Faculty Resource Guide

Department of Educator Preparation, Innovation and Research

Marillac Hall
College of Education

Fully Accredited by the Missouri Department of Elementary and Secondary Education (DESE) and The Council for the Accreditation of Educator Preparation (CAEP formerly NCATE)
Table of Contents

Welcome ........................................................................................................................................ 3

Organization

Department Faculty List and Contact Information........................................................................ 4
Advising (OASIS) Contact Information......................................................................................... 5
Adjunct Tip Sheet ......................................................................................................................... 6
College of Education Department Organizational Chart.............................................................. 7

Processes

Preparing a Course and Syllabus Template, SCOPE directions.................................................. 8-13
Helpful Department Information and Course Scheduling Process............................................ 14-17

Information

Academic Calendar....................................................................................................................... 18
Department and College Faculty Meeting Schedule.................................................................. 19
Faculty Code of Ethics .............................................................................................................. 20
Student Conduct Code ............................................................................................................ 21
Professional Behavior and Attributes Assessment........................................................................ 22-24
UMSL Contact Information for Rules and Regulations Concerns........................................... 25
COE Centers, Resources, and Services ..................................................................................... 26
Course Scheduling Procedure ................................................................................................... 27
Grade Appeal Policy and Process ............................................................................................... 28-29
Early Alert System for Student Success................................................................................... 30
Winter Weather Closing............................................................................................................ 31

Teacher Education Program

Level 1—Performance Outcomes (Goals) .................................................................................... 32
Level 2—Performance Outcomes (Goals) .................................................................................... 32
Level 3—Missouri Standards for Teacher Education Programs (MoSPE).................................... 33-34

Masters of Education Program

Master in Education Program Goals, Core Courses ....................................................................... 35-36
Master Degree Concentrations .................................................................................................. 36
Master Degree Program Assessment Plan .................................................................................. 37

Helpful Information

Grade Submission in MyView step-by-step guide......................................................................... 38-44
Online Grade Changes............................................................................................................... 45
College of Education Degree Programs and Resources ................................................................ 46-47
Dear Colleagues,

Welcome to the College of Education faculty of the University of Missouri-St. Louis. We appreciate your commitment to providing the highest quality of instruction for our students. Contributions we provide future and present educators, enabling them to realize their academic and professional potential and goals are invaluable.

The leadership and administrative assistants of the Department of Educator Preparation, Innovation and Research are committed to assisting and supporting the best quality instruction in any and all ways possible. In tandem with all instructional personnel and their support staff, we can ensure that our academic instructional experience and delivery are both effective and productive, as we seek to achieve our goals, as well as those of our students.

This booklet is designed to help provide procedural information and references throughout the current academic year. There will likely be additional clarification or further support needed at various times; please contact the Instructional Support Staff such inquiries and/or suggestions that can further benefit you, our students, and related departmental endeavors. Questions or concerns regarding certification processes should be directed to the Office of Advising and Student Services (OASIS) at 314-516-5937.

The hallmark of our existence – providing the absolute best instruction and service to Greater St. Louis, its surrounding regions, and online nationally and globally – builds the finest of tomorrow’s educators. Our efforts radiate in profound ways that greatly enhance the lives of those who trust with us their learning potential and pursuit of personal goals. Let’s have a totally rewarding academic year ahead!

Best regards,

Gayle A. Wilkinson, EdD  Nancy Robb Singer, PhD  Kim Song, PhD
Associate Professor  Associate Professor  Associate Professor
Department Chair  Assistant Chair  Assistant Chair
Department and College Contact Information

Chair:
Dr. Gayle Wilkinson  
307 Marillac Hall  
314-516-5951  
gwilkinson@umsl.edu

Assistant Chairs:
Dr. Nancy Singer  
358 Marillac Hall  
314-516-5517  
singerna@umsl.edu
Dr. Kim Song  
363 Marillac Hall  
314-516-5924  
songk@msx.umsl.edu

Instructional Support Staff:  (coeinstruction@umsl.edu)
Rosemary Coffer  
266 Marillac  
5107  
cofferr@msx.umsl.edu
Erika Cotton  
202 Marillac  
5475  
cottoneri@umsl.edu
Becky Mottl  
267 Marillac  
6519  
mottlrl@umsl.edu

Faculty Support Staff:  (coefaculty@umsl.edu)
Kris East  
269 Marillac  
5944  
EastK@umsl.edu
Charlene McDaniel  
269 Marillac  
5945  
mcdanielcha@umsl.edu

Project Support Staff:
Tenille Martin  
265 Marillac  
5783  
martinten@umsl.edu

Associate Dean for School and Community Partnerships
Dr. Ann Taylor  
201 EAB  
314-516-5106  
taylorann@umsl.edu

Director of Clinical Experiences and School Partnerships
Stephanie Koscielski  
205 SCB  
314-516-6741  
koscielskis@umsl.edu
Christina Thaier (Assistant)  
203 SCB  
314-516-6792  
ThaierC@umsl.edu
Christine Sykora (Assistant)  
203 SCB  
314-516-4511  
sykorac@umsl.edu

Director of Doctoral Programs
Dr. Kathleen Haywood  
201 EAB  
314-516-5483  
Kathleen_Haywood@umsl.edu
Carla Frierson (Assistant)  
201 EAB  
314-516-5483  
frierson@umsl.edu

Outreach Site Directors
Lynne Glickert  
St. Charles  
314.922.7712  
glickertl@umsl.edu
Debra Ponder  
Jefferson College  
314.799.1053  
ponderj@umsl.edu
Kent Robison  
SLCCC at Wildwood  
314.922.7712  
robisonk@umsl.edu

Office of Advising and Student Services (OASIS)
Director:
Dr. Shawn Woodhouse  
123 SCC  
314-516-5889  
woodhouses@umsl.edu

Student Services Specialist Assistant to the Director:
Ms. Laura Watt  
116 SCC  
314-516-5937  
wattl@umsl.edu

Academic Advisors:
Eboni Sterling  
127B SCC  
314-516-5938  
sterlingel@umsl.edu
Kimberly Prather  
143 SCC  
314-516-5483  
pratherk@umsl.edu
Janice Drewel  
144 SCC  
314-516-5482  
drewelja@umsl.edu
Maxwell Artis  
127A SCC  
314-516-5930  
artism@umsl.edu
Lela Taussig  
118 SCC  
314-516-5831  
tassigl@umsl.edu

Student Retention:
Ellen Meadows  
119 SCC  
314-516-7697  
meadowse@umsl.edu
### Office of Advising and Student Services (OASIS)

**Telephone/Drop-In Referral Guide**

<table>
<thead>
<tr>
<th>Advisor</th>
<th>Telephone Extension</th>
<th>Office Number SCC</th>
<th>Refer Students/Potential Students Inquiring About:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Watt</td>
<td>5937</td>
<td>116</td>
<td>Greets all visitors, makes advisor appointments</td>
</tr>
</tbody>
</table>
| Kimberly Prather   | 4329                | 143               | Secondary Education (except Social Studies)  
Elementary Education Reading Certification  
Early Childhood/Special Ed  
Elementary Education R - Z  
K-12 Physical Education  
TESOL/QTEL                                                                                                 |
| Maxwell Artis      | 5938                | 127A              | Special Education & Autism Studies Certificate  
Counseling – School & Mental Health  
Education Administration  
Higher Education/Adult Ed  
M.Ed. Secondary Education: C&I and General Emphasis  
Teach in 12; Middle School                                                                                     |
| Janice Drewel      | 5482                | 144               | Secondary Education: Biology, Chemistry, Physics  
Elementary Education I - Q  
Bachelor of Educational Studies I - Q  
Early Childhood/Special Ed  
TESOL/QTEL                                                                                                       |
| Eboni Sterling     | 5930                | 127B              | Secondary Education: Social Studies  
Elementary Education A to H  
Bachelor of Educational Studies A - H  
K-12 Art & Music                                                                                                   |
| Lela Taussig       | 5831                | 118               | Teach for America                                                                                                                                                |
| Ellen Meadows      | 7697                | 119               | Transition to Teaching                                                                                                                                             |
| Shawn Woodhouse    | 5889                | 123               | Other Disciplines as Needed                                                                                                                                       |
| Carla Frierson     | 5483                | 201 EAB           | All Doctoral Applications, Ed.S. Forms  
Graduate Assistantship forms & Doctoral Awards                                                                                                                   |
| Kathie Haywood     | 5872                | 201 EAB           | Doctoral – applicant inquiries and current student issues                                                                                                        |
ADJUNCT INSTRUCTOR TIP SHEET

Please read and refer to all of the policies and procedures in the Faculty Resource Guide. The tip sheet is to highlight some of the most frequently asked questions or issues that are usually addressed each semester.

1. Note the Procedures for Preparing to Teach Your Course on pages 9-13. Note that the syllabus for each course is an agreement between the faculty and the student. A precaution is to add this statement to your syllabus: This syllabus is tentative. Changes may occur during the semester. The instructor will make every effort to notify students, in advance of changes. Please monitor MyGateway site for this course for any changes to the syllabus.

2. Instructors are expected to meet with their students of each course session for the full length of the course. You should send your students an e-mail and you should also post a notice of class cancellation, as soon as possible, on your MyGateway course site. It helps to put something like this statement in your syllabus: Any cancellations of class will be posted on MyGateway as soon as possible. It is your responsibility to monitor this course site several times between meetings.

3. Instructors are asked to upload handouts, articles, syllabi, etc. on their MyGateway site rather than requesting copies. If you must request copies be made for your classes for exams or quizzes by the university copy service, the request should be made at least 48 hours in advance. Request forms are located by the Instructor mailboxes outside of the department office. Submit requests to Faculty Services in 269 Marillac Hall (coefaculty@umsl.edu). If you have EMERGENCY needs for copies, swipe your UMSL ID in the copier. There is a limit of 50 emergency copies per semester.

4. Please check your mailbox each time you teach. If you are teaching off-campus, the administrative assistants can mail your mail to your home if you notify them periodically (coefaculty@umsl.edu). For instruction concerns contact coeinstruction@umsl.edu

5. Course evaluations are completed at the mid-point of the term and at the end of the term. You will receive an e-mail to sign up for mid-term evaluations. Please make sure you do that. Towards the end of the semester, you will receive an email informing you that your course evaluations are now available online. Your students will receive an email informing them how to log in and how to complete these evaluations. The link to course evaluations is on MyGateway home. You can encourage your students to participate by taking them to the TLC or giving points for proof of completion. You may NOT remain in the classroom while your students complete the evaluation. After grades have been submitted you will receive an email letting you know how to log in and see the results of your evaluations.

6. Students may challenge grades. This usually occurs if you do not give students regular feedback. Please be sure to provide grades in your class MyGateway site before mid-semester. Make sure your syllabus and the points awarded for a grade are clear.

7. If you are teaching in the evenings and do not feel safe in the building or walking to your car, please do not hesitate to contact campus security for an escort. They can be reached through the red phones in the hallways or by dialing 516-5155. Please report any suspicious activity or anyone loitering in the hallways. Safety posters are located in hallways. Be familiar with the procedures.

8. Students expect that faculty will communicate with them via e-mail. Make sure to check your UMSL e-mail account regularly.

