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INDIANA UNIVERSITY NORTHWEST

SCHOOL OF EDUCATION

MARKETING, RECRUITMENT, & RETENTION
FIVE-YEAR PLAN

2012-2013 TO 2016-2017
Approved: August 3, 2012
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SUMMARY

This plan outlines the Indiana University Northwest School of Education Recruitment and Marketing campaign designed to increase graduate and undergraduate enrollment as well as to retain student enrollment. It is designed to supplement the marketing and recruiting efforts of the entire campus. This strategic plan is designed to guide the School of Education for the coming five-year period (2012-2013 TO 2016-2017). It is important that a key part of the plan is an annual assessment of both progress toward and current relevance of the goals of the plan.

The recruitment of quality candidates from urban, suburban and rural districts in Northwest Indiana for the teaching profession is a major priority for the School of Education at Indiana University Northwest. Recruitment of exemplary students as prospective educators is a shared responsibility for the professional unit that includes the dean, faculty, advisors, and former graduates acting as professional ambassadors. This plan is designed to help enhance the image, reputation, and visibility of the School of Education in Northwest Indiana. As part of this plan, consultation with and advice from the Indiana University Northwest Offices of Marketing and Communications as well as Admissions will assist with marketing, market research, and related issues.

Components of this plan include: research, advertising, publications, internal communications, media relations, community relations, web development and university-wide relations.

Evaluation of this campaign’s success will be based on an examination of application trends and periodic surveys of the student body’s perception of the School of Education’s image. The success of individual strategies and tactics will also be measured on the basis of enrollment, retention, and School of Education event participation.
INSTUTIONAL BACKGROUND

Indiana University

When you become a student at Indiana University, you join an academic community internationally known for the excellence and diversity of its programs. With 1,189 degree programs, the university attracts students from all 50 states and around the world. The full-time faculty numbers more than 5,000 and includes members of many academic societies such as the American Academy of Arts and Sciences, the American Philosophical Society, and the National Academy of Sciences.

Indiana University was founded at Bloomington in 1820 and is one of the oldest and largest institutions of higher education in the Midwest. It serves nearly 120,000 students on eight campuses. The residential campus at Bloomington and the urban center at Indianapolis form the core of the university. Campuses in Gary, Fort Wayne, Kokomo, New Albany, Richmond, and South Bend join Bloomington and Indianapolis in bringing an education of high quality within reach of all of Indiana’s citizens.

Faculty

The IU Northwest resident faculty numbers 177 men and women. They are assisted in their teaching responsibilities by associate faculty drawn from neighboring academic institutions, area businesses, local government, and not-for-profit agencies.

All resident faculty at IU Northwest have academic appointments from Indiana University. Their conditions of employment, rank, salary, fringe benefits, teaching and research expectations, and promotion are the same as their colleagues in respective departments at all Indiana University campuses.

The faculty of IU Northwest has its own organization, based upon a constitution written from principles embodied in the Indiana University Academic Handbook. Committees established by this faculty organization guide the conduct of the academic program at IU Northwest in a tradition that encourages individual faculty members to recommend policy in all areas affecting their interests and those of their students.

Students

The student body at IU Northwest numbers more than 5,900 persons working toward certificates and associate, bachelors, and master's degrees. Of that number, more than 600 are enrolled in graduate studies.
The rich economic, cultural, and racial diversity of the northwest region of the state of Indiana is found on the campus. About 74 percent of the students reside in Lake County; 20 percent reside in Porter County; and 5 percent reside in Jasper, Newton, LaPorte, Starke, and Pulaski Counties. Students, therefore, come with family backgrounds in steel and related industries, government agencies, service industries, the professions, and farming. With respect to the rich cultural and racial composition of the region, approximately 56 percent of the students are Caucasian, 23 percent are African American, 14 percent are Latino, and 7 percent are other groups. About 85 percent of the students at IU Northwest work full or part time while pursuing their education at the university. About 40 percent of the students enrolled at the campus are 26 years of age or older.
SCHOOL OF EDUCATION - MISSION

The School of Education (SOE) supports and facilitates the shared vision of IU Northwest by collaborating and cooperating with other educational institutions, external partners, and surrounding communities to further excellence in educational processes and enhance the overall quality of life in those communities.

In light of these commitments, the mission of the SOE at IU Northwest is to prepare professional educators who have the knowledge, skills, and dispositions essential for becoming reflective professionals and lead teachers. Agents of Change are those who, in light of current research and best practice, exercise reasoned judgment to:

- critically examine their professional practices
- make informed decisions
- effectively facilitate the learning of their students

Lead teachers are those who incorporate a rich understanding of content knowledge and best professional practices to renew themselves and their professional practice through inquiry and leadership.
TARGETED MESSAGES FOR EXTERNAL AUDIENCES

The recruitment of quality candidates for the teaching profession is a major priority for the professional education unit at Indiana University Northwest. With this in mind, recruitment strategies will include efforts to recruit teachers from a number of promising pools - students at the pre and post collegiate level, collegiate students of undeclared majors, individuals changing careers (non-traditional), and minority populations. The success of all of our education reforms depends upon a more diverse, qualified, and culturally sensitive teaching force. Recruitment of exemplary students as prospective educators, lead teachers, and administrators is a shared responsibility for the School of Education that includes the dean, faculty, advisors, and former graduates acting as professional ambassadors.

