



2016-2017

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)*

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Department of Educator Preparation, Innovation and Research
369 Marillac Hall, One University Boulevard, St. Louis, MO 63121

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,

Nancy Robb Singer, PhD
Associate Professor
Department Chair

Educator Preparation, Innovation and Research

Department Directory 2016-2017

Bredemeier, Brenda	6820	bredemeierb@umsl.edu	Teacher Ed/PE	312 Marillac
Berkowitz, Marvin	7521	berkowitz@umsl.edu	Character Ed	G12 Marillac
Candela, Amber	6095	candelaa@umsl.edu	Math Ed	305 Marillac
Cochran, Judith	7302	CochranJu@msx.umsl.edu	Literacy/Adult Ed	206 Marillac
Cordova, Ralph	5799	cordovar@umsl.edu	Foreign lang/TESOL	306 Marillac
Fink, Kathleen	5332	finkk@umsl.edu	TFA/ EdCollabitat	201 Ed Admin
Garry, Vanessa	5906	garryv@umsl.edu	Ed Leadership	258 Marillac
Granger, Charles	6226	granger@umsl.edu	Science Ed	239 Research
Haywood, Kathleen	5872	kathleen_haywood@umsl.edu	Ed.D. and Ph.D.	201 Ed Admin
Husbye, Nick	4894	husbyen@umsl.edu	Literacy	304 Marillac
Kong, Na Young	6557	kongn@umsl.edu	Early Child/ Special Ed	365 Marillac
Kopetz, Pat	4885	kopetzp@umsl.edu	Special Education	257 Marillac
Koscielski, Stephanie	6741	koscielskis@umsl.edu	Clinical Experience	202 SCC
Kyle, William	5375	kylew@umsl.edu	Science/Elem Ed	356 Marillac
Lankford, Louis	6752	lankford@umsl.edu	Art/Sec. Ed	213 FAB
Lewis-Harris, Jackie	6023	lewis-harrisj@umsl.edu	Social Studies/Teacher Ed	313 Marillac
Mishra, Jennifer	5984	mishraj@umsl.edu	Music Ed	104 Music
Morris, Jerome	5927	morrisjer@umsl.edu	Ed Leadership	255 Marillac
Navarro, Virginia	5871	navarrov@umsl.edu	Teacher Education	354 Marillac
Navin, Lynn	6789	Lynnavin@umsl.edu	Early Childhood	130 SCC
Price, Charis	5096	pricechar@umsl.edu	Early Child/Special Ed	308 Marillac
Regester, April	5917	regestera@umsl.edu	Special Education	359A Marillac
Rogers, Rebecca	5797	rogersrl@umsl.edu	Literacy	366 Marillac
Saul, Wendy	4580	saulw@umsl.edu	Springboard Ed	316 Marillac
Shuls, James	5628	shulsj@umsl.edu	Ed Leadership	212 Marillac
Shymansky, Jim	5046	shymasnyj@umsl.edu	Science Ed	355 Marillac
Singer, Nancy	5517	singerna@umsl.edu	English Ed	358 Marillac
Slapac, Alina	7358	slapaca@umsl.edu	Elem/Multicultural Ed	367 Marillac
Song, Kim	5924	songk@umsl.edu	TESOL/Social Studies	363 Marillac
Taylor, Ann	5106	taylorann@umsl.edu	Partnerships	201 Ed Admin
Vatterott, Cathy	5863	vatterott@umsl.edu	Middle Ed	315 Marillac
Westhoff, Laura	5692	westhoffl@umsl.edu	History/Sec Ed.	467 Lucas
Wilkinson, Gayle	5951	gwilkinson@umsl.edu	Sec. Ed, C & I	307 Marillac

College Contact Information

Chair:

Dr. Nancy Singer 358 Marillac Hall 314-516-5517 singerna@umsl.edu

Instructional Support Staff:

Erika Cotton 202 Marillac 314-516-5475 cottoneri@umsl.edu

Becky Mottl 267 Marillac 314-516-6519 mottlrl@umsl.edu

Faculty Support Staff:

Kris East 269 Marillac 314-516-5944 EastK@umsl.edu

Charlene McDaniel 269 Marillac 314-516-5945 mcdanielcha@umsl.edu

Project Support Staff:

Tenille Martin 265 Marillac 314-516-5783 martinten@umsl.edu

Interim and Associate Dean for Educator Preparation and Community Partnerships

Dr. Ann Taylor 201 EAB 314-516-5106 taylorann@umsl.edu

Director of Clinical Experiences and School Partnerships

Ms. Stephanie Koscielski 205 SCB 314-516-6741 koscielskis@umsl.edu

Ms. Anika Roy (Assistant) 203 SCB 314-516-6792 roya@umsl.edu

Ms. Christine Sykora (Assistant) 203 SCB 314-516-4511 sykorac@umsl.edu

Director of Doctoral Programs

Dr. William Kyle 201 EAB 314-516-5375 kylew@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 robisonk@umsl.edu

Office of Advising and Student Services (OASIS)

Director:

Dr. Shawn Woodhouse 123 SCC 314-516-5889 woodhouses@umsl.edu

Receptionist:

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

Maxwell Artis 127A SCC 314-516-5930 artism@umsl.edu

Lela Taussig 118 SCC 314-516-5831 tassigl@umsl.edu

Dan Tebeau 144 SCC 314-516-5482 tebeaud@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**

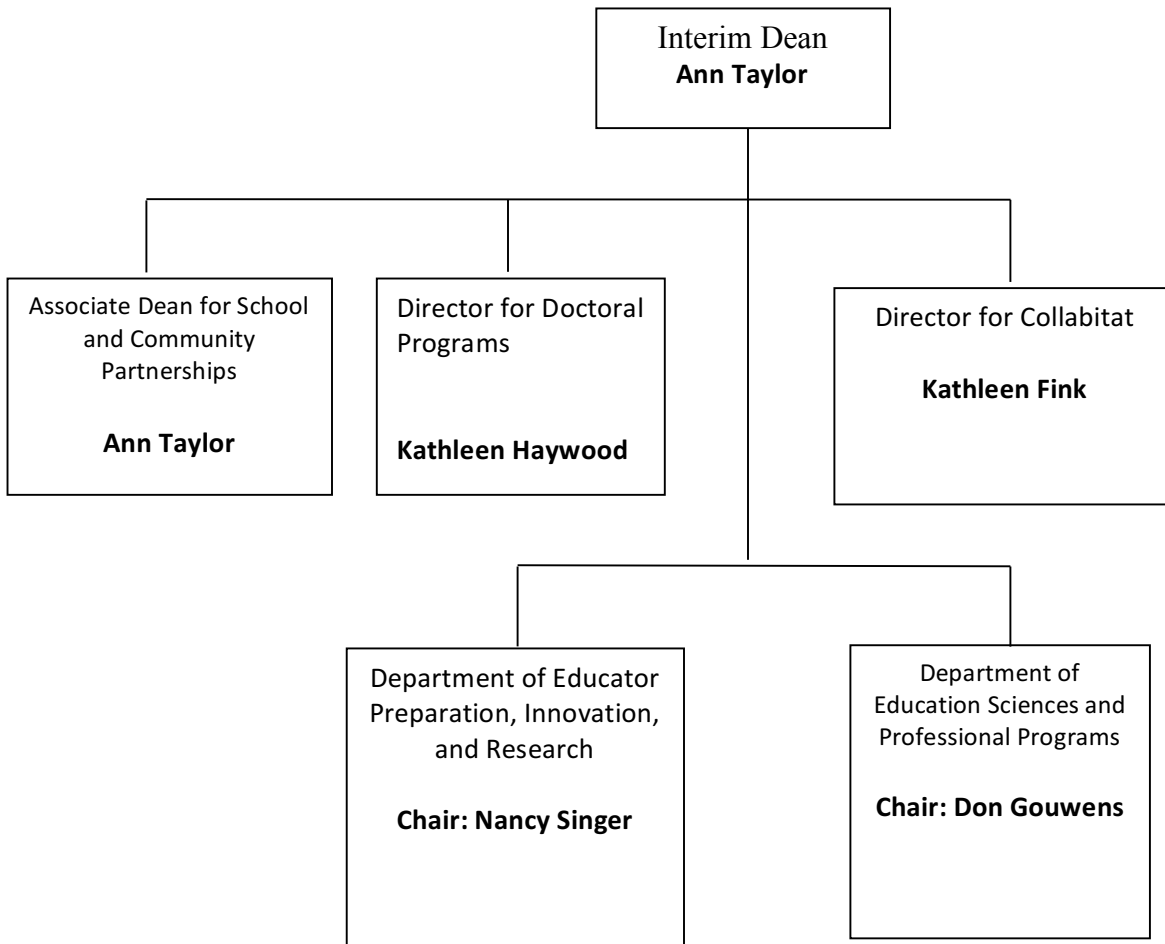
Advisor	Telephone Extension	Office Number SCC	Refer Students/Potential Students Inquiring About:
Laura Watt	5937	116	Greets all visitors, makes advisor appointments
Kimberly Prather	4329	143	Secondary Education (except Social Studies) Elementary Education Reading Certification Early Childhood/Special 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
Dan Tebeau	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
Bill Kyle	5375	201 EAB	Doctoral – applicant inquiries and current student issues