9. The University access office might contact you regarding a student with a documented disability, as determined by the Disability Access Services office. Make sure to follow up on any requests that they determine will be helpful to the student for success and respond to any questions they have regarding a student. In higher education (unlike K12 education), it is the students’ responsibility to identify themselves as requiring accommodations for special needs; this means that instructors should not make accommodations for individual students unless requested to do so. Consider adding a statement such as the following to your syllabus: Students requiring special accommodations should meet with me during office hours so that we can discuss how to meet your needs this semester. Prior to our meeting be sure you have met with someone in the campus offices that supports student with disabilities. (Disability Access Services, MSC 144, 516-6554)

10. Student are expected to provide their own general supplies and, within reason, materials for the course. Be sure to list items you expect the student to provide in order to succeed in the course. The Faculty Support has limited office supplies for faculty use.

11. Questions about MyGateway or other technology that is available for your use should be directed to the Technology and Learning Center (TLC) in 100 Marillac Hall (516-4800) or to the Information Technology Services (516-6034), Faculty Resource Center (516-6704). Both have websites and help desks. The ITS Faculty Resource Center offers training classes and a calendar for topics is listed on their website. The TLC staff will help you with individual questions and provide you support for the equipment found in that center.

7
Organizational Chart
College of Education, University of Missouri-St. Louis

Dean
Carole Basile

Associate Dean for School and Community Partnerships
Ann Taylor

Director for Doctoral Programs
Kathleen Haywood

Director for CoLAbitat
Kathleen Fink

Department of Educator Preparation, Innovation, and Research
Chair: Gayle Wilkinson

Department of Educational Leadership and Policy Studies
Chair: Matthew Davis

Department of Counseling and Family Therapy
Chair: Mark Pope

Department of Educational Psychology, Research, and Evaluation
Chair: Don Gouwens
Preparing to Teach Your Course: Recommended Procedures

1. Acquire the most current syllabus of your course(s) from the Instructional Support Staff.

2. Obtain the assigned (and hopefully most recent) edition of the text from the Instructional Support Staff, Erika Cotton at 314-516-5475. Please request a desk copy (free copy provided by publisher) of a text for your professional use.

3. Request information related to necessary paperwork, salary scale, etc., from Becky Mottl 314-516-6519 to insure timely and accurate compensation.

4. To be assigned a faculty mentor to assist you in planning and implementing your course(s), contact your friendly, neighborhood Department Chair.

5. Check to ensure that your course is listed on the “MyGateway” web-based course management system (http://mygateway.umsl.edu).

6. Save trees! When providing documents to students or colleagues, we are strongly encouraged to use the MyGateway online platform, rather than paper copies. MyGateway provides an outstanding venue for uploading assignments and/or discussion documents; it records and provides for students their grades in the Grade Center. Online tutorials, where instructors can learn from online assistance and information about training, can be accessed at: http://www.umsl.edu/technology/tsc/ If you have any problems or questions, please contact the Help Desk: 314.516.6034.

7. The recommended Syllabus Template can be found on MyGateway in the Syllabus tab. Please use that format and just replace the specific information with your own. Much of it can be copied from the current syllabus that is in MyGateway. It is also included here following item #8 below. Upon completion of each semester’s syllabi, email each (an electronic copy) to Erika Cotton cottoneri@umsl.edu one week prior to the beginning of the semester. Upload your syllabus onto the MyGateway site for your course as well.

8. SCOPE has moved to MyCOE! The College of Education is now implementing a new platform for course-embedded assessments. SCOPE will now be a part of the MyCOE data system (mycoe.umsl.edu). This new system is available for all COE students in all programs. It’s free, easy to use, and centralizes all evaluation data into one place. There is no set up necessary. If your course has a SCOPE assessment, it will now be available on the new MyCOE:SCOPE. If you have any suggestions or feedback, please contact the administrators at scope@umsl.edu.

MyCOE:SCOPE Instructions for Faculty

MyCOE:SCOPE Instructions for Candidates
A well-constructed syllabus is an agreement between instructor and students that conveys instructor expectations and course requirements, stimulates student interest in the course, and clearly outlines student responsibilities during the semester. When these details are included in writing in the syllabus and attention is called to them as the semester begins, faculty members are likely to avoid problems later in the semester. When questions arise about the course or syllabus, the department chair, course coordinator, and others who regularly teach the course are available as consultants. This template is offered as an aid. Its basic elements may be expanded and customized to the course. Submit a copy of the syllabus for each course to the department office each semester.

**Course Identifiers:** Bulletin title, curricular designation and number, semester and year

**Instructor Identifiers:** Name, office location and office hours (including virtual office hours), phone number(s), online and web addresses for course materials, email address (and frequency with which you respond to messages)

**Course Description:** as printed in the Bulletin including course prerequisites

**Course Objectives, Goals or Learning Outcomes:** What will students know and be able to do at the end of the semester? How does the course support knowledge in general education or the major, the program, or other requirements? These objectives guide students to see the relevance of the assignments and requirements listed under Evaluation Criteria and Grading.

**Accreditation:** When a program is accredited by an accrediting or certifying agency and a course fulfills a disciplinary standard of the accrediting organization, indicate this on the syllabus by identifying the professional organization and the standards met by completing this course.

**General Education:** When a course is designated in the UMSL General Education Plan, include a sentence in the syllabus that indicates which goals it addresses:

This course meets the Gen Ed requirement(s) for these goals: ___________, ___________, ___________. In the table below, list the goal, identify how each goal is addressed (lecture, readings, in-class activities, labs, homework, etc.), and list the assessments, both formative and summative (quizzes, reports, exams, papers, presentations, projects, performances, etc.), used to determine attainment of the goals:

<table>
<thead>
<tr>
<th>General Education Goal</th>
<th>How this course meets the goal:</th>
<th>How the goal is assessed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Materials Required and Recommended:** texts, workbooks, supplements, equipment, software and hardware, reserved readings. Note where materials can be rented, purchased, or borrowed, and where students can find course materials (libraries, MyGateway, web links). Guide students to understand which purchases are essential and which are recommended.

**Semester Schedule of Topics** (*always indicate that the schedule is “subject to modification”*): Identify the semester, year, and reference number for the course. Indicate for each week (or class or
module) of the semester the specific readings and assignments that are due. Include the lab schedule, deadlines for reports and requirements, when films, field experiences, tests, and exams are planned.

**Important Dates for the Semester:** In the semester schedule insert dates students can use as benchmarks to assess their enrollment decision and progress to their goals: last day to enroll, last day to withdraw from a course without receiving a grade, mid-semester, last day to withdraw from a course with a grade.

**Instructional Strategies:** indicate the instructional formats (lecture, discussion, demonstrations, activities, lab, seminar, service-learning, online, on campus, etc.) and supports you intend to use so that students make plans to participate, work in groups, work online, schedule practica, labs, and projects.

- Indicate how technology will support the course. Explain your plans to use MyGateway to post assignments and grades, your expectation that students regularly check their UMSL email, indicate the software and hardware students will access to participate fully in class.

- Encourage students who experience initial academic difficulty on the first graded assignment to meet with you to discuss the work so that you can identify and suggest strategies to improve their performance.

- Indicate your interest in referring students to various campus resources that will strengthen their work and/or indicate your intention to connect them with the resources via MyConnect, UMSL’s “Academic Alert” system.

**Communication Strategies:** indicate how students may contact you and when they can expect a response. Please encourage students to stop by during Office Hours, and tell them how to contact you (email, campus mail, Discussion Boards on MyGateway). Alert students to how you will use MyConnect, UMSL’s new academic alert system. Here’s one example of a syllabus statement you can adopt:

**UMSL Cares About Your Success**
Important information is available to you through MyConnect. Throughout the term, you may receive emails regarding your course grades or academic performance. Please pay attention to these emails and consider taking the recommended actions. They are sent to help you be successful!

MyConnect allows me to (1) request that you schedule an appointment by going to MyConnect, (2) share information regarding your course progress with your assigned academic advisor, Student Retention Services or other support offices, and (3) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services.

**Evaluation Criteria and Grading:** List and describe each course requirement such as assignments, projects, tests, exams, community, lab, and field experiences, attendance, participation, and professionalism. Include the point value of each relative to the course total. Include a grading scale showing how points earned during the semester are assigned letter grades.

- Indicate how and whether incremental (plus/minus) grading applies to this course.

- Indicate how tardiness, attendance, and class participation affect semester grades.

- Indicate, when applicable, the minimum grade required for degree or certificate programs.

**Faculty Expectations and Policies:** Send clear messages to students about your expectations, requirements, and standards for coursework and behavior so that both instructor’s and students’ responsibilities are clear. Consider developing common messages regarding academic honesty, civility, disability access, and other campus procedures that appear in all the syllabi of a multi-section course or
that appear in all syllabi from a department. Include a section that alerts students to Campus Safety procedures. Create your own or modify, adapt, or adopt the messages below:

- **Enumerate policies about attendance, late work, missed deadlines and tests, make-up opportunities, delayed grades. Examples are:**
  - Your success in this course is important to me. When I believe that the programs offered by Student Retention Services (SRS) will help you academically, I will send a referral via MyConnect, the campus Academic Alert System. The SRS offers assistance tailored to specific instructional needs. Learn about the MyConnect system in the online Student Planner, [http://www.umsl.edu/~umslsrs/Academic%20Intervention%20Programs/alert.html](http://www.umsl.edu/~umslsrs/Academic%20Intervention%20Programs/alert.html)
  - Make-up tests must be taken within a week. Arrangements will be made with the Campus Testing Center to administer this test. A make-up test may be offered only if the absence is documented (doctor’s note, evidence of emergency) and only if you contact your instructor prior to the test. Please arrange to take the test as soon as you return to school.
  - Lab reports are due on Fridays. Five points will be deducted for each day that the report is overdue.
  - Late papers will not be accepted. Delayed grades will not be assigned. Please speak with me early to resolve problems you encounter.
  - Class attendance and participation is essential for success. When you are absent, it is your responsibility to clarify missed assignments with classmates or with me prior to the next class.
  - If you expect to miss class to participate in a university-sanctioned activity, be sure to submit a Student Absence Form early in the semester so that we can discuss your responsibilities and make plans to fulfill the requirements of the classes you will miss.
  - If you expect to miss class due to a religious observance, early in the semester submit a Request for Accommodations for Religious Observance so that we can discuss your responsibilities and plan so that you meet course obligations and requirements.
  - Please make an appointment to discuss with me any requests for exceptions to these policies.
  - **When life gets in the way:** Problems? An unexpected emergency? Struggling with health or family issues? Such situations may affect your performance in this class. I understand this and will work with you to minimize their impact on your learning and your grade. I can only do this, however, if I know that there is a problem. If you come to me at the end of the semester (or after the semester is over) to explain why you failed the first exam, there is nothing I can do. Please come to me as early as possible and before the exam or due date to tell me what is going on so that I can try to help. Please know that I hold these conversations in confidence.

