



INDIANA UNIVERSITY KOKOMO

DIVISION OF EDUCATION

MS in Education Policy Manual

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NCATE

The Standard of Excellence
in Teacher Preparation

Approved August 2009



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ADVANCED TEACHER EDUCATION PROGRAM (ATEP)
MS IN EDUCATION
POLICY MANUAL

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MS in Education program candidates should consult the IU Kokomo Academic Bulletin <http://www.iuk.edu/bulletin/> and the IU Code of Ethics <http://dsa.indiana.edu/Code/index.html> for policies regarding individual student rights and responsibilities.



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Benchmark Meeting Review, Evaluation and Notification Policies/Protocols

The purpose of ATEP benchmark meetings is to review the performance and progress of all MS in Education program candidates, where relevant knowledge, skills, and dispositions are concerned. Benchmark meetings also allow Division of Education faculty to monitor candidate growth relative to the MS program Metastandards which are aligned with National Board for Professional Teaching Standards and the Indiana Department of Education's Teacher Mentor Standards. Benchmark meetings also provide a vehicle for informing candidates of their program performance, progress and status. Additionally, benchmark meetings allow faculty to monitor, aggregate and analyze candidate performance data, to inform decisions regarding program-level strengths, weaknesses, changes, improvements, etc.

Benchmark meetings are convened and chaired by the Dean of Education or designee. Benchmark meetings are convened every Fall and Summer semester. However, the Dean may convene as many additional benchmark meetings as faculty determine are needed throughout the academic and calendar years. It is the responsibility of the Dean to schedule and organize all ATEP benchmark meetings, to solicit from MS in Education faculty and advisors data related to candidate performance, and to prepare data (which will include but is not limited to transcripts, course specific performance issues, field evaluations, advising recommendations, program experience evaluations, etc.) for discussion and action.

Every Fall semester and Summer session, the performance and progress of each active ATEP candidate will be reviewed during a benchmark meeting. As a result of that review, each candidate's program status is determined to be either:

- ***In Good Standing***: The candidate has met all relevant ATEP requirements, as outlined in the Metastandards Rubric, Dispositional Criteria checklist, Program Planning Guides, and other ATEP evaluation instruments. Candidates who remain in good standing may or may not be informed of their status in writing. Candidates whose program status changes as a result of a benchmark review will be informed of that change in writing.
- ***In Good Standing with Conditions***: The candidate has met most of the relevant ATEP requirements, as outlined in the Metastandards Rubric, Dispositional Criteria checklist, Program Planning Guides, and other ATEP evaluation instruments. Candidates judged in good standing with conditions will be notified in writing of their status. This notification will include areas of concern and suggestions to remedy the conditions.
- ***Not in Good Standing***: The candidate has failed to meet one or more program requirements. Candidates judged not in good standing will be notified in writing of their status. This notification will include the reasons or issues which explain or caused this status; actions, requirements, remedial experiences, etc. which the candidate should undertake to address specific issues, weaknesses, etc.; and a reasonable and specific timeline in which these issues, etc. must be satisfactorily resolved. Candidates whose program status remains *not in good standing* for an extended period of time, or who demonstrate continuous lack of progress or poor performance, risk dismissal from the ATEP. (See also *ATEP Coursework Repetition Policy*.)

Candidates who wish to appeal a benchmark review/ decision may do so by contacting the Dean of Education in writing within 30 days of receiving the benchmark letter. The Dean will conduct a review of all appeals, address the issue(s) as the situation warrants, and respond to candidates in writing within 30 days.



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Completion and Transfer Course Policy

MS in Education program candidates must complete their program of study within seven years of the date of completion of the earliest course credits applied to their program. MS program candidates may not apply to their program any courses of credits that have previously been used toward or applied to an initial teacher education program or bachelor's degree. Program candidates may not apply to their program any 100 – 300 level courses. MS Candidates may transfer up to nine credit hours of graduate course work from an accredited institution. All transfer credit must carry a grade of “C” or better, however, and will be reviewed and approved on an individual basis by the M.S. program advisor or Dean of Education.



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Confidentiality

The Family Educational Right to Privacy Act (Buckley Amendment) of 1974 specifies that all P-12 students have specific rights associated with confidentiality, which all licensed public and private schools are obligated to safeguard. It is essential that all MS in Education program candidates understand those rights, and also their responsibilities as a teacher/program candidate, where issues of confidentiality are concerned.

In particular, any information which may be used to identify an individual student (such as name, parent occupation, disabilities, birth date, Social Security number, relationships to others within the school or community, etc.) must be carefully avoided or omitted in all conversations, except those involving other qualified, relevant school professionals; this restriction applies to online discussions, as well. Discussion of individual P-12 student characteristics, performance, etc. with friends or relatives is also discouraged; discussions should not occur in public places where they may be overheard.