The School of Education at Indiana University Northwest recognizes its responsibility to students and the institution to participate in efforts to recruit academically talented candidates who represent culturally diverse populations. Historically, the School of Education at IU Northwest has worked closely and cooperatively with the Admissions Office in the recruitment of undergraduate students at Indiana University Northwest. Many in our current K-12 teaching force are nearing retirement. To take advantage of the opportunity that this presents us, the School of Education must intensify and personalize its efforts in all areas of recruitment of qualified individuals, but specifically we must do so in our efforts to attract a diverse student body.

- For traditional-age prospective students, their parents, and the influences with whom they come in contact in the educational system: Emphasize small class sizes, a variety of educational programs at the graduate and undergraduate level, and an affordable education close to home. Focus should be directed towards the extensive opportunities for field experiences and student teaching in urban, suburban, and rural areas. An area of marketability would be that IU Northwest’s School of Education is committed to high standards and to helping students meet those standards while individualizing the needs of stakeholders through the use of a Student Admissions and Reinstatement committee to consider individual policy exceptions.

- For non-traditional prospective students: Over 50% of IU Northwest’s total enrollment is “nontraditional” that is, they are not 18 years of age and just out of high school. The SOE at IU Northwest offers day, evening, and some weekend classes. This emphasizes the SOE’s dedication to serving the unique needs of non-traditional students. IU Northwest special services are offered to assist students with tutoring, personal counseling, and the like to support academic success. This is also accomplished by individualizing the needs of stakeholders through the use of a Student Admissions and Reinstatement committee to consider individual policy exceptions.

- For employers and community leaders: IU Northwest’s School of Education is recognized throughout the region for its excellence in preparing quality teachers, lead teachers, and administrators. Through high academic standards, the SOE challenges its
students to develop skills necessary to be successful in facilitating high achievement by K-12 students.
POSSIBLE COLLABORATORS

1. Prospective high school students.
2. Prospective non-traditional students.
3. Current educational practitioners.
4. Paraprofessionals.
5. High school guidance counselors.
6. High school principals, personnel directors, and superintendents.
7. Emergency permit teachers in the surrounding school corporations.
8. Alumni and donors.
9. Business, community leaders, and elected officials (includes minority and ethnic opinion leaders).
10. General Public.
11. IU internal audiences (faculty, staff, and students).
12. Media.
13. Substitute Teachers.
14. Workforce One/Workforce Development.
MARKETING

Goal Statements:

1. Create awareness in Northwest Indiana of the School of Education at Indiana University Northwest for the purpose of involving students from the area in the Education programs offered on this campus.

2. Foster the reputation of the School of Education as one of quality. Confirm that the graduates from the School of Education are highly qualified to teach in their chosen areas.

3. Illustrate how our students are active in the community adding to the richness of the region.

4. Showcase the benefits of a regional education.

Current and Ongoing Activities:

As part of its Strategic Plan, on May, 2012 the School of Education faculty and staff members created activities to use to market the Indiana University Northwest’s School of Education as well as to increase exposure and build rapport with stakeholders in the area. These steps include the following:

1. Create an SOE Alumni Club.

2. Attend faculty meetings of individual area charter schools to inform and discuss licensure issues and SOE programs as well as professional development needs.

3. Investigate possible partnerships with regional service centers to provide professional development to area teachers.

4. Establish contractual arrangements with school corporations to provide staff development services.

5. Provide strategic outreach to school corporations especially Gary, Hammond, East Chicago, Lake Ridge, Lake Station, Merrillville, River Forest and charter schools to offer School of Education services such as professional development, advanced degrees and licenses, and re-licensure opportunities. (SOE Faculty)

6. Broaden dissemination of orientation materials for new students into new areas.

7. Develop new ways of delivering comprehensive program information (seminars, orientations, School of Education Open Houses).

8. Increase the number and type of mechanisms for course delivery (workshops, online, hybrid, symposia, etc.). Examine CISTL course offerings that will accommodate these efforts.
9. Revamp the School of Education website to include admission and program requirements as the primary focus on the site. Make the website easier to navigate. Create additional web pages to maintain current information about the SOE, academic programs, events, scholarships, etc.

10. Collaborate with the Northwest Indiana Times to publish articles about ongoing events in the School of Education.

11. Partner with local area high schools to offer dual credit hour School of Education courses.

Future Strategies and Tactics:
1. Increase the offering of SOE courses at off-campus sites that prove to be effective in drawing significant enrollments (e.g., the Academic Learning Center and Portage Learning Center).

2. The faculty are encouraged to consult with the Dean of Education for a 0.25 release in one semester to seek out and apply for grants in support of the recruitment of minority students into math and science teacher education programs.