- **Enumerate expectations for submitting required work:**
  - Submitted work will be typed, double-spaced and submitted in print, electronically, etc.
  - Written work must adhere to the style of the discipline: MLA, APA, Chicago Style, etc.
  - Written work will be evaluated for composition and grammar. Be sure to pre-check your essays with spellcheck and by using Turnitin and, revise them when necessary, before submitting. Enroll in Turnitin online in MyGateway or stop by the Writing Center (222 SSB).
  - When students’ work conveys that they require additional help in ________, students will be referred to the Mathematics and Writing Academic Center, Net Tutor, Supplemental Instruction tutors, Student Retention Services, or other campus supports. I also plan to use MyConnect, the Academic Alert system, when I believe that academic support will help you succeed this semester.

- **Academic Honesty:**
  - Students are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University’s Student Conduct Code (p. 60): [http://www.umsl.edu/~studentplanner/index.html](http://www.umsl.edu/~studentplanner/index.html)
• To avoid accusations of academic dishonesty, please submit all written work to the Turnitin system before finalizing what you submit for evaluation. Check information about The Writing Center @UMSL that is linked to MyGateway Home.

• Plagiarism is the use of another person’s words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University. View this campus policy here: http://www.umsl.edu/services/academic/policy/academic-dishonesty.html

• Civility:
  • Turn off beepers, cell phones, and other devices during class. Adherence to the Student Conduct Code is expected.
  • My commitment is to create a climate for learning characterized by intellectual diversity and a respect for each other and the contributions each person makes to class. I ask that you make a similar commitment.
  • I am committed to insuring a positive learning environment by respecting that University policy (p. 66): http://www.umsl.edu/~studentplanner/index.html
  • It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during class discussions. Please speak with me before recording any class activity. It is a violation of University of Missouri policy to distribute such recordings without my authorization and the permission of others who are recorded.

• Title IX Policies: In adherence to the policies of Title IX and to promote a safe and secure educational environment, it is strongly recommended statements similar to those below be added to your course syllabus:

  • Mandatory Reporting: Under Title IX, all UMSL faculty, staff, and administrators (with limited exception) are obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals. Note: There are several offices at UMSL (e.g., Counseling Services, Health Services, Community Psychological Service, Center for Trauma Recovery, and Student Social Services) whose staff are exempt from Title IX mandated reporting, when the information is learned in the course of a confidential communication.

  • Trigger Warnings: (If your course contains material that may be psychologically disturbing, emotionally distressing, or graphic in nature) This course involves topics and/or media that may be emotionally disturbing, graphic, or otherwise sensitive in nature including [list topics]. I will try to provide specific warnings before each instance. I believe these topics (or materials) are important to the course [add pedagogical reasoning]. If you believe this may be a barrier to your learning environment, please contact me to discuss possible assignment or course alternatives.

• Access, Disability, Communication:
  • Students requiring special accommodations should meet with me during office hours so that we can discuss how to meet your needs this semester. Prior to our meeting be sure you have met with someone in Disability Access Services (MSC 144).
• If you have difficulty communicating in English with the instructor of this course, contact Professor ___________ , the chairperson of the ________________ Department in _____ Hall, room xxx or call this person at (insert office telephone numbers).

• **Campus Safety**
  
  • All members of the UMSL community are encouraged to register their home, cell, and office phone numbers to receive notification of any pending danger on campus. Find instructions here: [http://safety.umsl.edu/police/notification/index.html](http://safety.umsl.edu/police/notification/index.html)
  
  • In the event of an emergency on campus, call Campus Police at 314.516.5155. A call to 911 on a cell phone only, will go to the St. Louis County Police. The St. Louis County Police will notify UMSL Police, but this may cause a delay in response. Campus Police know the best way to escort emergency vehicles to locations on campus.
  
  • If you do not feel comfortable walking to a parking lot, MetroLink stop, or anywhere else on campus, contact the Campus Police for an escort: 314.516.5155.
  
  • The University of Missouri – St. Louis is committed to creating and maintaining a safe environment for all members of the campus community (faculty, staff, students and visitors). Please familiarize yourself with campus emergency procedures by reviewing the UMSL Police Department web pages at: [http://safety.umsl.edu/police/emergency/index.html](http://safety.umsl.edu/police/emergency/index.html). These pages highlight possible safety concerns and alert you to procedures to follow should there be an emergency on campus. The site also includes a link to the campus plan for disaster preparedness. It is important to review this information and be prepared to take action in the event of an emergency. If a person’s safety is ever at risk, call the Campus Police at **314-516-5155 immediately**.

The Center for Teaching and Learning’s website includes sample statements of civility, academic honesty, and disability access. These are available for faculty to adapt at: [http://www.umsl.edu/services/ctl/faculty/resourcesforteaching/index.html](http://www.umsl.edu/services/ctl/faculty/resourcesforteaching/index.html)

Some departments expect all syllabi to include standard statements of these policies in each course syllabus. Be certain to check whether this is the case in your program.

Revised March 2015
Helpful Department Information

Instructor Mailboxes in Marillac Hall
Instructors’ mailboxes are located in the anteroom outside 369 Marillac Hall. Professional and Continuing Studies handle the mail for its instructors. PE instructor mail is sent to 239 Mark Twain.

Course Syllabus
Instructors are responsible for providing--preferably via MyGateway--each student a course syllabus, constructed by instructors using the Syllabus Template posted earlier in this document. Essential syllabus elements include: required readings, the instructor’s grading and attendance policies (including late-assignment stipulations), dates when assignments are due, dates when tests are scheduled, and the instructor’s expectations for the course and for the students. An electronic copy of the syllabus MUST be emailed to Erika Cotton one week prior to the beginning of the semester.

E-mail
All instructors have email accounts set up for them automatically when Human Resources enters hiring information into the system. If you have a problem with this, contact the Help Desk at 314.516.6034.

MyGateway
MyGateway provides an interactive, web-based tool for each course section. Each instructor should be automatically entered into the MyGateway system. To see if you are in the system, go to UMSL’s home page; on the bar below the pictures, click on “search”; and at the bottom of this page, click on Employee Directory. You can then enter your name, and to the far right should be your SSO ID which is needed to logon to MyGateway. The web address for MyGateway is http://mygateway.umsl.edu/. Instructors can find on-line assistance and information about training at http://www.umsl.edu/technology/mgwhelp/. If you have any problems or questions, contact the help desk at 314.516.6034.

Technology and Learning Center (TLC)
A wide variety of technological assistance and resources for both instructors and students is available in the Technology and Learning Center (TLC) located in 100 Marillac Hall. For information and hours of service, go to http://tlc.umsl.edu/. The TLC is provided by the College of Education to support P-12 and college level instruction. Faculty can request that their students be allowed to borrow digital still cameras, digital video cameras, and related equipment for class projects. See the TLC website or a TLC staff member for details.

Class Rosters
Class rosters and verification forms are sent to the Department Office by the Records Office. These forms are distributed to faculty mailboxes by the Department Staff. You may obtain an electronic class roster by going to MyView (http://myview.umsl.edu).

Textbooks
Full-time faculty members choose the textbooks for all courses. Coordinated by Instructional Support Staff, textbook orders go to the UMSL campus bookstore, and requesting desk copies from publishers can be assisted them. The desk copy of the text, provided for the instructor’s use, should be returned to the Department Office when the instructor is no longer teaching the course. All text changes should be discussed with the Faculty Steward or Department Chair, who will then inform the Instructional Support Staff of such changes.
**Course Packets** to be sold in the UMSL Bookstore should have a title page, which must include the course name and number, and the section number (or numbers). The course packet should be brought to the Department Office for copying at least 4 weeks prior to the start of classes. If the course packet includes information which has a copyright, the instructor must complete the forms for copyright clearance each semester. The bookstore requires these forms 2 months before the start of classes.

Books and course packets for on-campus courses are available to students in the University Bookstore located in the Millennium Student Center. Information is available at [http://www.umslbookstore.com/](http://www.umslbookstore.com/).

**Student Papers**
Instructors are responsible for getting all papers to the students. Due to privacy issues, these papers cannot be left out for the public to peruse. Use MyGateway to provide the links for your students to submit their work online/electronically.

**Copy Requests**
Quick Copy Request forms are located in the anteroom (mailboxes) outside 369 Marillac Hall. These should be filled out and brought directly to the Instructional Support Staff or put in the wire basket for processing. Copy work is sent to Quick Copy, and is limited to $50 per course section per semester. Originals must be copy-ready. Completed copy work is placed in the instructor’s mailbox. Copy requests should be submitted 48 hours before needed. Emergency copy work is limited to 50 copies.

**Parking Permits**
New instructors should report to Parking and Transportation, #44 Campus Police Building, for parking permits. Temporary permits will be issued until campus police verify employment. Permanent permits will be sent to the Instructional Support Staff, and then placed in the instructor’s mailbox. There is a $50 fine for parking without a sticker. Returning instructors will need to make an online request at: [http://www.umsl.edu/~transportation/parking/vehicle_registration.html](http://www.umsl.edu/~transportation/parking/vehicle_registration.html). Phone UMSL Campus Police at 314.516.5155 to request help getting to your car, or if you need automotive assistance. Particularly if you are late in leaving Marillac Hall, phone them for supervising your exit to your vehicle.

**American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act**
The ADA and Section 504 require equality of access to our educational activities and resources for all students, especially those with established limitations. The Director of Disability Access Services sends instructors information regarding the legal responsibilities and considerations at the beginning of each semester. The website for this information can also be accessed at [http://www.umsl.edu/services/disabled/](http://www.umsl.edu/services/disabled/).

**Course Evaluations**
It is expected that all course sections and instructors are evaluated by student course evaluations. Student course evaluations are made available online. Your students receive information and directions for giving their feedback. To encourage participation, you may elect to schedule your class in the TLC to complete the evaluation, all at one time, or perhaps offer points to students who report completing the online instructor evaluation.

**Length of Class**
Each class is expected to begin at the established time, and to end at the designated time. A traditional three-credit-hour course, for example, is approximately 43 student contact hours. Less time than what is listed in The Bulletin violates College and University standards of course requirements.
Instructor Absences
If you are going to be absent, due to illness or emergency, please inform the Department Chair at gwilkinsn@umsl.edu Make every effort to attend every class – otherwise, in case of absence, post your absence notice on your MyGateway course Announcement site, with as much prior notification to students as possible. Classes are conducted only at authorized University sites.

Academic Support

Math and Writing Academic Center
Located at 222 Social Science Building | Phone: 314.516.6863
Students needing help to improve their mathematics or writing skills are able to receive free assistance on a walk-in basis in the Math and Writing Academic Center.

Writing Center: http://www.umsl.edu/~umslenglish/Writing%20Center/

Math Academic Center: http://www.umsl.edu/mathcs/math-academic-center/

Early Alert System
Faculty are encouraged to use the Early Alert System for undergraduate students who are having difficulty in class – absences, low test scores, poor assignments, etc. (See page 29).
http://www.umsl.edu/services/srs/facultyresources/alert.html

Exam Support
Students should be directed to take make up examinations in the Assessment Center in the Center for Academic Development. Faculty can make arrangements with that office to proctor tests. Specific information for arrangements can be found at http://www.umsl.edu/~campustesting/

The Technology Support Center: http://www.umsl.edu/technology/tsc/

Faculty Resource Center http://www.umsl.edu/technology/frc/

- To request AV equipment in an open classroom: http://www.umsl.edu/~iclabs/linked/avservice_request.htm
- To request AV equipment in a closed classroom, you will need to call and reserve the equipment, pick it up and return it. The information for this can be found: http://www.umsl.edu/technology/iss/Audio%20Visual%20Support/audio_visual.html
- To request a networked classroom: http://www.umsl.edu/%7Eiclabs/linked/tecservice_request.htm

Teaching assistance:
The Center for Teaching and Learning (CTL) http://www.umsl.edu/services/ctl/ is a wealth of information for faculty.