ADJUNCT INSTRUCTOR FAQ

- 1. Course Materials:** The course syllabus and materials have been prepared for you by the Faculty Steward of that course. You can change the course schedule dates and teaching methods, but not assignments and content. Significant changes can only be made with prior Faculty Steward approval. Note that the syllabus for each course is an agreement between the faculty and the student.
- 2. Class Meetings:** Instructors are expected to meet with their students of each course session for the full length of the course. If you are absent due to illness, post a lesson on MyGateway that students can complete. 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.
- 3. Copies:** All course materials should be on the MyGateway site rather than making paper copies. If you must request paper 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 in 269 Marillac Hall. Submit requests to Faculty Services in 269 Marillac Hall in person or in a detailed email with the document attached (coefaculty@umsl.edu). If you have **EMERGENCY** needs for copies, swipe your UMSL ID in any UMSL copier. There is a limit of 50 emergency copies per semester.
- 4. Support Staff:** 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:** 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. The results provide opportunity for mid-course corrections. Towards the end of the semester, 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 or extra class time to complete them on their own devices. **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. You can log in before the end to see how evaluations have been completed.
- 6. Grade Appeals:** 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. Include deductions for late work. You can see the Appeal Process on page 25-26 of this Handbook.
- 7. Campus Safety:** 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 hallway or by dialing 5155 or any phone 314-516-5155. Please report any suspicious activity or anyone loitering in the hallways. Safety posters are located in hallways. Be familiar with these procedures.
- 8. UMSL Email:** Students expect that faculty will communicate with them via e-mail. Make sure to check your UMSL e-mail account regularly or request that it be forwarded to one you check often.
- 9. Students with Disabilities:** Unlike K12 education, it is the **students'** responsibility to identify themselves as requiring accommodations for special needs before class meetings begin; this means that instructors should not make accommodations for individual students unless requested to do so. (**Disability Access Services, MSC 144, 516-6554**)
- 10. Student Supplies:** 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. Using MyGateway: MyGateway - <http://mygateway.umsl.edu>** 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.
- 12. Parking:** You will receive a temporary parking permit until you are able to register your vehicle with campus parking. <http://www.umsl.edu/%7etransportation/>