3. Target activities/opportunities of particular interest to diverse students;

4. The lead undergraduate advisor will partner with the Admission’s Office providing outreach programs and/or targeted high school visitation campaigns to area high schools. Efforts will be made to include area high schools with significant minority/diverse populations.
RECRUITMENT

Goals:
1. Develop and implement a plan that increases Black and Hispanic student enrollment in the School of Education by no less than 15% from 2011-2012 enrollment numbers.

2. Develop and implement a plan that uses current and recently graduated graduate students in the School of Education’s Educational Leadership program to become school-based recruiters for SOE programs.

3. Develop and implement a plan that increases secondary mathematics and science student enrollment in the School of Education by no less than 15% from 2011-2012 enrollment numbers.

4. Develop and implement a plan that increases retention and program completion of Black, Hispanic, Secondary Science, and Secondary Mathematics by 30% based on the 2011-2012 enrollment numbers.

Current and Ongoing Activities:
1. Increase recruitment of diverse teacher education candidates so that the School of Education enrollment more closely mirrors the diversity of the region. (e.g., Initiate a plan to recruit paraprofessionals and emergency licensed educators in Hammond, Gary, and East Chicago Schools – UTEP Director)

2. School of Education Cognate-area Advisory Committee chairpersons will work with administrators/faculty/advisors from the College of Arts and Sciences to increase an awareness of undergraduate initial licensure programs and work toward establishing a more formalized process for undergraduates to be able to more easily double major in the College of Arts and Sciences and the School of Education.

3. Work collaboratively with the Office of Admissions to increase awareness of program and degree offerings in the School of Education. Especially the licensure route programs such as the Urban Teacher Education Program and the Graduate Special Education program.

4. Involve the Alumni Office and the Educational Service Centers in Northwest Indiana in efforts to recruit new graduate students.

5. Increase the number and type of mechanisms for course delivery (workshops, online, hybrid, symposia, etc.). Examine CISTL course offerings that will accommodate these efforts. (Associate Dean & SOE Faculty)

6. Continue to work with the Northwest Indiana Education Service Center (NWIESC) to provide graduate credit for approved workshops for area teachers that are periodically offered by the service centers.

7. School of Education representation at the Lake and Porter County Fairs.

8. Pre-admission counseling services are available by appointment all year long with the Graduate and Undergraduate Advisors in the School of Education.
9. Expand The Marketing, Recruitment, and Retention Faces of Education club to honors outstanding students who are committed to promoting education. Selection of these students was based on their exceptional performance, positive attitude, and outstanding representation of the School of Education at Indiana University Northwest.

10. Attend fall and Spring Preview Nights to meet with high school students to answer questions about the School of Education.

11. Attend New Student Transfer Orientation day to recruit students from other colleges.

12. Collaborate with Admissions to talk to area high schools about Indiana University Northwest.

13. Attend “New Student Success Program” for first generation college students to keep them informed about the School of Education.

14. Attend the yearly “Student African American Brotherhood summer Bridge Academy Program” to recruit diverse students.

15. Annual review of enrollment trends by demographic factors

16. Continue to investigate the awarding of certificates to graduate students seeking initial licensure as well as educational leadership students.

17. Using this information, emphasize through advertising efforts that a degree from IUN’s SOE is prestigious, affordable, and nationally recognized. Many of the SOE’s students receive scholarships to complete their educational programs.

18. Compile a list of education alumni who are current teachers and administrators and enlist them as volunteer recruiters of high school students and advanced program potential candidates.

Future Strategies and Tactics:

1. Work more closely with the College of Arts and Sciences, General Studies, and Admissions Office to coordinate diversity recruitment for the teacher education program. Seek guidance from the Diversity Coordinator.

2. Develop outreach programs in surrounding school districts to recruit potential minority students to the profession of teaching. Attend teacher in-service events and workshops such as the Marketplace event that occurs in the Gary Community School Corporation each fall.

3. Increase the offering of SOE courses at off-campus sites that prove to be effective in drawing significant enrollments (e.g., the Academic Learning Center and Portage Learning Center).
4. Develop and implement a mentoring program that pairs SOE alumni with current SOE students in the School of Education that involves no less than 30 involved alumni and/or students by the 2016-2017 academic year.

5. Seek and apply to grant agencies that support recruitment of minority students and recruitment of students into math and science teacher education programs.

6. Work with the University Advancement Office to help identify and raise funds from external sources.

7. Active involvement in professional organizations such as Phi Delta Kappa where other professional teachers congregate to recruit potential students for graduate degree or licensure programs.

8. Complete a needs assessment to determine areas of student interest.

9. Use SOE alumni photos and personnel information on main page of SOE website; create a link to highlight the accomplishments and successes of SOE alumni.

10. Collect data from surrounding local competing institutes regarding tuition, technology fees, etc.
RETENTION

Goals:
1. Increase retention among Math and Science pre-TEP population by 30%.
2. Collaborate with Registrar’s to identify pre-TEP population to compile a list-serv to improve SOE contact with this population.