MyGateway Set-up Information

1) If you are currently a UM-St. Louis faculty member, log on to MyGateway to check your course listings. If there are changes or modifications to be made, click on: https://mygateway.umsl.edu/webapps/portal/frameset.jsp
• the content of a course be copied into another course site
• multiple sections or cross-listed courses be combined
• a change in instructor listing
• that a MyGateway site be created for an organization

3) If you are a new UM-St. Louis faculty member, Instructional Support Staff are responsible for authorizing new accounts.
   • When the form is submitted, ITS is authorized to create MyGateway and e-mail) accounts and make faculty assignments to courses. Please verify that all information requested about new faculty is accurate (social security number, birth date, etc.). Be sure that names are correctly spelled and that course reference numbers are accurate.

4) Sources for Help:
   Trouble logging on? Call the Technology Support Center at 314-516-6034.

   On-line assistance with MyGateway is available at: mygateway@msx.umsl.edu. This is the fastest way to get technical assistance with MyGateway during business hours. Messages sent to this address during the evening or on weekends may be answered prior to the next business day.

   Need help coordinating a department, unit, or Department’s MyGateway sites?
   Add an administrative staff person to your unit’s sites as a “course builder.” The “course builder” has privileges to change faculty assignments, add faculty and TAs to course sites, and assist with adding documents and links.

   Assistance with MyGateway? Check the MyGateway workshop schedule available on the Faculty Help page in MyGateway http://www.umsl.edu/technology/mgwhelp/ or call 314.516.6538.

   For individual instruction: Call the Faculty Resource Center at 314-516-6704.

5) Upcoming programs and helpful information for all faculty members can be found by visiting:

   Center for Teaching and Learning - http://www.umsl.edu/ctl
   Faculty Resource Center - http://www.umsl.edu/technology/frc
   MyGateway - http://mygateway.umsl.edu
UNIVERSITY OF MISSOURI-ST. LOUIS
ACADEMIC CALENDAR FOR 2015-2016

FALL SEMESTER – 2015
August 24 Monday, classes begin 8:00 a.m.
September 7 Monday, no classes, Labor Day holiday
September 8 Tuesday, classes resume 8:00 a.m.
November 21 Saturday, Fall Break (Thanksgiving holiday) begins 5:00 p.m.
November 30 Monday, classes resume 8:00 a.m.
December 12 Saturday, classes end 5:00 p.m.
December 14 Monday, final examinations begin
December 19 Saturday, Fall Semester closes, end of day
December 19 Saturday, Fall Commencement

WINTER INTERSESSION – 2016
January 4 Monday, classes begin 8:00 am
January 16 Saturday, classes end 5:00pm

SPRING SEMESTER – 2016
January 18 Monday, Martin Luther King holiday
January 19 Tuesday, classes begin 8:00 a.m.
March 26 Saturday, Spring Break begins 5:00 p.m.
April 4 Monday, classes resume 8:00 a.m.
May 7 Saturday, classes end 5:00 p.m.
May 9 Monday, final examinations begin
May 14 Saturday, Spring Semester closes, end of day
May 14 & 15 Saturday / Sunday, Spring Commencement

SUMMER SESSIONS – 2016
SUMMER SESSION 1 (4 WEEKS)
May 16 Monday, classes begin, 8:00 a.m.
May 30 Monday, no classes, Memorial Day holiday
May 31 Tuesday, classes resume, 8:00 a.m.
June 11 Saturday, session closes, end of day

SUMMER SESSION 2 (4 WEEKS)
June 13 Monday, classes begin, 8:00 a.m.
July 4 Monday, no classes, Independence Day holiday
July 5 Tuesday, classes resume, 8:00 a.m.
July 9 Saturday, session closes, end of day

SUMMER SESSION 3 (4 WEEKS)
July 11 Monday, classes begin, 8:00 a.m.
August 6 Saturday, session closes, end of day
Final examinations are held during the last class meeting of Summer Sessions 1, 2 & 3

SUMMER SESSION 4 (8 WEEKS)
May 16 – July 9 (Summer Sessions 1 & 2, above)
July 6, 7, 8 & 9 Final Examinations

SUMMER SESSION 5 (8 WEEKS)
June 13 – August 6 (Summer Sessions 2 & 3, above)
August 3, 4, 5 & 6 Final Examinations

SUMMER SESSION 6 (12 WEEKS)
May 16 – August 6 (Summer Sessions, 1, 2, & 3, above)
August 3, 4, 5 & 6 Final Examinations
August 6 Saturday, Summer Commencement
Meeting CALENDAR FOR 2015-2016

Department of Educator Preparation, Innovation & Research Faculty Meetings

Business meetings:
- Wednesday, September 2, 9:00-11:30AM TLC BOEING ROOM
- Wednesday, October 7, 9:00-11:30AM TLC BOEING ROOM
- Wednesday, November 4, 9:00-11:30AM TLC BOEING ROOM
- Wednesday, December 2, 9:00-11:30AM TLC BOEING ROOM
- Wednesday, February 3, 9:00-11:30AM TLC BOEING ROOM
- Wednesday, March 2, 9:00-11:30AM TLC BOEING ROOM
- Wednesday, April 6, 9:00-11:30AM TLC BOEING ROOM
- Wednesday, May 4, 9:00-11:30AM TLC BOEING ROOM

Program Assessment meetings:
- Wednesday, August 26, 1:00-3:00 PM TLC BOEING ROOM
- Wednesday, September 23, 1:00-3:00 PM TLC BOEING ROOM
- Wednesday, October 28, 1:00-3:00 PM TLC BOEING ROOM
- Wednesday, January 27, 1:00-3:00 PM TLC BOEING ROOM
- Wednesday, February 24, 1:00-3:00 PM TLC BOEING ROOM
- Wednesday, March 23, 1:00-3:00 PM TLC BOEING ROOM
- Wednesday, April 27, 1:00-3:00 PM TLC BOEING ROOM

College of Education Faculty Meeting Dates
All meetings are in the TLC BOEING ROOM

- Wednesday, August 12, 5:00 – 8:00 Family Picnic at Normandie Golf
- Wednesday, August 26, 9:00 – 10:15 AM TLC Boeing Room
- Wednesday, September 23, 9:00 – 10:15 AM TLC Boeing Room
- Wednesday, September 30, Grand Opening of Ed Colabitat
- Wednesday, October 28, 9:00 – 10:15 AM TLC Boeing Room
- Wednesday, January 27, 9:00 – 10:15 AM TLC Boeing Room
- Wednesday, February 24, 9:00 – 10:15 AM TLC Boeing Room
- Wednesday, March 23, 9:00 – 10:15 AM TLC Boeing Room
- Wednesday, April 27, 9:00 – 10:15 AM TLC Boeing Room
Code of Ethics for Faculty

The COE faculty follows a Code of Ethics of the Educational Professional that states that an educator should be endowed with thorough understanding of professional ethics, should possess a zeal for continuous self-improvement, and should be imbued with a sense of moral and professional responsibility.

To fulfill these ethical obligations, it is held that present and future educators will:

1. Not harm students in any way that is disrespectful, degrading, dangerous, psychologically damaging or physically harmful...

2. Not unreasonably restrain students from independent action in the pursuit of learning.

3. Not unreasonably deny students access to varying points of view.

4. Not deliberately suppress or distort subject matter relevant to pupil’s progress and communicate concerns to those who can assist in remediation.

5. Make reasonable efforts to protect the student from conditions harmful to learning or to health and safety.

6. Not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation unfairly:
   - Exclude any student from participation in any program
   - Deny benefits to any student
   - Grant any advantage to any student

7. Not use professional relationships with students to private advantage.

8. Not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

9. Establish and maintain relationships of trust and cooperation with colleagues and fellow students.

10. Support colleagues in meeting their professional needs and in their professional development.

11. Communicate openly and truthfully.

12. Be objective and accurate in reporting the knowledge upon which we base our practices.

13. Cooperate with other professionals who work with students and their families.
Student Conduct Code

Background and Rationale

The teacher education programs have established moral and ethical standards for professional behavior. These standards pertain to all students from the time they are accepted to teacher education programs through completion, graduation, and certification. These standards are documented in the Student Handbook and also align with the University’s student conduct code published in the Bulletin. The COE faculty believes that professional educators must develop and practice ethical behavior and the COE programs prepare teachers who “are moral and social agents”.

The dismissal or threat of dismissal from a COE academic or certification program is a serious undertaking for the student, often his/her family, faculty, and the program. In most cases all parties have expended significant amounts of time and energy, as well as significant economic investment. The gravity of dismissal requires that the COE develop comprehensive and sensitive guidelines to assist programs in developing specific student dismissal policies. Students encounter three types of problems that could lead to program dismissal:

- Behavioral problems include the student’s inability or unwillingness to follow directions, to accept and respond appropriately to feedback, to work successfully with others, extreme social insensitivity and other similar health situations that affect the student’s ability to be a successful educator.

- Academic factors may include the student’s inability or unwillingness to acquire and demonstrate competence in program content, or to comply with program, college, and university rules, regulations, and procedures.

- Legal/ethical factors may include the student’s use of inappropriate language or actions, and violation of university rules (such as cheating, plagiarism, lying, and other offenses detailed in university and college policy) or state laws, which demonstrate the student does not meet professional standards.

The following policies emphasize high standards of practice, accountability, prevention, equitable treatment, and early remediation. The first line of defense is to teach ethical and moral behavior as standards of the profession. The second is to avoid serious situations where students are not performing adequately or are not making adequate progress completion or licensure.

http://www.umsl.edu/~studentconduct/Faculty%20and%20Staff%20Safety%20Procedures/disruptive.html

Academic Appeal Procedures
Contact Student Affairs

Curtis C. Coonrod
Vice Provost for Student Affairs
student_affairs@umsl.edu
Assessment Used with All Teacher Certification Candidates

1. Each Teacher Candidate will respond to the Professional Behaviors and Attributes Assessment measure via SCOPE during each of these courses: EDUC 1000, Spec Ed 3318, TchEd 5311.

2. The course Instructor will review each Teacher Candidate’s responses. The Instructor will complete the Assessment on the Teacher Candidate if the Instructor has a concern or there is a dissonance between his/her perceptions and observations and that of the Teacher Candidate.