Organizational Chart

College of Education, University of Missouri-St. Louis



Preparing to Teach Your Course: Recommended Procedures

1. Acquire the *most current* syllabus of your course(s) from the MyGateway course site or the Instructional Support Staff coeinstruction@umsl.edu
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. Connect with the Faculty Steward of your course. Become familiar with the course on MyGateway.
5. Check to ensure that your course is listed on the “MyGateway” web-based course management system (<http://mygateway.umsl.edu>).
6. Learn to use the functions in MyGateway especially the Grade Center (Book). You are required to have students submit assignments to the MyGateway Course site instead of sending them via email. You can record and provide feedback directly to the students. You should have at least 4 assignments posted by Mid-Semester. Online tutorials, where instructors can learn from online assistance and information about training, can be accessed at:
<http://www.umsl.edu/technology/mgwhelp/fachelp1.html>
If you have any problems or questions, please contact the **Help Desk**: 314.516.6034.
7. Change instructor contact information and modify the syllabus in MyGateway. 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](#)

Helpful Department Information

Instructor Mailboxes in Marillac Hall

Instructors' mailboxes are located in the anteroom outside 269 Marillac Hall. PE instructor mail is sent to 239 Mark Twain.

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.

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 electronically. You may obtain an electronic class roster by going to MyView (<http://myview.umsl.edu>). Sign in and use Self-Service.

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. Contact Erika Cotton with questions (see Handbook list p. 5)

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/>.

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. Make arrangements with students where to pick up work that cannot be contained in MyGateway.

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. Phone UMSL Campus Police at 314.516.5155 to request help getting to your car, or automotive assistance. Particularly, if you are late in leaving Marillac Hall, phone them for supervising your exit to your vehicle.

Instructor Absences

If you are going to be absent, due to illness or emergency, please inform the Department Chair at singerna@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*.

Submitting Grades: <http://www.umsl.edu/~registration/Faculty-Staff/>

MyView is the Official Faculty Web Grading site <https://myview.umsl.edu/psp/prd/?cmd=login>. All new instructors must complete **FERPA** (Family Educational Rights and Privacy Act) training prior to being given access to MyView. If you are a new instructor and do not see the **FERPA** course in your MyGateway site, you may self-enroll following these steps:

Sign into [MyGateway](#).

- Click on the Faculty Staff tab at the top of the page.
- Click on FERPA Training Course in the Faculty Toolbox ([How do I take the FERPA course?](#)).
- After successful completion of the final exam, please contact *Danielle Faucett* faucettd@umsl.edu

Step-by-step directions can be found here: <http://www.umsl.edu/asp/files/pdfs/facgrading.pdf>

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>
- Should you have any questions regarding the process or its implementation, please contact Theresa Keuss keusst@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.

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>

UNIVERSITY OF MISSOURI-ST. LOUIS
ACADEMIC CALENDAR FOR 2016-2017
FALL SEMESTER – 2016

August 22 Monday, classes begin 8:00 a.m.
September 5 Monday, no classes, Labor Day holiday
September 6 Tuesday, classes resume 8:00 a.m.
November 19 Saturday, Fall Break (Thanksgiving holiday) begins 5:00 p.m.
November 28 Monday, classes resume 8:00 a.m.
December 10 Saturday, classes end 5:00 p.m.
December 12 Monday, final examinations begin
December 17 Saturday, Fall Semester closes, end of day
December 17 Saturday, Fall Commencement

WINTER INTERSESSION – 2017

January 3 Tuesday, classes begin 8:00am
January 14 Saturday, classes end 5:00pm

SPRING SEMESTER – 2017

January 16 Monday, Martin Luther King holiday
January 17 Tuesday, classes begin 8:00 a.m.
March 25 Saturday, Spring Break begins 5:00 p.m.
April 3 Monday, classes resume 8:00 a.m.
May 6 Saturday, classes end 5:00 p.m.
May 8 Monday, final examinations begin
May 13 Saturday, Spring Semester closes, end of day
May 13 & 14 Saturday / Sunday, Spring Commencement