P-12 student records must be treated in the same manner, and all information obtained by MS in Education program candidates must be kept strictly confidential. Candidate notes, journals, or other forms of documentation and data gathering pertaining to P-12 students must be treated in the same manner. Copies of student work, IEPs, student test results, etc., obtained or used within the context of the MS in Education program must not include any information which may be used to identify individual students.



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Professional Dispositions

Dispositions are reflected in professional attitude and behavior. Although it is difficult to list all attributes or characteristics which professional educators are expected to possess and exhibit, there nonetheless is general agreement about how educators—classroom teachers in particular—should conduct themselves, both personally and professionally. Descriptions of the dispositions expected of professional educators are embedded within the Core Propositions and Standards expressed by the National Board for Professional Teaching Standards (NBPTS), on which the conceptual framework for the M.S. in Education program offered through the Division of Education. All M.S. candidates are expected to conform to these standards where professional dispositions are concerned. Among these dispositions are:

Candidates must:

- meet obligations and deadlines
- submit work that reflects high professional standards, commensurate with NBPTS expectations
- possess effective oral, written, communication, organizational and managerial skills
- respect the knowledge, opinions and abilities of other professionals, support staff, parents and others
- reflect upon and take responsibility for their actions and decisions
- accept constructive criticism within the context of current practice and professional/ NBPTS standards
- display a positive attitude and emotional maturity
- demonstrate effective interpersonal skills
- function effectively as a member of a learning community, including involvement with professional organizations, school-community interest groups and agencies, and mentoring of other professionals
- treat all students fairly, ethically, morally and without bias
- think systematically about practices and learn from experience
- draw on research and scholarship (including action research and naturalistic approaches) to improve their professional practices, and share their conclusions and insights with the professional community
- display a commitment to professionalism and teaching
- display a commitment to students and their learning

The evaluation of professional dispositions occurs through three methods. First, dispositions are a factor in course grades assigned by instructors, using first hand observations of behavior and also feedback provided by other professionals involved with candidate field experiences. Secondly, dispositions are evaluated within the context of specific portfolio artifacts, using scoring rubrics which reflect NBPTS standards. Third, dispositional issues are addressed through advising and individual conferencing between candidates and Division of Education faculty and advisors.



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Course Repetition Policy

MS in Education program candidates may repeat a program-related professional education course only once. Additionally, a maximum of two professional education courses may be repeated during the completion of the program. An attempt to complete a course occurs when a valid letter grade, including a “W” or a “WF” appears on a candidate’s official IU Kokomo transcript.



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Special Needs Disclosure

MS in Education program candidates with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc) who need reasonable accommodations must contact the IU Kokomo Coordinator of Disabilities Services (765-455-9390), and also should meet with individual course instructors regarding necessary arrangements.



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MS in Education Program Portfolios

All MS in Education program candidates must develop a portfolio of relevant course papers, projects, etc., which is aligned to the seven program Metastandards (Subject and Pedagogic Knowledge, Managing and Monitoring Student Learning, Commitment to Diversity, Technology and/or the Internet, Field Practice, Inquiry and Reflective Practice, Learning Community). W505 Electronic Portfolio Part I, II, and III courses provide candidates with an introduction to the program Metastandards and portfolio development and review process. Portfolios are reviewed by members of the Graduate Program Council during a formative review that occurs during the second Fall semester of the program and a summative review during the second Summer semester of the program.



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Utilization of Email

The Division of Education considers email to be an appropriate mechanism for official communication with all MS in Education program candidates unless otherwise prohibited by law. In accordance with IU policy (*Use of Email as Official Correspondence with Students*, dated 12 January 2004), Division faculty and staff reserve the right to send official communications to all MS program candidates by email with the full expectation that candidates will receive, read, and respond to these email messages in a timely fashion.



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Coursework Enrollment Eligibility

All graduate-level professional education courses offered through the IU Kokomo Division of Education are intended as advanced teacher education courses/experiences. Enrollment in these courses therefore is limited to students who have completed an initial teacher training program, either at IU Kokomo or elsewhere. Candidates new to IU Kokomo will be required to provide evidence of initial program completion (transcript and/or teaching license) prior to receiving permission to register for graduate-level professional education courses.



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Human Subjects Research

MS in Education program candidates will be required to conduct an action research project within the context of their classroom, school, or corporation. This research will involve the collection of primary research data or the use of secondary data; often these data will pertain to the use of human subjects. Candidates need to be aware that any research which involves human subjects must first be approved by the Institutional Review Board (IRB) at IU Kokomo. The instructions for submitting an application, other general guidelines, and all relevant forms necessary to obtain approval can be found at <http://www.iuk.edu/~koirb/index.shtml>. All research using human subjects must receive approval from the IRB before the data collection begins.