Professional Behavior and Attributes Form

The Professional Behavior and Attributes Form (PBA) enables the College of Education to clearly communicate to teacher candidates (and other students) the expectations for their dispositions, attitudes, actions, and verbal and nonverbal communication. Educational professionals must be aware that their behaviors and attributes will significantly affect their careers. Lack of professionalism damages one’s prospects for being certified, hired, retained, and/or promoted. This form will be completed by an administrator, faculty member, instructor, or clinical educator to assess a teacher candidate (or other College of Education student), to record specific comments and concerns, and/or to document a need for improvement. This form can be found at https://secure.foliotek.com/assessment/forms/tres/Preview.aspx?FormID=33833&PageID=b90801ce-223d-4e0d-932b-a463557298b6

Here are the elements of the assessment:

I. Demonstrates Professionalism
   - Attends all sessions/meetings and provides an acceptable reason when absent
   - Dresses professionally and exhibits a professional appearance
   - Turns in work on time and/or meets deadlines
   - Responds to e-mails in a timely manner
   - Is tactful about her/his own personal matters
   - Is tactful about the personal matters of others
   - Arrives on time and regularly exhibits punctuality
   - Adheres to university and school policies on student conduct and ethics

II. Demonstrates a Positive and Enthusiastic Attitude
   - Gets things done despite hardships
   - Shows personal motivation to succeed
   - Takes pride in her/his work
   - Goes beyond minimum requirements
   - Participates actively
   - Contributes constructively
   - Listens while others are speaking
   - Accepts constructive feedback openly and in a non-defensive manner

III. Demonstrates Professionalism in Oral Communication
   - Attempts to speak well in academic and professional settings
   - Speaks in an appropriate tone and pitch
   - Refrains from using profane or obscene language
   - Demonstrates professional manners of speech
   - Shows an ability to lead a group discussion
   - Shows an ability to deliver a presentation in front of a group of people

IV. Demonstrates Professional Written Communication
   - Adheres to assignment guidelines
   - Formats papers in correct APA style
   - Uses Standard English and correct grammar
   - Supports statements/arguments with relevant and trustworthy sources
Provides credit for work done by others and cites sources correctly

**V. Values Diversity and Difference**
- Shows a high regard for diversity and difference
- Understands and applies social justice concepts in personal interactions and behaviors regarding individual differences
- Understands and applies social justice concepts in personal interactions and behaviors regarding families
- Understands and applies social justice concepts in personal interactions and behaviors regarding communities and/or cultures

**Process for using the PB & A form**

1. The explanation of the expectations for Teacher Candidates, the process of using the Professional Behavior and Attributes Assessment, and the Assessment instrument will be posted in SCOPE (electronic portfolio).
2. The information in #1 will also be on the Application for the Teacher Education Program. This section will have a place for the Teacher Candidate’s signature and the date. The signature will document the Teacher Candidate’s reading and understanding the use of the Assessment instrument and the process.
3. The information in #1 will be presented in each Level I & Level II Orientation session and included in the COE Student Handbook.
4. All Faculty and Adjuncts will receive an orientation to the process, a copy of the Assessment instrument as well as information from the Office of Student Affairs concerning the behaviors of Teacher Candidates and the role of Faculty using the Assessment with students and the process.

**Steps Taken When the Course Instructor Has Concerns Regarding the Teacher Candidate’s Professional Behavior and Attributes**

(Note: Procedures progress to next steps when not resolved)

1. When an issue/concern regarding a Teacher Candidate, the Instructor and Teacher Candidate will meet and discuss the Teacher Candidate’s self-assessment and the issue/concern. The Instructor documents the discussion. Soon this form will be available in MyCOE.
2. If the issue/concern is not resolved, the Teacher Candidate’s Instructor will contact the Chairperson of the Department of Educator Preparation, Innovation and Research who will contact the Chairperson of the Student Appeals Committee.
3. The Chairperson of the Student Appeals Committee will send the Teacher Candidate a certified letter (copying the Chairperson of the Department of Educator Preparation, Innovation and Research, the Associate Dean for Academic Programs, the Program Coordinator and the Instructor) documenting the issue/concern, asking the Teacher Candidate to attend a Student Appeals Committee meeting to discuss the issue/concern, possible outcomes, and what to expect during the meeting. The Committee may also request additional documentation from any of the parties.
4. Following the meeting with the Teacher Candidate, the Student Appeals Committee decides to retain or dismiss the Teacher Candidate from the Teacher Education Program. If the Teacher Candidate is to be retained, a remediation plan will be agreed upon, and the Committee will ask
a Committee member to be the contact person for the Teacher Candidate during remediation and set a date for completion.

The Committee will inform the Associate Dean of the decisions and subsequent actions.

a. If a remediation plan is implemented, the Committee member serving as the contact person, will send the student’s documentation of remediation to the Associate Dean for Academic Programs, the Committee members, and the Teacher Candidate.

b. The Committee will review the remediation information and make a second decision regarding the retention of the Teacher Candidate.

5. The Associate Dean will send a certified letter from the Committee to the Teacher Candidate regarding the decision, copying the Department Chairperson, the Dean of the College of Education, the Program Coordinator, and the Course Instructor.

6. At any point during the process, the Chairperson, Dean, Legal Counsel, Dean of Student Affairs, and/or Counseling Services may be consulted for guidance.

Steps Taken When the Clinical Educator Has Concerns Regarding the Teacher Candidate’s Professional Behavior and Attributes

(Note: Procedures progress to next steps when not resolved)

1. When an issue/concern regarding a Teacher Candidate is noted by the Clinical Instructor or School Representative, they and the Teacher Candidate will meet and discuss the Teacher Candidate’s self-assessment and the issue/concern. The Clinical Instructor documents the discussion.

2. If the issue/concern is not resolved, the Clinical Instructor will contact the Director of Clinical Experiences and School Partnerships to meet and discuss the lack of resolution and what needs to change. The Director of Clinical Experiences and School Partnerships will convene the Student Appeals Committee to discuss the issue.

3. The Director of Clinical Experiences and School Partnerships will request a meeting with the Student Appeals Committee and the Teacher Candidate. The Director of Clinical Experiences will send a certified letter to the student with a date and time and reason for the meeting (copying the Chairperson of the Department of Educator Preparation, Innovation and Research, the Associate Dean for Academic Programs, the Program Coordinator and the Instructor). The Committee may also request additional documentation from any of the parties. The Student Appeals committee will determine a plan of remediation or dismiss the student from the Teacher Education Program.

Revised and approved March 2015
### Contact Information for Rules and Regulations Concerns

<table>
<thead>
<tr>
<th>Concern</th>
<th>First place to contact</th>
<th>Name of Contact person</th>
<th>Contact info</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Conduct</strong></td>
<td><strong>Note:</strong> If you feel the behavior is threatening &amp;/or involves fear of safety, immediately call the campus police at: <strong>314-516-5155</strong>&lt;br&gt;Otherwise, contact: <strong>Office of Student Affairs</strong></td>
<td><strong>D’Andre Braddix</strong>&lt;br&gt;<strong>Assistant Dean of Students</strong></td>
<td><strong>314-516-5205</strong>&lt;br&gt;<a href="mailto:braddixd@umsl.edu">braddixd@umsl.edu</a></td>
</tr>
<tr>
<td>• Disruptive student behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Illegal possession</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Theft</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Damage to property</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Furnishing false information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Failure to comply</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic Dishonesty</strong></td>
<td><strong>Note:</strong> Faculty grade the paper and are required to submit the charge to: <strong>Office of Academic Affairs</strong>&lt;br&gt;Note: when tutors or TAs review a draft and are not actually grading the paper, please instruct the student about how to cite the work of others correctly.</td>
<td><strong>Tanisha Stevens</strong>&lt;br&gt;<strong>Coordinator of Academic Programs and Records</strong></td>
<td><strong>314-516-5304</strong>&lt;br&gt;<a href="mailto:smithtn@umsl.edu">smithtn@umsl.edu</a></td>
</tr>
<tr>
<td>Any form of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• cheating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• plagiarism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• sabotage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>resulting in students giving or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>receiving unauthorized assistance or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>credit for work which is not their own.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discrimination</strong></td>
<td><strong>Office of Equal Opportunity and Diversity</strong></td>
<td><strong>Deborah Burris</strong>&lt;br&gt;<strong>Director and Chief Diversity Officer</strong>&lt;br&gt;<strong>Office of Equal Opportunity &amp; Diversity</strong></td>
<td><strong>314-516-5695</strong>&lt;br&gt;<a href="mailto:dburris@umsl.edu">dburris@umsl.edu</a></td>
</tr>
<tr>
<td>Being denied equal opportunity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>because of race, color, religion, sex,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sexual orientation, national origin,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>age, disability, or Vietnam era status**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Educational Privacy (FERPA)</strong></td>
<td><strong>Office of the Registrar</strong></td>
<td><strong>Linda Silman</strong>&lt;br&gt;<strong>Registrar</strong>&lt;br&gt;<strong>Office of the Registrar</strong></td>
<td><strong>314-516-5406</strong>&lt;br&gt;<a href="mailto:lindas@umsl.edu">lindas@umsl.edu</a></td>
</tr>
<tr>
<td>Any sharing of student information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and data that is protected by the FERPA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>laws*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sexual Harassment</strong></td>
<td><strong>Sexual Harassment complaints should not be discussed with anyone prior to contacting the Office of Equal Opportunity and Diversity</strong></td>
<td><strong>Deborah Burris</strong>&lt;br&gt;<strong>Director and Chief Diversity Officer</strong>&lt;br&gt;<strong>Office of Equal Opportunity &amp; Diversity</strong></td>
<td><strong>314-516-5695</strong>&lt;br&gt;<a href="mailto:dburris@umsl.edu">dburris@umsl.edu</a></td>
</tr>
<tr>
<td>Unwelcome sexual advances or requests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for sexual activity, verbal or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>physical conduct of a sexual nature**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> Online employee training for FERPA: When the registrar’s office receives notice that you have been hired, they will post a link to the training on your MyGateway homepage. <strong>Online employee training for Discrimination, and for Sexual Harassment: <a href="http://www.umsl.edu/services/oeo/pdfs/online_instructions2010.pdf">http://www.umsl.edu/services/oeo/pdfs/online_instructions2010.pdf</a></strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Center for the Research and Study of Disability, Education, and Culture (CRSDEC) – provides resources dedicated to greater awareness and understanding of children, adolescents, and older individuals who experience limitations that obstruct their abilities to learn and/or access opportunities that all typically enjoy. The Center, located in 257 Marillac Hall, and funded by the E. Desmond Lee Endowment of Education of Children with Disabilities, has a primary community partner: Variety St. Louis, with whom the endowed professor coordinates most Center activities. The Des Lee Endowment funds the operations of the Center, that include its UMSL-based website of resources: www.crsdec.org, research and field activities, graduate student assignments, early childhood inclusion enhancements, community partnerships that assist students with disabilities, and Variety summer camp support and evaluation.

Richard Burnett Literacy Clinic (http://literacy.umsl.edu/) - provides reading assessment and instruction to students and families in the community. It is a free service carried out by graduate students enrolled in Master’s level reading courses and working toward a Missouri Special Reading Certificate. Currently, graduate students enrolled in Ele Ed 6486, 6488, 6493 and 6494 work closely with families in the Reading Center. The UMSL Reading Center is funded by prior grants, connection to the Educational Materials and Recycle Center, and fund raising, such as annual book fairs run by students and reading faculty. Approximately 600 families from across the St. Louis Metropolitan area, especially Normandy and St. Louis City, are on the mailing list and receive applications for enrollment at the start of each of the three UMSL semesters – Fall, Spring, and Summer. In each semester session, the Reading Center is able to serve between 60-80 families in areas of reading.

