once made, the changes shall be published in all relevant literature, as soon as feasible, and notification of such modifications shall be sent to all appropriate approval agencies (e.g., the State Department of Education).

It is further the policy of the Department of Graduate Education, Leadership and Counseling, School of Education that any substantive changes in an existing program (e.g., a major overhaul of the program's content and sequences) shall be made only after the complete due process for initial program approval has taken place. Again, all applicable persons and agencies shall be notified of these modifications.

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Policy 28

ADVISORY COMMITTEE MEETINGS

The Department of Graduate Education, Leadership and Counseling acknowledges the importance of program advisory committees and considers them integral parts of the Department's operation. Continuous, open communication between an advisory committee and an academic program can and does result in the provision of relevant, ever-improving services for graduate students.

In view of the significance the Department attaches to its relationship with advisory committees, the Department of Graduate Education, Leadership and Counseling strives to establish regularly-scheduled meeting patterns with them. It is the policy of the Department, therefore, that every effort will be made to schedule meetings of all program advisory committees as often as the need warrants and, except under unusual circumstances, at least once during the academic year.

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Policy 29

RECOGNITION OF OUTSTANDING GRADUATES FROM THE DEPARTMENT OF GRADUATE EDUCATION, LEADERSHIP AND COUNSELING

It is the policy of the Department, School of Education, that all students graduating from their respective graduate programs with at least a grade-point average of 3.85 be recognized with the notation "With Distinction." The citation is to appear in the Commencement brochure.

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Policy 30

RE-TAKING COURSE WORK IN THE DEPARTMENT OF GRADUATE EDUCATION, LEADERSHIP, AND COUNSELING

To preserve the integrity of the grading system and to establish a level of fairness and consistency for all graduate students, limits must be set on the conditions under which a student may re-take a given course for the purpose of raising a grade resulting in an overall higher grade-point-average.

Therefore, it is the policy of the Department that a course may be re-taken (with authorization of the Department Chair on the recommendation of students' program director or the person designated by the program director) only when the original course grade is lower than a "B." Further, it is then understood that the second grade will replace the first grade for grade-point-average purposes, but the first grade will remain on students' academic record as an indication of course work done (not for the purpose of increasing/reflecting number of credits required to complete a given program.) Finally, it is emphasized that this policy does not supercede Department Policy 8 on Dismissal.

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Policy 31

KEEPING POLICIES CURRENT AND RELEVANT

A policy manual is only as good as its currency and relevancy to the issues it deals with. To insure that this manual remains vibrant, it is important to provide certain steps to have such assurance. Therefore, it is the policy of the Department of Graduate Education, Leadership, and Counseling that:

1. A policy committee be retained as a policy monitoring group whose function it will be to disseminate all new policies as developed and to examine all policies suspended by these current ones.
2. No later than five years after its adoption, a complete review of the policy manual will be made.

**GELC Dept Approval: May 2011/SEAPOC Approval: Sept 2011*

Policy 32

STUDENT REVIEW AND RETENTION POLICY

COUNSELING SERVICES AND SCHOOL PSYCHOLOGY (CSSP)

Successful completion of a program in Counseling Services and School Psychology (CSSP) is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The Counseling Services faculty of the CSSP has a professional responsibility to evaluate the academic, professional and personal development of students in the training programs. The evaluation procedures serve two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their academic, professional, and personal development.
2. To provide the faculty with information about the progress of students that will facilitate decisions being made and are in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession with evidence of satisfactory performance in academic course work but with weakness in required practical skills, or behaviors, which are unethical, illegal, or unprofessional.

The Student Review and Retention Policy enables the faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly scheduled program faculty meetings. The discussions of student performance and progress will be held in designated staff meetings. At that time, any questions about students may be raised for program faculty consideration.

Once a year, a program faculty meeting is set aside for student review. At this meeting, the progress of students in the program is assessed. Students who are not demonstrating satisfactory progress are notified to make an appointment with their advisor in order to receive feedback and to identify appropriate remediation procedures expected of the student. If, in the professional judgment of the program faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practica, externships, and internships), the following actions may be taken:

1. **Probation and Remediation.** The student will be placed on probation and a remediation plan will be designed. The student and the advisor with the approval of the CSSP faculty will develop a plan. This plan will be in writing and will be signed by both the student and the advisor. A copy of the plan will be provided to the student and a copy will be placed in the student's file.
2. **Voluntary Resignation.** Recommend the student resign from the program.

3. Dismissal from the Program. If a student's unacceptable professional and personal behaviors are deemed severe enough by the CSSP/Counseling Services faculty, an immediate dismissal recommendation will be made. First, the Department will be notified and with their approval a dismissal letter will be sent to the student by certified mail.

If it is decided that students be recommended for dismissal for unacceptable professional and personal behaviors, then such recommendations will be sent to the Department of Graduate Education, Counseling and Leadership for a vote. Established Departmental protocol is then followed at that point but will permit students to write formal appeals within 10 days from the date on their letters of dismissal. Appeals are then heard by the Department Professional Conduct Review Committee that either upholds or overturns the Department vote. (See Department Policy 11.)

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