Current and Ongoing Activities:
1. Track demographics of undergraduate and graduate students in the School of Education with the goal of increasing enrollment of underrepresented populations. (Assessment Committee and the Unit Assessment Manager will monitor demographic information for all SOE programs each semester)
2. Examine barriers for admission of diverse students; create programs to address needs when and if necessary.
3. Advise student of the Praxis I Ivy Tech course and also the alternatives that are available regarding the Praxis I. The alternatives are ACT with at least a 24 based on math, reading, grammar and science, SAT score with at least 1100 based on critical reading and math, GRE with a score of at least 1100 based on verbal and quantitative, Praxis 1 composite score of 527 based on reading, writing, and math, or a Master's program from a regionally accredited institution. The ACT, SAT, and GRE scores do not include writing.
4. Conduct regularly scheduled student satisfaction surveys using the advising slip and its comments.
5. Increase the number and type of mechanisms for course delivery (workshops, online, hybrid, symposia, etc.). Examine CISTL course offerings that will accommodate these efforts.

Future Strategies and Tactics:
1. Increase the offering of SOE courses at off-campus sites that prove to be effective in drawing significant enrollments (e.g., the Academic Learning Center and Portage Learning Center).
2. Develop a mentoring program between current students and SOE alumni.
3. Identify more funds to increase the number of scholarships in the SOE
Data Tables:

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## Title II Report: Initial Licensure Program Completers by Cohort

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### Awarding of Degrees and Advanced Licenses

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Advising Policies

Adopted September 25, 1999, revised April, 2005 and January, 2012

What are the responsibilities of advisors and advisees?
Advisors will be responsible for providing current and accurate information regarding programs of study, course offerings, scope and sequence of curriculum, and degree and graduation requirements.
Advisors will be responsible for consulting with appropriate campus personnel when questions arise for which the advisor does not have an immediate answer.
Advisors will be expected to maintain open communication with each other so that their decisions are collaborative, collegial, and congruent among themselves.
Advisors will be expected to maintain the confidentiality of records, discussions, personal circumstances, and actions that involve their advisees.
Advisors will be responsible for any changes they make to their approved programs after advisement.

How will advisees be protected in the case of errors made in the advisement process?
In cases when a conflict arises between an advisor and an advisee, the advisee may appeal to the Ombudsperson for an informal resolution of the conflict. If a resolution is not forthcoming, the advisee may next appeal to the chair of either the Initial Programs or the Advanced Programs Committee. If the chair to whom an appeal is made is the advisor in question, then the appropriate committee will respond to the appeal apart from that chairperson.
When errors in advising occur that are the responsibility of advisors, several courses of action will be available to rectify the error:
• identifying possible course substitutions that will be acceptable;
• making exceptions to established course sequences;
• covering additional university costs that the advisee may incur;
• providing arranged courses;
• accepting transfer courses from other institutions.

How will the issue of a requested course overload be handled?
Advisees registering for 17-18 credit hours in a single term must have a cumulative GPA of 3.0 and no incompletes on his/her IUN academic record.
Advisees wishing to register for more than 18 credit hours in a single term must appeal to the Associate Dean.
During student teaching an advisee may enroll for up to one 3-credit course with the faculty advisor’s approval. Students wishing to take more than one 3-credit course during student teaching may appeal to the Director of Student teaching.

Who will decide what is accepted for transfer credit?
Collaboration between the Licensure Officer and program faculty is important in cases where students wish to bring courses into the SOE as transfer credit. In such cases, the Licensure Officer, in consultation with the appropriate faculty member(s), will make the necessary decision.
How can students change advisors? Added October 15, 1999
When a student wishes to change his/her advisor, he/she must file a written request, explaining his/her reason to make such a change, with the ombudsperson. The ombudsperson will attempt to resolve whatever issue(s) that led to the request to change advisors. Failing to resolve the issue(s) via the ombudsperson, the student may then appeal to the Director of Education Student Services for a change of advisor by filing a written request explaining his/her reason to make such a change.
Approving Course Substitutions for Students


On occasion it may be necessary for a faculty advisor to approve a substitution for a required course in a regular program of studies. These substitutions shall apply only to the student being advised. Faculty advisors may need to consult with program directors or coordinators before approving course substitutions.

For undergraduate students:
When a proposed substitution is approved by a faculty advisor for an undergraduate,
1. That advisor shall send a memo to the School of Education’s Academic Advisor explaining the substitution and the reasons for it.
2. The Academic Advisor will review the procedure to assure that the substitution does not create other problems.
   - If it doesn’t cause a problem, then he/she will notify the faculty advisor that the substitution is approved and then place the memo in the student’s file. The faculty advisor will then notify the student that the change has been approved.
   - If the Academic Advisor does see a problem, he/she shall discuss it with the faculty advisor to arrive at a mutually agreed solution to the student’s problem. The faculty advisor will then notify the student and write a new memo to the Academic Advisor who will then place the memo in the student’s file.