University Student Development Center (UCDC; http://www.umsl.edu/~kids/) - a campus-based student-care center serving the University of Missouri-St. Louis and surrounding communities. The purposes of the Center are to provide high quality programming for students and their parents; staff development and teacher training; and a site for student study/research.

The E. Desmond Lee Technology and Learning Center http://coe.umsl.edu/web/centers/tlc.html
Monday-Thursday: 8:00 a.m.-10:00 p.m.
Friday: 8:00 a.m.-3:00 p.m.
Saturday: 10:00 a.m.-3:00 p.m.

The E. Desmond Lee Technology and Learning Center (TLC) of UMSL’s College of Education functions as an educational technology hothouse: A place to learn about important developments in the field while receiving paced and specific support. The TLC is maintained as a state-of-the-art environment with the directed aim to mirror and model excellent technology integration in the modern classroom. In service to this objective, a number of technologies are made available in and outside the Center for developing and carrying out technology-based projects. Please visit our online tour and technology overview for more details.
Course Schedule and Assignment Procedures

Scheduling Semester Courses
1. The Instructional Support Staff are the keepers of the master schedule during the development phase. Fall Schedule due previous March. Summer Schedule due Previous January, Winter/Spring Schedule due previous August.
2. Copies of the schedule from the registrar’s office are given to identified program leaders to identify courses, instructors, days/times, etc. The Instructional Support Staff put these program-specific modifications on the schedule.
3. The Department Chair reviews, with the Staff, the modifications made by the program leaders. Any problems that the Chair sees will be negotiated between the program leader and the Staff. If not resolved, the Chair and the program leader will resolve the issue.
4. The Instructional Support Staff sends the final draft to the Associate Dean for Academics for review. Any problems are discussed between the Dean, the Chair, the Staff, and the program leader (if necessary).
5. When the final draft is returned from the registrar’s office for sign off before posting on-line, all program leaders need to review again. The Department Staff keeps a master with any changes. The process is described in # 3 and 4 above.
6. The Chair and Dean sign off the final schedule.
7. After the schedule is approved, changes must include the Chair, Staff and Dean’s office.

Hiring Adjunct Instructors

The Chair of the Department will hire adjunct instructors each semester, based on anticipated need, faculty recommendations, and a review of student evaluations. Initial hiring of adjunct faculty will follow a process that includes: review of a resume or vita by the Chair and Faculty Steward, interview by the Faculty Steward, recommendation to the Chair, & interview by the Chair (if determined necessary by the Chair).

Only the Chair of the Departments can hire an adjunct, and all adjuncts are hired on a semester-by-semester basis. All salaries for adjuncts are determined by a pre-determined scale, and the Chair discusses this with the adjunct instructor. A contract letter is sent to adjunct instructors prior to the start of the semester that outlines the course(s) to be taught and the salary. The contract letter is only valid if the course is offered and is not assigned to a regular UMSL faculty member. It is the responsibility of the Faculty Steward to review adjunct performances with the Chair to determine whether or not to re-hire adjuncts each semester. The performance reviews may include classroom observations, a review of course evaluations, or other appropriate measures determined by the Chair.

Adjunct instructors for undergraduate courses should have a minimum of a master’s degree in the area that they will be teaching, or have a degree in a compatible area of study to the content of the course they will be teaching. Adjunct instructors should also have relevant work experience that supports the content of the course they will be teaching. Adjunct instructors for graduate courses should have a terminal degree in the area that they will be teaching, or a terminal degree in a compatible area of study to the content of the course they will be teaching. Adjunct instructors for graduate courses should also have relevant work experience that supports the content of the course(s) they will be teaching. Students in a terminal degree program, or adjunct instructors without a terminal degree but with relevant work experience, may teach graduate courses under the direct supervision of a terminally-degreed faculty member. Direct supervision includes the review of the syllabus, support in the selection of the textbook, and periodic meetings between the adjunct instructor and the supervising faculty member.
Grade Appeal Policy

(from http://www.umsl.edu/services/academic/policy/grade-appeal.html)

On each campus of the University of Missouri it is the Chancellor who is ultimately responsible to the President and the Board of Curators for all campus programs, policies, and activities. On the University of Missouri-St. Louis campus the Chancellor has delegated responsibility for overseeing the grade appeal process to the Provost. The Provost is therefore responsible for assuring that grade appeals are handled in a fair and timely manner. More specifically, that officer is responsible for seeing that the procedures outlined below are appropriately followed.

**Application of This Policy**

Students are responsible for meeting the standards established for each course they take. Faculty members are responsible for establishing the criteria for grades and evaluating students' academic performance. The grade appeal procedure is to allow only the review of allegedly capricious grading. It is not intended as a review of the instructor's evaluation of the student's academic performance. The burden of proof shall be on the student. Disagreement or dissatisfaction with a faculty member's professional evaluation of coursework is not the basis for a grade appeal.

**Capricious Grading** is defined as any of the following:

a) The student's grade was assigned on the basis of other factors rather than the performance on the assignment or in the course;
b) The student's work was graded with more demanding standards than were applied to equivalent students in the course; (Note: Different grading criteria are expected of graduate students enrolled in 4000-level courses.)
c) The instructor assigned a grade using standards that were substantially different from those previously announced or stated in the syllabus.

**Informal Procedures**

At any time after the awarding of a grade, for a course or an assignment in a course, a student may discuss the grade with her or his instructor and request that the instructor review the grade.* If the instructor does review the grade he or she is, of course, free to change the grade or not as is appropriate.

*If the instructor is deceased, cannot be located, or is otherwise unable or unwilling to reconsider the grade, the student should consult directly with the chairperson of the department, Department, area, school, or discipline housing the course in question

**Formal Procedures**

The following procedures apply if the above informal procedure does not resolve a dispute concerning a grade to the student's satisfaction and if the process is initiated within thirty working days of the start of the first regular semester (fall or spring) following the semester for which the grade was given, or thirty days after the assignment of the grade (whichever is later)*

*Under current campus policy, transcript notation of “DL” automatically becomes an “F” after one regular semester. This change, which the Register is mandated to make, is not considered a grade change and is consistent with this grade appeal policy. Students may appeal this change provided the appeal is initiated within 30 working days of the notification of the grade change

**Formal Grade Appeal Process**

1. If the student has not already done so, he or she discusses the contested grade fully with the course instructor. The student should prepare for this meeting by taking all relevant written work (test, reports, etc.) with him/her. If the issue is not resolved, and the student wishes to pursue the appeal, a written appeal should be submitted to the
 Appeals must be presented in writing and contain the following information:

(a) A clear concise statement which includes the name of the instructor, the course and semester taken, and a statement describing the specific support evidence of capricious grading;
(b) A brief summary of the prior attempts to resolve the matter and the results of those previous discussions; (c) A specific statement of the remedial action or relief sought

The chairperson or director will discuss the appeal with the course instructor within 10 days of receipt of the written appeal, and will inform the student of the result of this discussion. The result of the meeting may be the instructor’s agreement to change the grade or her or his refusal to change the grade.

2. If the matter remains unresolved, the student may, within 10 working days of being notified of the result of the discussion between the chairperson or director and the instructor, may request that the case be forwarded to the dean of the college for a review of the matter.

3. The dean (or designee) will refer the case to a committee composed of at least three faculty members. This committee is charged with determining whether the grade in question was awarded capriciously. The committee will investigate the matter, meeting if it deems necessary with the student, the instructor, and possibly others. Following its inquiries and deliberations but prior to making a final recommendation, the faculty committee will submit a copy of its findings to the course instructor. If the course instructor elects to comment on the findings to the committee, this must be done within seven working days. After further consideration, but within 30 working days after receiving the student’s statements, the faculty committee will submit its findings in writing with its recommendations and reasons for those recommendations directly to the course instructor, with a copy to the chairperson or director, and the dean.

4. If the faculty committee recommends that the grade be changed, the dean will ask the instructor to implement the recommendations. If the instructor declines, the dean will change the grade, notifying the instructor, the chairperson or director, and the student of this action. Only the dean, upon written recommendation of the faculty committee, will make a change in grade over the objection of the instructor who assigned the original grade.

5. If the student is dissatisfied with the result of the college level review, she/he may appeal to the Provost within 10 working days of receipt of the committee’s recommendation. The Provost will review the appeal process and rule on whether the procedures were followed appropriately. If the Provost concludes that there were procedural errors that denied the student due process, the case will be referred back to the dean to reconvene a new committee of faculty to review the case.

6. The Provost may NOT change a grade given by any instructor.
Early Alert

Instructors are encouraged to utilize the Early Alert system when students are having difficulty in class. Early alerts are electronic notes initiated when a student experiences a success barrier in a course. The goal of the Early Alert Program is to initiate prompt communication and effective intervention with students when they become at-risk of not achieving success in a course.

Through this proactive program, Student Retention Services aims to:

- Connect instructional faculty with a direct link to support services for referring students that encounter success barriers in a course.
- Provide students with the opportunity to increase their chances of success in a course by participating in active and effective strategies for improvement.
- Support student learning by connecting students with necessary support services.
- Encourage a culture of support between students, faculty, and support units at UMSL.

To access the Early Alert System, faculty and staff should log into MyGateway. The system link can be found under "Faculty/Staff" portal. Additional information is available at http://www.umsl.edu/services/srs/facultyresources/alert.html

Sample Syllabus Statement

Instructors may also wish to include information (see sample below) about Early Alert in their syllabi.

UMSL Cares About Your Success!
Important information is available to you through MyConnect. Throughout the term, you may receive emails regarding your course grades or academic performance. Please pay attention to these emails and consider taking the recommended actions. They are sent to help you be successful!

In addition, your instructor may: (1) request that you schedule an appointment by going to MyConnect, (2) share information regarding your course progress with your assigned academic advisor, Student Retention Services or other support offices (3) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services.
WINTER WEATHER CLOSING

When the decision is made to close the campus because of inclement weather, we will use various procedures to notify the campus community.

University Relations personnel will notify the following radio stations: KTRS-AM 550, KWMU-FM 90.7, AND KMOX-AM 1120. Three television stations, KTVI-Channel 2, KMOV-Channel 4 and KSDK-Channel 5, also will broadcast the closing. These radio and television stations have established reliable procedures to handle such inclement weather calls.

For Day and Evening closing, Information Technology Services personnel will place an announcement on the University’s Home Page. Also, the Technology Support Center’s dial-in message will be changed appropriately.

In addition, for Evening Closing, Information Technology Services personnel will broadcast a message to:

- All desktop computers that are logged into the campus Window servers.
- All users who are logged into Jinx and Admiral

Telephone Services personnel will place an appropriate announcement on the Information Line, 314.516.INFO (314.516.4636), and on the campus general telephone number (314.516.5000). Telephone Services personnel also will send one of the following messages to all voice mail boxes.

**Day and Evening Closing:**
Day and evening classes including clinics, conferences, workshops and all other activities, both on- and off-campus, are cancelled, and offices of the University of Missouri-St. Louis are closed on (DAY OF WEEK), (MONTH), (DATE), (YEAR). For information about tomorrow’s operations, please call after 6:00 a.m.