SUMMER SESSIONS – 2017

SUMMER SESSION 1 (4 WEEKS)

May 15 Monday, classes begin, 8:00 a.m.
May 29 Monday, no classes, Memorial Day holiday
May 30 Tuesday, classes resume, 8:00 a.m.
June 10 Saturday, session closes, end of day

SUMMER SESSION 2 (4 WEEKS)

June 12 Monday, classes begin, 8:00 a.m.
July 4 Tuesday, no classes, Independence Day holiday
July 5 Wednesday, classes resume, 8:00 a.m.
July 8 Saturday, session closes, end of day

SUMMER SESSION 3 (4 WEEKS)

July 10 Monday, classes begin, 8:00 a.m.
August 5 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 15 – July 8 (Summer Sessions 1 & 2, above)
July 5, 6, 7 & 8 Final Examinations

SUMMER SESSION 5 (8 WEEKS)

June 12 – August 5 (Summer Sessions 2 & 3, above)
August 2, 3, 4 & 5 Final Examinations

SUMMER SESSION 6 (12 WEEKS)

May 15 – August 5 (Summer Sessions, 1, 2, & 3, above)
August 2, 3, 4 & 5 Final Examinations

Meeting CALENDAR FOR 2016-2017

Department of Educator Preparation, Innovation & Research Faculty Meetings

Business meetings:

- Wednesday, September 7 9:00-11:30AM TLC BOEING ROOM
- Wednesday, October 5 9:30-11:30AM TLC BOEING ROOM
- Wednesday, November 2 9:30-11:30AM TLC BOEING ROOM
- Wednesday, December 7 9:30-11:30AM TLC BOEING ROOM
- Wednesday, February 1 9:30-11:30AM TLC BOEING ROOM
- Wednesday, March 1 9:30-11:30AM TLC BOEING ROOM
- Wednesday, April 5 9:30-11:30AM TLC BOEING ROOM
- Wednesday, May 3 9:30-11:30AM TLC BOEING ROOM

Program Assessment meetings:

- Wednesday, August 24 3:00-4:30 PM TLC BOEING ROOM
- Wednesday, September 28 3:00-4:30 PM TLC BOEING ROOM
- Wednesday, October 26 3:00-4:30 PM TLC BOEING ROOM
- Wednesday, January 25 3:00-4:30 PM TLC BOEING ROOM
- Wednesday, February 22 3:00-4:30 PM TLC BOEING ROOM
- Wednesday, March 22 3:00-4:30 PM TLC BOEING ROOM
- Wednesday, April 26 3:00-4:30 PM TLC BOEING ROOM

College of Education Faculty Meeting Dates

All meetings are in the TLC BOEING ROOM

- Wednesday, August 17 11:45 Welcome Back Luncheon
- Wednesday, August 31 1:00-3:00PM TLC Boeing Room
- Wednesday, September 21 1:00-3:00PM TLC Boeing Room
- Wednesday, October 19 1:00-3:00PM TLC Boeing Room
- Wednesday, November 16 1:00-3:00PM TLC Boeing Room
- Wednesday, January 18 1:00-3:00PM TLC Boeing Room
- Wednesday, February 22 1:00-3:00PM TLC Boeing Room
- Wednesday, March 15 1:00-3:00PM TLC Boeing Room
- Wednesday, April 19 1:00-3:00PM 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

Professional Behavior and Attributes Assessment Assessment Used with All Teacher Candidates

Updated Fall 2016

Course Scheduled Assessment Process

1. Each Teacher Candidate will respond to the Professional Behaviors and Attributes Assessment measure via SCOPE during each of these courses: EDUC 1001, 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.

Orientation for Faculty, Adjunct Instructors, & Teacher Candidates

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 platform).
2. 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.
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, Director of Clinical Experience 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 of Students 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 Educator or School Representative, they and the Teacher Candidate will meet and discuss the Teacher Candidate's self-assessment and the issue/concern. The Clinical Educator 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 of Students, the Program Coordinator and the Instructor). The Committee may also request additional documentation from any of the parties. The Student Appeals committee will review the documentation and success of the remediation plan and allow the Teacher Candidate to continue toward certification or dismiss the student from the Teacher Education Program.