For graduate students:
When a proposed substitution is approved by a faculty advisor for a graduate student,
1. The advisor shall send a memo to the School of Education’s Director of Education Student Services (Graduate Advisor) explaining the substitution and the reasons for it.
2. The Director will review the procedure to assure that the substitution does not create other problems.
   - If the substitution does not create other problems, the Director will notify the faculty advisor that the substitution is approved and then place the memo in the student’s file. The faculty advisor will then notify the student that the change has been approved.
   - If the Director does see a problem, he/she shall discuss it with the faculty advisor to arrive at a mutually agreed solution to the student’s problem. The faculty advisor will then notify the student and write a new memo to the Director who will then place the memo in the student’s file.
Policy on Good-Standing Status of Students
Adopted September 27, 2002  Revised February, 2004 and January, 2012

Definition of Good Standing
For undergraduate students
To maintain the status of good standing within the School of Education, undergraduate students must maintain a cumulative grade point average (GPA) of at least 2.5.
For graduate students
To maintain the status of good standing within the School of Education, graduate students in initial licensure programs must maintain a cumulative graduate GPA of at least 2.5, while graduate students in Master’s programs must maintain a cumulative graduate GPA of at least 3.0.

How is advising ensured?
Candidates in courses that are part of SOE initial teacher preparation programs and those that are part of advanced programs must see an advisor each semester before registering for Education courses. After being advised, advisors will give to advisees an advising evaluation form, which candidates shall complete and deliver to the Office of Education Student Services. A support staff member there will exchange the completed evaluation form for an advising receipt. Candidates shall show their receipt to their advisor to verify that they have completed the evaluation process. After seeing the advising receipt, the advisor will authorize the candidate for courses that need section authorization. There will be at least one course each semester in each undergraduate block that requires authorization. All courses in the advanced programs will require section authorization, except EDUC-K505 and EDUC-K555.
Appeals Process Regarding Advising Issues

Issues dealing with **programmatic question** (e.g., requirements, scope & sequence, etc.):

1. Advisor in meeting with an advisee will answer whatever programmatic questions the advisee may have.
2. If advisee disagrees with the advisor, the student may appeal directly to the Admission and Retention Committee.
3. The result of the Admission and Reinstatement Committee’s decision will be communicated in writing to the entire SOE faculty and to the student involved.

Issues dealing with **unfair or capricious treatment** of a student by an advisor:

1. Student is expected to try to work out an amicable resolution of complaints with his/her advisor.
2. Failure to reach an amicable resolution with his/her advisor, the student may choose to contact the ombudsperson for help in resolving his/her complaint.
3. Failure to reach an amicable resolution with the help of the ombudsperson, the student may choose to appeal to the SOE Faculty and Student Procedural Practices Committee.
4. The result of the Faculty and Student Procedural Practices Committee will be communicated in writing to the Dean of Education.
### Procedures for Routing Cases to the Faculty and Student Procedural Practices Committee

**Definitions**

1. **Arbitrary Action:** An action not governed by practice, procedure, policy, or principle. (e.g. an action taken which violates or ignores policies in student or faculty handbooks.)

2. **Capricious Action:** An impulsive or unpredictable action. Such actions are those probably best described as “unfair” as they relate to the implementation of policy in an equitable fashion, i.e., a policy may not be violated, but its application may be made in grossly different fashions in two otherwise similar cases. (For example: a student might be expelled from the University and another only given a lower grade for the same violation.)

3. **Ombudsperson:** A faculty member who serves as a liaison between a student and the SOE. The ombudsperson shall try to solve students’ problems in an informal manner eliminating the need for formal action by the Faculty and Student Procedural Practices Committee.

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A student or faculty member with a complaint concerning an arbitrary and/or capricious action made by the Dean or an SOE faculty member should first contact the Ombudsperson who will try to solve the problem. If, after talking with the Ombudsperson, the petitioner wishes to proceed with a case of alleged arbitrary or capricious action, the following steps constitute the order of procedure:

1. An incident report shall be completed by both parties and given to the Faculty and Student Procedural Practices Committee chairperson. The chairperson shall forward a copy to the Dean who may use his/her office to solve the problem.

2. The committee chairperson shall then call a meeting of the committee to ascertain whether the committee should proceed to collect additional information and write findings.

3. If the committee decides to proceed, it will meet with any persons necessary or look at any documents that may be necessary to fulfill its functions.
   - Proceedings may be discontinued at any time if the petitioner requests or if the information being gathered strongly indicates that additional explanation will be of no value.
   - If the committee decides not to proceed, the petitioner may exercise a right of further appeal to other campus administrators or the Faculty Board of Review.

4. After all information has been gathered; the committee shall prepare a report (including dissenting opinions) relative to whether university procedures were followed during the course of action taken.
   - Each finding must specifically relate to the policies and procedures that were not followed.
   - The report is forwarded to the Dean of the SOE.
   - If any case is formally carried to the Faculty Board of Review, the report may not be forwarded without written consent of both parties.
   - Findings of the committee will not be placed in the permanent record of a student but will be retained in a separate confidential file in the Office of the Dean.