**Evening Closing:**
Evening classes including clinics, conferences workshops and all other activities, both on- and off-campus are cancelled, and offices of the University of Missouri-St. Louis are closed on (DAY OF WEEK), (MONTH), (DATE), (YEAR). For more information about tomorrow’s operations, please call after 6:00 a.m.

Note: If the Blanche M. Touhill Performing Arts Center is open, a sentence to that effect will be added to the appropriate message.

The day and evening closing announcement normally WILL BE RECORDED BY 6:00 a.m. The evening closing announcement normally will be recorded by 3:00 p.m.
TEACHER EDUCATION PROGRAM

- **Developmental** – Knowledge and skills learned in early courses are built upon in later courses.
- **Standards-based** – Focuses on building knowledge and skills based on specific State standards for new teachers
- **Field-based** – Courses combine traditional university studies with experiences in non-profit organizations and public schools (placements made through the Office of Clinical Experiences).

**Level 1: Exploration – Performance Outcomes**

1. Identify and elaborate on the role of various political, legal, and historical factors that influence American schooling today.
2. Articulate the main issues reflected in a code of ethics for teachers.
3. Analyze the multiple roles of a teacher both in and out of classrooms through intensive, structured, and reflective experiences in the field.
4. Identify and document school, community, professional, and technology information resources.
5. Develop the beginnings of a personal portfolio linked to the MoSPE standards
6. Demonstrate an understanding of both biological and sociocultural forces that shape development.
7. Discuss the relationship between language acquisition and cognitive development including ideas by Chomsky, Vygotsky, Piaget and Bruner.
8. Identify the major developmental milestone for each stage of growth.

**Level 2: Analysis - Performance Outcomes**

1. Experience selected application of praxis in actual and simulated classrooms
2. Demonstrate knowledge of learning theories
3. Demonstrate knowledge and initial application of teaching principles
4. Translate content knowledge into appropriate grade level curriculum
5. Integrate technology into lesson planning and the teaching/learning process
6. Develop instruction to meet the needs of individual learners
7. Reflect on one’s own teaching and professional development to improve practice
8. Design and analyze assessment of learning
9. Demonstrate knowledge and application of literacy development of learners
10. Demonstrate knowledge of curriculum development in content selection and unit planning
11. Demonstrate basic skills of various instructional methods
12. Establish collegial relationships with other educational professionals
13. Understand and apply the knowledge of cultural diversity to the teaching/learning process
14. Demonstrate knowledge of the history, legal issues, and definitions of disabilities
# 2014 Missouri Model Standards for Professional Educators (MoSPE)

<table>
<thead>
<tr>
<th>MoSPE</th>
<th>Quality Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content knowledge</td>
<td>1 knowledge of discipline</td>
</tr>
<tr>
<td></td>
<td>2 ability to use multiple subject specific instructional methods</td>
</tr>
<tr>
<td></td>
<td>3 how to engage students in inquiry, research</td>
</tr>
<tr>
<td></td>
<td>4 create interdisciplinary lessons</td>
</tr>
<tr>
<td></td>
<td>5 understands diversity and potential for own bias</td>
</tr>
<tr>
<td>2. Student learning, growth and development</td>
<td>1 knows child/adolescent development and apply to students</td>
</tr>
<tr>
<td></td>
<td>2 ability to set goals, organize, implement and self-reflect</td>
</tr>
<tr>
<td></td>
<td>3 applies knowledge of learning theory</td>
</tr>
<tr>
<td></td>
<td>4 recognizes diversity and impact on education</td>
</tr>
<tr>
<td></td>
<td>5 aware of student prior experiences, learning styles, MI, strengths and needs impact learning</td>
</tr>
<tr>
<td></td>
<td>6 connect instruction to students prior experiences, family, culture, community</td>
</tr>
<tr>
<td>3. Implementing the Curriculum</td>
<td>1 Knows components of effective curriculum and create aligned learning experiences, national standards</td>
</tr>
<tr>
<td></td>
<td>2 Knows learning styles and learning theory and selects appropriate strategies for individual needs</td>
</tr>
<tr>
<td></td>
<td>3 Knows differentiated instruction, short and long-term planning</td>
</tr>
<tr>
<td>4. Teaching for critical thinking</td>
<td>1 know and apply models of critical thinking and problem solving and use various types of instructional strategies and appropriate resources</td>
</tr>
<tr>
<td></td>
<td>2 know current instructional resources and how they benefit learning process</td>
</tr>
<tr>
<td></td>
<td>3 know and apply multiple strategies for student engagement</td>
</tr>
<tr>
<td>5. Creating a positive Classroom environment</td>
<td>1 important relationship between classroom management, motivation and engagement strategies and techniques</td>
</tr>
<tr>
<td></td>
<td>2 recognizes the need for managing time, space, transition and activities</td>
</tr>
<tr>
<td></td>
<td>3 identifies influence of classroom, school and community cultures on student relationships and their impact on classroom environment and learning</td>
</tr>
<tr>
<td>6. Effective</td>
<td>1 to use effective verbal and nonverbal communication</td>
</tr>
<tr>
<td>Communication techniques</td>
<td>2 develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and responses to students’ communication</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>3 ability to facilitate learning expression in speaking, writing, listening and other media</td>
</tr>
<tr>
<td></td>
<td>4 Skills in using a variety of media communication tools</td>
</tr>
<tr>
<td>7. Using assessment data to modify instruction</td>
<td>1 Describes, develops, analyzes and implements formal and informal assessments</td>
</tr>
<tr>
<td></td>
<td>2 demonstrates how assessment data can be used to improve learning activities</td>
</tr>
<tr>
<td></td>
<td>3 describes, analyzes variety of self and peer assessment strategies and teach students how to set own learning goals</td>
</tr>
<tr>
<td></td>
<td>4 collect information by observing, higher order questioning, analysis, and effect of class instruction on individual and whole class learning</td>
</tr>
<tr>
<td></td>
<td>5 explains ethical and legal implications of confidentiality of student records and strategies to communicate student progress to students, families, colleagues and administration</td>
</tr>
<tr>
<td></td>
<td>6 understands department/ grade level/ school data analysis process</td>
</tr>
<tr>
<td>8. Professional Practice</td>
<td>1 reflects on teaching practices to refine instructional practices</td>
</tr>
<tr>
<td></td>
<td>2 identifies and reflects on the array of professional learning opportunities offered</td>
</tr>
<tr>
<td></td>
<td>3 aware of influences of district policies and school procedures on classroom structure</td>
</tr>
<tr>
<td>9. Professional collaboration</td>
<td>1 importance of collegial activities designed to build a shared mission, vision, values and goals; demonstrates ability to collaborate</td>
</tr>
<tr>
<td></td>
<td>2 understands school systems and identify and provide deeded services to support individual learners</td>
</tr>
<tr>
<td></td>
<td>3 reflects on importance of developing relationships with students, families, and communities in support of student learning and seeks opportunities to develop partnerships in support of student well-being and learning</td>
</tr>
</tbody>
</table>
M.Ed. in Elementary Education, Secondary Education, and Special Education
Program Goals

Upon completion of this advanced degree, educators will:

1. Increased content and pedagogical knowledge about teaching/learning processes
2. Develop professional dispositions and culturally and linguistically responsive strategies to engage all learners, recognizing inequalities in educational opportunity.
3. Construct curriculum that demonstrates the knowledge and disposition to differentiate instruction.
4. Design instruction that integrates technology, and varied formative and summative assessment tools to inform practice.
5. Critically examine professional practice through systematic, reflective inquiry that can improve learning opportunities for all students.
6. Utilize character and citizenship education principles in decision-making and classroom management.
7. Cultivate leadership, student advocacy and community outreach knowledge and skills.
8. Renew commitment to ethical professional teaching and increase resilience through engaged dialogue with faculty and peer colleagues.

M.Ed. Core Courses

TCH ED 6010 Examining History, Community and Social Justice in Education (3)
Addresses the issues of equity and social justice from the context of personal and Educational history. Students will develop a cultural understanding of their own previous school, community and family experiences and generalize those findings to their current work as Educators. They will develop an understanding of the historical foundations of American Education and the role of the teacher to be a catalyst for change. Curriculum, instruction and learning will be examined through a variety of lenses including race, class, gender, ability, sexual orientation and religion to become culturally responsive teachers.

TCH ED 6020 Teacher Action, Advocacy and Leadership (3)
Investigates the relationships among students, general and special Education teachers, counselors, principals, parents, and other support and specialist personnel typically present in schools in Missouri and the changing roles of all these individuals as a consequence of general and special Education reform initiatives. Develop systemic action plans and become advocates and leaders within the school and larger community for children, families, and the profession. Assists teachers to analyze and improve their management, planning and record keeping systems and professional development planning.

ED PSY 6030 Instruction, Learning and Assessment (3)
Uses learning as the basis for the design of classroom instruction. By applying learning theories, teachers can improve their own unit development, lessons plans, assessment strategies, and the use of technology for effective teaching. Deals with the impact of cognitive Educational research on the subject content and what is known about how people learn. Teachers will learn to critically evaluate and improve their own Educational practices, design principled and appropriate assessments based on their instructional goals, and to assess their own professional development.

TCH ED 6909 Teacher Action Research I (3)
Prerequisites: Graduate Standing. Minimal of 21 hours of M.Ed. coursework completed. Students learn the knowledge, skills and tools for systematic reflective practice in preparation for completing the Masters Capstone Action Research project in TCH ED 6910.
**TCH ED 6910 Teacher Action Research Capstone (3)**

Prerequisites: Completion of TCH ED 6909 and all but the last 6 hours of M.Ed. program. This course applies the research knowledge, skills, and practice of experienced practitioners to a final research project that results from reflectively evaluating their own practice within educational systems and situated contexts. Educators will use both analytic and practice tools to research multiple factors that impact their own students learning. The final project will be displayed in a public forum as a capstone project for the M.Ed.

**M.Ed. Concentrations (Elementary and Secondary)**

Students seeking a professional Masters in Education Degree choose two 9-hour concentrations in consultation with their advisors that will enhance teacher leadership capacity in practice. The following 9-hour concentrations include an interdepartmental range of content expertise that can support a candidate’s development of a broad range of skills, knowledge, and dispositions. Each concentration has a paragraph to describe the concentration, followed by a list of REQUIRED and CHOICE courses needed to complete that concentration.