Professional Behavior and Attributes Form

The Professional Behavior and Attributes Form (PB&A) 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

Contact Information for Rules and Regulations Concerns

<i>Concern</i>	<i>First place to contact</i>	<i>Name of Contact person</i>	<i>Contact info</i>
<p>Student Conduct</p> <ul style="list-style-type: none"> • Disruptive student behavior • Illegal possession • Theft • Damage to property • Furnishing false information • Failure to comply 	<p><i>Note: If you feel the behavior is threatening &/or involves fear of safety, immediately call the campus police at: 314-516-5155</i></p> <p><i>Otherwise, contact:</i> Office of Student Affairs</p>	<p>D'Andre Braddix <i>Assistant Dean of Students</i></p>	<p>314-516-5205 braddixd@umsl.edu</p>
<p>Academic Dishonesty Any form of</p> <ul style="list-style-type: none"> • cheating • plagiarism • sabotage <p>resulting in students giving or receiving unauthorized assistance or credit for work which is not their own.</p>	<p><i>Note: Faculty grade the paper and are required to submit the charge to:</i></p> <p style="text-align: center;">Office of Academic Affairs</p> <p><i>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.</i></p>	<p>Tanisha Stevens <i>Coordinator of Academic Programs and Records</i></p>	<p>314-516-5304 smithtn@umsl.edu</p>
<p>Discrimination <i>Being denied equal opportunity because of race, color, religion, sex, sexual orientation, national origin, age, disability, or Vietnam era status**</i></p>	<p>Office of Equal Opportunity and Diversity</p>	<p>Deborah Burris <i>Director and Chief Diversity Officer Office of Equal Opportunity & Diversity</i></p>	<p>314-516-5695 dburris@umsl.edu</p>
<p>Educational Privacy (FERPA) <i>Any sharing of student information and data that is protected by the FERPA laws*</i></p>	<p>Office of the Registrar</p>	<p>Linda Silman <i>Registrar Office of the Registrar</i></p>	<p>314-516-5406 lindas@umsl.edu</p>
<p>Sexual Harassment <i>Unwelcome sexual advances or requests for sexual activity, verbal or physical conduct of a sexual nature**</i></p>	<p><i>Sexual Harassment complaints should not be discussed with anyone prior to contacting the</i> Office of Equal Opportunity and Diversity</p>	<p>Deborah Burris <i>Director and Chief Diversity Officer Office of Equal Opportunity & Diversity</i></p>	<p>314-516-5695 dburris@umsl.edu</p>

* 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.*

**Online employee training for Discrimination, and for Sexual Harassment: http://www.umsl.edu/services/oeo/pdfs/online_instructions2010.pdf

COE Centers, Resources, Services

ED Collabiat <http://collabiat.umsl.edu/>

The ED Collabiat is a habitat for intentional collaborating. Our programming is driven by interplay between perspectives informed by the learning sciences, art and design, and education innovators. The ED Collabiat is located in mid-century modern glass and metal building that was originally constructed as the Barnes Library in the 1950's. Once a place to seek and consume existing knowledge, it has now evolved into the ED Collabiat, a space to invent new ideas and new ways of thinking.

University Child Development Center (UCDC) <http://www.umsl.edu/~kids/>

On South Campus is a child 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.

Center for the Research and Study of Disability, Education, and Culture (CRSDEC) www.crsdec.org
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: 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.

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.

Richard Burnett Literacy Clinic <http://coe.umsl.edu/w2/initiatives/literacy/sessions.html>

The clinic 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.