5. The Office of the Dean shall notify and provide copies of the report to all involved parties.

6. No formal actions will be taken based on the committee findings. However, should the consensus of the committee be that procedures and policies have not been followed; two possible actions may be indicated.
   - Negotiations may occur between involved parties.
   - Policies and procedures may be reviewed and/or revised.
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Policy for Admitting Guest (Transient) Graduate Students
Adopted April 21, 1999

Teachers are welcome to take graduate courses as guest students or license renewal students with the SOE. However, no more than nine (9) hours of courses taken as a guest or license renewal student may be later counted towards a graduate program.

Guest students do not need to provide original transcripts to the SOE.
Admission to the School of Education
Revised September 21, 2007

GPA requirements in this policy are minima. Student GPAs are not to be rounded up.

Direct Admission: Freshmen who are recent high school graduates may be admitted directly into the SOE if they meet all the entrance requirements of the University. [Upper half of their class, 2.00 high school Core-40 GPA, and an SAT score of at least 950—the estimated regional SAT mean].

Transfers: Undergraduate students may transfer into the School of Education if they have completed at least 12 credit hours of 100-level work with a cumulative GPA of 2.50 or higher.

GPA requirement for graduate programs: The minimum undergraduate GPA requirement for admission to the SOE, UTEP, the Graduate Special Education Program, and master’s degrees is 2.50. Applicants who do not meet that requirement may have that requirement waived if they meet one of the following:
• a graduate GPA (with at least 6 hours of academic courses) of 3.00
• a post bachelor’s undergraduate GPA (with at least 6 hours of academic courses) of 3.00
• have passed all three Praxis I exams

GPA Requirement for all Checkpoints
Adopted October 31, 2008

All students who are in Initial Licensure programs (with the exception of the Graduate Special Education program) must have a 2.50 content-area GPA in addition to the overall GPA required for their program in order to pass any checkpoint.
Denial of Admission to or Dismissal from Licensure Programs based on Criminal History

Adopted April 8, 2005

Conviction or the issuance of guilty pleas related to the following offenses, as found on a student’s criminal background check, will result in denial of admission to or dismissal from SOE licensure programs:

- A misdemeanor that directly relates to the ability to perform teaching duties. (e.g. moral turpitude, drug-related offenses, or the issuing of false statements)
- Neglect, physical abuse, sexual exploitation, abandonment, or sexual abuse of any person.
- Kidnapping.
- Criminal confinement.
- Rape or other sexual assault.
- Child abuse or neglect.
- Conviction of any other felony.
**Dismissal and Reinstatement**

Students dismissed from the School of Education will be checklisted. Checklisting will be removed when students transfer to another school or are reinstated to the SOE. Reinstatement to the School of Education may occur only after six calendar months and only after students have raised their GPA to 2.5 or 3.0 for graduate students.
Probation

Undergraduate students, graduate students in undergraduate programs, and graduate students intending to enter UTEP or Transition to Teaching (but who are taking required undergraduate courses)

One semester below 2.0: Students who fail to earn a 2.5 GPA or higher in any one semester, but who have not dropped below a 2.5 cumulative GPA will receive a letter of concern from the Academic Advisor. A copy of this letter will be placed in the students’ file.

Grade below C in any sequential methods course: Students who receive a grade lower than a C (including I) in any sequential methods course will receive a letter of concern from the Academic Advisor* requiring them to meet with the Academic Advisor and make plans to finish or retake the course. These students may not continue in the TEP sequence until a grade of C or better is earned. If they have already registered for courses in the next block, they must withdraw.

Academic probation—Cumulative GPA below 2.5: Students whose cumulative GPA falls below 2.5 will be placed on Academic Probation. They will receive a letter from the Director of Education Student Services* requiring them to meet with the SOE Academic Advisor. They may take classes the following semester. However, any students who do not meet with the Academic Advisor as requested will be checklisted. To be released from probation, students must raise their cumulative GPA to at least a 2.50.

Strict Academic probation—Cumulative GPA below 2.5 for two consecutive semesters: Students beginning their second consecutive semester of probation will be placed on Strict Academic Probation. They will be checklisted and will receive a letter from the Director of Education Student Services* requiring them to meet with the SOE Academic Advisor. If their GPA does not rise above 2.5 at the end of this semester, the students shall be dismissed from the School of Education.

* Copies of letters will be placed in the students’ files. Copies of letters sent to students in the TEP will also be sent to the student’s faculty advisor and to the Director of Placement and Student Teaching.

Graduate students accepted into graduate-level initial or advanced programs

One semester below 2.50: Students who fail to earn a 2.50 GPA or higher in any one semester, but who have not dropped below a 3.0 cumulative GPA will receive a letter of concern from the Director of Education Student Services*

Grade below C in any sequential methods course: Students who receive a grade lower than a C (including I) in any sequential methods course will receive a letter of concern from the Director of Education Student Services and will be checklisted until they have discussed the grade with the Director and make plans to finish or retake the course. They may not continue in the Education sequence until a grade of C or better is earned.