1) 9 hour Concentration Choices (CHOOSE 2 or both I & II under a concentration emphasis option)

   a) Early Childhood Concentrations I and II (Option A or B)
   b) Curriculum and Instruction Concentration
   c) Literacy Concentrations I and II (Certificates in Reading and Writing available)
   d) Special Education Concentration
   e) Social Justice Issues Concentration
   f) Assessing & Documenting Learning Concentration
   g) Media and Learning in a Digital Society Concentration
   h) Leadership in Education Concentration
   i) Character and Citizenship Education Concentration
   j) STEM Concentration
   k) Experiential Education Concentration
   l) Physical Education / Health and Wellness Concentration
   m) Discipline Content Area Concentration
   n) Elective Concentration
   o) Supporting Language Learners: TESOL Concentration I (DESE TESOL endorsement available under SEC ED)

For more information see the Bulletin (Course Catalog) at:
https://nextbulletin.umsl.edu/collegeofeducation/epir/graduatestudy/
## Master of Education Program Assessment Plan

**College of Education, University of Missouri—St. Louis**

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Description of Assessment</th>
<th>When Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Admission to the M.Ed Program</td>
<td>Required 2.75 GPA in both undergraduate major and in overall GPA from all higher education coursework.</td>
<td>Entrance to the program</td>
</tr>
<tr>
<td>2 Diversity and Multicultural Knowledge, Beliefs, and Skills Survey</td>
<td>Program survey used in all sections pre and post course</td>
<td>Administered in TCH ED 6010 Examining History, Community, &amp; Social Justice in Education</td>
</tr>
<tr>
<td>3 Lesson Plan Assessment Rubric</td>
<td>Rubric for Student Unit Plan using the Wiggins &amp; McTighe model.</td>
<td>ED PSYC 6030 Instruction, Learning &amp; Assessment</td>
</tr>
<tr>
<td>4 Completion and advisor sign-off of M-1</td>
<td>Meeting with advisor to complete program of study and review expected dispositions</td>
<td>Completed after 9-15 credit hours in program</td>
</tr>
<tr>
<td>5 Dispositional Assessment</td>
<td>Students and instructor will fill out dispositions survey.</td>
<td>Completed in TCH ED 6909</td>
</tr>
<tr>
<td>6 Action Research Project</td>
<td>Instructor and public assessment by external reviewers of Action Research Project.</td>
<td>Last semester of program</td>
</tr>
<tr>
<td>7 Exit Survey on Goals and Process of M.Ed Program</td>
<td>Electronic anonymous survey of completers.</td>
<td>Last semester of program</td>
</tr>
</tbody>
</table>
1. Login to MyView at [http://myview.umsl.edu](http://myview.umsl.edu) using your SSO ID.

2. Click on Self Service in the left-hand menu.

3. Click on the Faculty Center link either in the left-hand menu or in the folder area.
4. On the Faculty Center page, click on the grade roster icon to the left of the course for which you would like to enter grades.

---

<table>
<thead>
<tr>
<th>Class</th>
<th>Class Name</th>
<th>Enrolled</th>
<th>Days and Time</th>
<th>Room</th>
<th>Class Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 4510 024</td>
<td>Intro To Sociology (Lecture)</td>
<td>5</td>
<td>TuTh 12:00PM-01:00PM</td>
<td>Social Science Business 00224</td>
<td>Jun 2, 2008 - Jul 29, 2008</td>
</tr>
<tr>
<td>SOC 4560 011</td>
<td>Social Study (Independent Study)</td>
<td>5</td>
<td>TBA</td>
<td>Arranged</td>
<td>Jun 2, 2008 - Jul 29, 2008</td>
</tr>
<tr>
<td>SOC 4700 021</td>
<td>Topics In Social Policy (Investig)</td>
<td>4</td>
<td>We 09:00AM-09:00PM</td>
<td>Social Science Business 00449</td>
<td>Jun 2, 2008 - Jul 29, 2008</td>
</tr>
<tr>
<td>HUM 3170 027</td>
<td>Internship In Sociology (Field Studies)</td>
<td>5</td>
<td>TBA</td>
<td>Arranged</td>
<td>Jun 2, 2008 - Jul 29, 2008</td>
</tr>
</tbody>
</table>
5. If you have entered your final grades in MyGateway, then click on the
   Get Grades from MyGateway button. The student’s grades will be imported from
   MyGateway and will be populated into the Grade Roster Column. Go to step 7.
6. To enter the grades in MyView, select the grade for each student by clicking on the drop-down arrow in the **Roster Grade** column and choosing the appropriate grade.

<table>
<thead>
<tr>
<th>Notify ID</th>
<th>Name</th>
<th><strong>Roster Grade</strong></th>
<th><strong>Official Grade</strong></th>
<th><strong>Acad Plan</strong></th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>B</td>
<td>Criminology &amp; Criminal Just BS</td>
<td>Senior</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>B-</td>
<td>Criminology &amp; Criminal Just BS</td>
<td>Senior</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>B</td>
<td>Sociology BS</td>
<td>Senior</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>B++</td>
<td>Sociology BS</td>
<td>Junior</td>
</tr>
</tbody>
</table>

7. Click on the **Save** button and continue with step 8.
8. When you are finished saving all your grades select "Approved" for the Approval Status and then click Save again.

---

**MyView**

**Entering Grades**

**Faculty Center**

**Grade Roster**

**SOC 4380 - 002  Topics In Social Policy**

**Internet (12067)**

2006 Summer | Summer Session V | Univ of Missouri - St. Louis | Undergraduate

<table>
<thead>
<tr>
<th>Days &amp; Times</th>
<th>Room</th>
<th>Instructor</th>
<th>Meeting Dates</th>
</tr>
</thead>
</table>

**Grade Roster Type**

- Final Grade

**Approval Status**

- Not Reviewed
- Approved
- Ready for Review

**Student Grade**

<table>
<thead>
<tr>
<th>Notify</th>
<th>ID</th>
<th>Name</th>
<th>Roster Grade</th>
<th>Official Grade</th>
<th>Acad Plan</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>B</td>
<td>Criminology &amp; Criminal Just B0</td>
<td>Senior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td>D</td>
<td>Criminology &amp; Criminal Just B0</td>
<td>Senior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td>A-</td>
<td>Sociology 85</td>
<td>Senior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
<td>B+</td>
<td>Sociology 85</td>
<td>Junior</td>
<td></td>
</tr>
</tbody>
</table>

**Actions**

- Notify Selected Students
- Notify All Students
- Printer Friendly Version

---

Return | Save
Entering Grades

9. Once you save your “approved” grade roster you should see this SUCCESS message. Click the OK button in the message window.

![Windows Internet Explorer success message]

NOTE: The Notify options at the bottom of the Grade Roster page are only to be used for GENERIC MESSAGES to the student.

GRADES SHOULD NOT BE E-MAILED TO STUDENTS

<table>
<thead>
<tr>
<th>Notify</th>
<th>ID</th>
<th>Name</th>
<th>Roster Grade</th>
<th>Official Grade</th>
<th>Acad Plan</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>B</td>
<td></td>
<td>Criminology &amp; Criminal Just BS</td>
<td>Senior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>DL</td>
<td></td>
<td>Criminology &amp; Criminal Just BS</td>
<td>Senior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td></td>
<td>Sociology BS</td>
<td>Senior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B+</td>
<td></td>
<td>Sociology BS</td>
<td>Junior</td>
</tr>
</tbody>
</table>
10. To print a copy of your completed grade roster click on the button at the bottom of the page. You will see a view like this:

11. Use your browser print function to print the grade roster. Note, if you are using Internet Explorer and want to avoid printing the left-hand menu with your roster, then select print preview. In the preview window, use the drop-down box at the top of the screen and change the value “As laid out on screen” to “Only the selected frame”.

Page 7 of 7
Online Grade Changes!

• The following link provides step-by-step instructions for using the new online grade change process. [http://www.umsl.edu/asp/files/pdfs/onlinegradechange.pdf](http://www.umsl.edu/asp/files/pdfs/onlinegradechange.pdf)
• Should you have any questions regarding the process or its implementation, please contact Diana Johnson djohnson@umsl.edu
• Below is the Official Online Grade Change Policy approved by the Faculty Senate Academic Advisory Committee.

**Online Grade Change Policy**

**Policy Statement**

Electronic grade changes may be completed via the “Faculty Self-Service Center” in MyView. This online functionality is only available to the official instructor of record. The deadline to submit an electronic grade change is one calendar year after a term has ended. Grade changes after one year will require the paper grade change form that must be signed by the instructor and Department Chairperson.

The following term ending dates are applicable to all calendar year semester grade changes:

- **May 31** for the previous Spring Semester
- **August 31** for the previous Summer Semester
- **December 31** for the previous Fall Semester

Electronic grade changes are **NOT** available for the following scenarios.

- Changing to/from an Excused (EX) grade
- Changing to/from an Audit (AU) grade
- Changing to/from a Satisfactory-Unsatisfactory grade
- Changing any grades after a student has graduated

Reports detailing all electronically processed grade changes will be available in COGNOS to run on demand by the Academic Unit and/or Department Chairs. Upon request, the Registrar will provide a summary report to the Department Chairperson.
University of Missouri-St. Louis

College of Education

Degree Programs
6 Undergraduate Degrees
32 Undergraduate Teaching Certificates
2 Doctoral Degrees
6 Master Degrees
2 Educational Specialist Degrees
6 Graduate Certificates

Academic Departments
Educational Leadership & Policy Studies
Educational Psychology, Research, & Evaluation
Educator Preparation, Innovation and Research
Counseling and Family Therapy

Undergraduate Programs (B.S. Ed)
Educational Studies (BES, Non-school settings)
Elementary Education
Early Childhood Education
Secondary Education
Special Education
Physical Education

Graduate Programs (M.Ed.)
Counseling (Elementary and Secondary)
Educational Administration
Elementary Education
Secondary Education
Special Education
Adult & Higher Education

Graduate Programs (Ed.S)
School Psychology
Education Administration

Graduate Certificate Programs
Program Evaluation & Assessment in Education
Institutional Research
Teaching English to Speakers of Other Languages
Applied Behavior Analysis
Teaching of Writing
Secondary School Teaching
Autism and Developmental Studies

Doctor of Education (Ed.D.)
Counselor Education
Adult & Higher Education
Educational Administration
Teaching-Learning Processes

Doctor of Philosophy in Education (Ph.D.)
Counselor Education
Educational Leadership and Policy Studies
Educational Psychology
Teaching-Learning Processes

Off-Campus Sites
West County Continuing Education Center
St. Charles Community College
Wildwood Community College
South County Education Center
Jefferson College
Mineral Area College
Harris-Stowe State University
Resources
Department of Professional and Continuing Studies
State-of-the-Art E. Desmond Lee Technology and Learning Center
State-of-the-Art Math and Science Education Central
St. Louis Regional Center for Education and Work
Institute for Mathematics, Science Education, and Learning Technology
Center for Character and Citizenship
Center for International Community College Education and Leadership
Center for the Study of Disability, Education, and Culture
Center for Excellence in Urban Education
Pre-Collegiate Programs
Citizenship Education Clearing House
University Student Development Center

Accreditation and Institutional Memberships
Accredited by:
The National Council for the Accreditation of Teacher Education (NCATE) now CAEP Council for the Accreditation of Educator Preparation
Missouri Department of Elementary & Secondary Education (MDESE)
Council on Accreditation of Counseling and Related Education Programs (CACREP)
National Association of School Psychologists (NASP)
Behavioral Analyst Certification Board (BACB)

Member of:
American Association of Colleges for Teacher Education (AACTE)
Council of Great City Colleges of Education (GCCOE)
Council of Academic Deans in Research Education Institutions (CADREI)
Missouri Association of Colleges for Teacher Education (MACTE)
National Coalition for Campus Students’ Centers (NCCCC)

Contact: Dr. Carole Basile, Dean, College of Education
University of Missouri-St. Louis, One University Boulevard
201 Education Administration Bldg., St. Louis, Missouri 63121
314.516.5109, email at Basilec@umsl.edu

Website: http://coe.umsl.edu/

Revised: January 2016