Regional Institute of Tutorial Education (RITE) <http://coe.umsl.edu/rite/>

RITE's common cause is to address the academic and social needs of underserved children through training and placing tutors in schools. We have tutors working in two local school districts: Riverview Gardens and St. Louis Public Schools, including three charter schools. Another program that RITE supports is called Conscious Choice. Please see our special page along with the Conscious Choice brochure for a full description of the program. We have added some ACT preparation materials and website links, to complement the "ACT Prep for Success" classes. RITE also serves as a liaison for parents seeking special help for their children. For example, the College of Education at UMSL has a Literacy Clinic: There is an application online: [UMSL College of Education Literacy Clinic](#). Additional tutoring help is offered through the Y Read program of the YMCA. See the bottom part of the page on their website: [Y Read Program](#)

Gateway Writing Project (GWP) <http://www.umsl.edu/services/gwp/>

Founded in 1978, the Gateway Writing Project is sponsored by the University of Missouri-St. Louis and Harris-Stowe State University and is the official St. Louis site of the National Writing Project. Connecting five state sites, GWP is also a member of the Missouri Writing Projects Network. Through these institutional partnerships, GWP serves teachers and students in urban, suburban, and rural districts.

COE Counseling Center (located outside the Ed Colabiat)

<http://coe.umsl.edu/dept/Counseling%20and%20Family%20Therapy/bridging.html>

The Counseling and Social Advocacy Center @ UMSL assists individuals, couples, and families in need of counseling services with affordable counseling provided by professional counselors and graduate counseling students. The Counseling and Social Advocacy Center @ UMSL is operated through the Department of Counseling and Family Therapy at the University of Missouri-St. Louis. The Center provides training for school and clinical mental health counseling practicum students in the master's and doctoral counselor training programs. The students are under the supervision of faculty members who hold licenses in mental health professions, including licensed professional counselors, licensed psychologists, licensed marriage and family therapists, and other appropriate licensing.

The Center for Human Origin & Cultural Diversity

[The Center for Human Origin and Cultural Diversity \(CHOCD\)](#) was founded in Fall, 1995, as a joint venture between the Department, the School of Education, and the Mayibuye Center (Archive of the African National Congress) at the University of the Western Cape, South Africa. It is housed in the Honors College, and its Director and Co-Director are Department members. The Anthropology Department provides expertise in understanding human origin and cultural diversity; the School of Education provides expertise in designing curriculum for elementary through high school students.

Urban Education

Dr. Jerome E. Morris is the *E. Desmond Lee Endowed Professor of Urban Education* (in conjunction with St. Louis Public Schools) and a Research Fellow with the Public Policy Research Center at the University of Missouri-St. Louis. Dr. Morris' work focuses on understanding Black people's experiences in a range of areas. Since arriving to St. Louis he has begun researching the meaning of the area's decades-long desegregation plan for race and opportunity in Greater St. Louis and racial socialization of Black students for STEM fields.

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 set 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. Such adjuncts instructors will need approval by the Graduate School Dean. 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 chairperson or director of the department*, Department**, area***, school or discipline housing the course in

question (For grade appeals in the Honors College, College of Nursing, College of Optometry, and the UMSL/Washington University Joint Engineering Program, written appeal should be submitted to the appropriate dean.)

*College of Arts & Sciences, College of Fine Arts and Communication ** College of Education
***College of Business Administration

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 9 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*)