Academic probation—Cumulative GPA below 3.00: Students whose cumulative GPA falls below 3.0 will be placed on Academic Probation. They will receive a letter from the Director of Education Student Services* requiring them to meet with the Director. They may take classes the following semester. However, any students who do not meet with the Director as
requested will be checklisted. To be released from probation, students must raise their cumulative GPA to at least a 3.00.

Strict Academic probation—Cumulative GPA below 3.0 for two consecutive semesters: Students beginning their second consecutive semester of probation will be placed on Strict Academic Probation. They will be checklisted and will receive a letter from the Director of Education Student Services* requiring them to meet with the Director. These students may take classes the following semester; however, the checklisting will remain in effect. After one semester of strict academic probation, if their GPA does not rise above 3.0 at the end of this semester, the students shall be dismissed from the School of Education.

* Copies of letters will be placed in the students’ files and sent to the student’s faculty advisor. For those students in a program requiring student teaching, copies of the letters will also be sent to the Director of Placement and Student Teaching.
Criminal History Background Checks
Adopted March 8, 2002

All F200 students must have a criminal background check completed at the beginning portion of the semester and before any school-based field experience. A second criminal background check must be done when students apply for student teaching.

Convicted sex offenders and child abusers will be precluded from participation in any SOE program. Exclusion based on other felonies will be examined on a case-by-case basis considering ramifications for the teaching profession.
Confidentiality

Adopted March 8, 2002

The School of Education at Indiana University Northwest maintains confidentiality of student information and records through its policies and procedures. These policies and procedures include the following:

- All student records are maintained in folders in Hawthorn Room 354-F. This room is locked unless manned by a professional staff person qualified to judge need-to-know access.
- Persons not authorized to have access to student records are not allowed in Room 354-F without supervision.
- Students have a right to inquire about the contents of their folder. Students also have a right to view, but not modify or remove, and receive a copy of those contents under authorized supervision.
- Faculty and staff have access to student folders on a need to know basis for the purposes of advising students.
- Faculty and staff are advised to maintain student confidentiality and discuss particular students only with those who need to know for the purposes of advising and decision-making.
- Student records are also maintained in two databases: 1) the IU and IUN People Soft (SIS) data system, and 2) the IUN SOE database.
- All faculty members in the SOE have been trained to use the SIS for the purpose of student advising. Student confidentiality is maintained through the use of an id and password and a “smart card” system that prevents unauthorized persons to have access to the data system.
- Only specified faculty and staff members have access to the IUN SOE database.
- Student records in the IU System, IUN, and the IUN SOE use student identification numbers that are unrelated to social security numbers.
- Faculty and staff records in the IU System, IUN, and the IUN SOE use employee identification numbers that are unrelated to social security numbers.
- Information on the IUN SOE NCATE document center is protected by an identification and password.
- A faculty member in the SOE is assigned as a member of the IUN Institutional Review Board for the Protection of Human Subjects (IRB).
- Information on the evaluation of the SOE does not need to be reviewed by the IUN IRB unless individual faculty members or staff wish to publish results.
- Individual SOE faculty or staff who wish to pursue publishable research related to the unit’s evaluation must have their proposal reviewed and approved by the IRB before a study is undertaken. In all instances of publishable research, only aggregate data will be used and no individual student data will be reported.
Course Grade Appeal Process

Adopted by the SOE November, 2004

Rationale: Students have a right to fair and equitable treatment by faculty in all matters including the issuance of grades.

Students may appeal grades given by faculty when they feel that the grade received was the result of arbitrary or capricious action on behalf of the faculty member.

A student who contests a grade given in an Education course should first contact the instructor of the course to see if the problem can be resolved.

If unresolved, or if the instructor refused to meet with the student, the student may contact the SOE Ombudsman to attempt to resolve the problem.

If, after working with the Ombudsman, the problem is not resolved and the student wishes to proceed with a case of alleged arbitrary or capricious action, the following steps constitute the order of procedure:

1. Formal letters describing their perspectives shall be sent by the student and instructor to the chair of the Faculty and Student Procedural Practices Committee. The student’s letter must be sent within 60 days of the posting of the grade. The instructor has 30 days to submit a letter after being notified by the committee. A failure to submit a letter constitutes default on the part of either party. Proceedings may be discontinued at any time at the student’s request.

2. The Faculty and Student Procedural Practices Committee will meet to examine evidence and may meet with any person or look at any documents necessary to facilitate a decision.

3. If the committee decides there has been arbitrary or capricious action impacting the student’s grade, they shall prepare a recommendation to the Dean, who may then change the grade in question. The final decision to change the grade is the Dean’s.

4. The Office of the Dean shall notify the student and instructor of the decision and further appeals that may be available, if relevant.

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Procedures for Grade Appeals - Summary

1. Instructor contacted
2. SOE Ombudsman contacted
3. Letters submitted to the Student Procedural Practices Committee chairperson within 60 days of posting
4. Committee meets to evaluate information
5. Recommendation forwarded to the Dean

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Policy on Re-entry to the School of Education

Adopted April, 2003

Undergraduate and certification–only students in the School of Education who stop out of coursework at IUN or any other university for 12 months or more must re-enter under the most current teacher education program that the School of Education offers for students at their status.
Dispositions

The SOE is committed to the values of academic integrity in teacher preparation. Students in all programs are expected to consign themselves to the following dispositions through classroom participation, projects, field, and assessment activities:

INITIAL PROGRAM
Professional Teaching Dispositions

The successful Candidate:

1. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and all P-12 and University personnel.
2. Uses knowledge of students’ family and community to connect learning to the students’ world.
3. Believes all students can learn and differentiates instruction so that all students do learn.
4. Aligns instruction with state and professional standards.
5. Organizes instruction to engage students in active learning.
6. Expresses ideas clearly and appropriately both verbally and in writing.
7. Uses multiple teaching approaches and technology.
8. Uses positive approaches to teach students’ self-discipline and responsibility; treats all students with respect and care.
9. Treats all people fairly, equitably, and with dignity and respect.
10. Cooperates in the classroom and throughout the school and community.
11. Monitors students’ progress carefully, regularly, and in multiple ways, and reports that progress clearly and systematically, while making needed adjustments.
12. Demonstrates commitment to teaching by receiving and acting upon constructive criticism.
UTEPA PROFESSIONAL TEACHING DISPOSITIONS

The Successful UTEP Candidate:

1. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and administrators.

2. Uses knowledge of students’ family and community to connect learning to the students’ world.

3. Provides a quality education to all children and youth; believes all students can learn.

4. Aligns instruction with state and professional standards.

5. Is organized and prepared and engages learners in the learning process through multiple teaching approaches and technology.

6. Uses verbal and non-verbal communication to express ideas clearly and respectfully.

7. Employs diverse approaches, technology, and knowledge of multiple intelligences in teaching and assessing urban students.

8. Uses positive approaches to teach students’ self-discipline and responsibility; treats all students with respect and care.

9. Creates a learning environment that utilizes invitational and multicultural theories of practice to accommodate individual uniqueness and the implications of race, class, and gender on learning.

10. Treats all people fairly, equitably, and with dignity and respect.

11. Facilitates a “cooperative spirit” in students by using cooperative learning strategies to invite learning potential in an atmosphere of cooperation and collaboration.

12. Monitors students’ progress carefully, regularly, and creatively, and reports that progress clearly and systematically, while making needed adjustments.

13. Engages in professional development and welcomes constructive criticism and suggestions.

14. Demonstrates the enthusiasm and commitment of a “star” urban teacher in their interactions with students, parents, and others in the community.
Lead Teacher

The Lead Teacher shows evidence that she/he values these dispositions when he or she:

1. Sets high standards and expectations for self, students, and colleagues
2. Continuously evaluates self for improvement
3. Accepts responsibility and demonstrates leadership
4. Recognizes a variety of ideas and values cultures
5. Is committed to providing a variety of ways for students to learn
6. Is committed to teaching all learners and believes all students can learn.
7. Makes instructional decisions to enhance learning and teaching
8. Utilizes ethical principles in assessment decisions
9. Treats people fairly, equitably, and with dignity and respect
10. Respects and fulfills personal and professional obligations*
11. Cultivates and promotes a safe, caring, and supportive learning environment
12. Dialogues with colleagues and other decision makers affecting education
13. Collaborates and communicates with family and community
14. Believes that all students can learn and that it’s important to modify instruction to ensure that all
15. Demonstrates a work ethic and utilizes reflection to improve personal and organizational performance*
**Educational Leader**

The Educational Leader show evidence that she/he values these dispositions.

1. Attends regularly, is punctual, has a professional appearance, and conducts him or herself professionally with students, peers, parents, and all P-12 and University personnel.

2. Sets high standards and expectations for self and others (1) (3)

3. Continuously evaluates self for improvement (1) (2)

4. Accepts responsibility and demonstrates leadership (3)

5. Recognizes a variety of ideas and values cultures (6)

6. Is committed to providing a variety of ways for students to learn (2)

7. Is committed to the educability of all (1)

8. Demonstrates a work ethic required for high levels of personal and organizational performance (1)

9. Makes management decisions to enhance learning and teaching (3)

10. Utilizes ethical principles in decision-making (5)

11. Treats people fairly, equitably, and with dignity and respect (5)

12. Respects and fulfills legal and contractual obligations (5)

13. Cultivates and promotes a safe, caring, and supportive learning environment (2) (3)

14. Dialogues with other decision makers affecting education (6)

15. Collaborates and communicates with family and community (1) (4)

16. Operates school as an integral part of the community (4) (6)