MoSPE	Quality Indicators
1. Content knowledge	1 knowledge of discipline
	2 ability to use multiple subject specific instructional methods
	3 how to engage students in inquiry, research
	4 create interdisciplinary lessons
	5 understands diversity and potential for own bias
2. Student learning, growth and development	1 knows child/adolescent development and apply to students
	2 ability to set goals, organize, implement and self-reflect
	3 applies knowledge of learning theory
	4 recognizes diversity and impact on education
	5 aware of student prior experiences, learning styles , MI, strengths and needs impact learning
	6 connect instruction to students prior experiences, family, culture, community
3. Implementing the Curriculum	1 Knows components of effective curriculum and create aligned learning experiences, national standards
	2 Knows learning styles and learning theory and selects appropriate strategies for individual needs
	3 Knows differentiated instruction, short and long- term planning
4. Teaching for critical thinking	1 know and apply models of critical thinking and problem solving and use various types of instructional strategies and appropriate resources
	2 know current instructional resources and how they benefit learning process
	3 know and apply multiple strategies for student engagement
5. Creating a positive Classroom environment	1 important relationship between classroom management, motivation and engagement strategies and techniques
	2 recognizes the need for managing time, space, transition and activities
	3 identifies influence of classroom, school and community cultures on student relationships and their impact on classroom environment and learning
6. Effective Communication	1 to use effective verbal and nonverbal communication techniques
	2 develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and responses to students' communication
	3 ability to facilitate learning expression in speaking, writing, listening and other media
	4 Skills in using a variety of media communication tools

7. Using assessment data to modify instruction	1 Describes, develops, analyzes and implements formal and informal assessments
	2 demonstrates how assessment data can be used to improve learning activities
	3 describes, analyzes variety of self and peer assessment strategies and teach students how to set own learning goals
	4 collect information by observing, higher order questioning, analysis, and effect of class instruction on individual and whole class learning
	5 explains ethical and legal implications of confidentiality of student records and strategies to communicate student progress to students, families, colleagues and administration
	6 understands department/ grade level/ school data analysis process
8. Professional Practice	1 reflects on teaching practices to refine instructional practices
	2 identifies and reflects on the array of professional learning opportunities offered
	3 aware of influences of district policies and school procedures on classroom structure
9. Professional collaboration	1 importance of collegial activities designed to build a shared mission, vision, values and goals; demonstrates ability to collaborate
	2 understands school systems and identify and provide deeded services to support individual learners
	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

Office of Clinical Experiences

<http://coe.umsl.edu/clinicalexperience/>

The **Office of Clinical Experience** helps to prepare students for a successful, meaningful and rewarding career in the field of formal and informal education. As teacher candidates prepare for practicum, we work with partnered Studio Schools to coordinate placements. Together, we provide a quality clinical experience that reaches far beyond the academic curriculum.

The College of Education's comprehensive and rigorous curriculum prepares teacher candidates as "Appropriately Certified" teachers. This process includes intensive coursework from qualified faculty; opportunities to take required [Missouri Department of Elementary and Secondary Education](#) assessments; continuous support from Clinical Educators and a year-long practicum experience in a local school or Studio Schools. Practicum incorporates our innovative Responsive Design™ model, our Inquiry Into My Practice (IMP) approach and informative on-campus seminars -- all designed to ensure that each teacher candidate is fully prepared for certification and has a promising future as an effective educator.

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 (Social Justice in Education Certificate available)
- f) Leadership in Education Concentration
- g) STEM Concentration
- h) Discipline Content Area Concentration
- i) Elective Concentration
- j) Supporting Language Learners: TESOL Concentration I (DESE TESOL endorsement available under SEC ED)
- k) Middle School Education Concentration

For more information see the Bulletin (Course Catalog) at:

<https://nextbulletin.umsl.edu/collegeofeducation/epir/graduatestudy/>

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

Department of Education Sciences and Professional Programs Educator Preparation, Innovation and Research

Undergraduate Programs

Bachelor of Science in Education (B.S. Ed)

Early Childhood/ Special Education

Elementary Education/Special Education

Elementary Education/TESOL Education

Physical Education

Secondary Education

Educational Studies (BES) (non-classroom)

Early Childhood

Exercise Science

Human Services and Development

Informal Science and Cultural 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.)

Doctor of Educational Practice

Doctor of Philosophy in Education (Ph.D.)

Counselor Education

Educational Leadership and Policy Studies

Educational Psychology

Teaching-Learning Processes

Off-Campus Sites

St. Charles Community College

Wildwood Community College

South County Education Center

Jefferson College

Harris-Stowe State University

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)

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