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Mission Statement

The mission of the School of Education, as a renowned learning community for the mind, heart and soul, is to guide the formation of moral and ethical educational leaders, to advance innovation in teaching and scholarship, and to foster social responsibility. Within the context of the Spiritan identity and University vision, we will accomplish our mission by exemplifying the scholarly and ethical standards of our profession as we provide meaningful learning experiences, support scholarship, and sustain mutually beneficial partnerships.

Identity Statement

Educational Leaders - Scholarship for Schools - Spiritan Tradition of Caring

Executive Committee

School of Education Communication and Decision Making Structure

Decisions

Decisions that impact the School are made at three places:

- The Dean
- Executive Committee
- Faculty Meeting

The Executive Committee members are the Dean, Associate Deans, and Chairs. Internal, Department-related decisions are made within the Department as prescribed by the Department Chair.

Roles

Dean

The Dean’s role is articulated in the Faculty Handbook. However, with her agenda the following responsibilities are recommended:

- External constituencies and development
- University Representation of the School (two directions a. represent the School to the University and b. communicate to the School from the University)
- Final arbitrator for the School

Executive Committee

- The primary decision-making group in the School responsible for routing strategic and problem concerns.
- The EC may delegate decision making authorizations to school committees, councils, departments, and/or programs.
- A quorum for the EC is all members unless it is agreed a priori by all members to proceed with less than all members present. This will allow for line-item determination of what can be deliberated in the absence of a quorum. However, if an emergency decision has to be made and a member cannot give input, he or she accepts responsibility in those rare situations for the automatic authorization of the remaining members to establish a quorum on behalf of the group to handle the emergency decision in his or her absence.
Faculty Meetings (Department and School)
Decisions requiring full faculty approval will be routed by the EC to the departments for deliberation and the full faculty meeting for final decisions.

Lines of Communication (Figure 1)
- All strategic and problem concerns are sent to the EC.
- Faculty, programs, and institutes make requests to get items on the EC agenda through their Department Chairs.
- Committees, councils, and SAS will make requests to get items on the EC agenda through their reporting lines defined in the Organizational Structure.
- If the Dean makes an operational decision outside of the EC it should be reported at the EC and documented in the minutes.

Executive Committee Agenda
The EC agenda is proposed by the Dean at least two days before the EC meeting. EC members then make recommendations to modify the agenda by 4:00 the day before the meeting. The final agenda is reviewed at the beginning of the EC meeting and agreed upon as the first item.

Decision Making Process
Decisions will be made first by consensus. If consensus cannot be reached the EC will use Robert’s Rules. The driving criterion for making decisions is what is in the best interest of the School of Education.

Accountability
Members of the EC are accountable to:
- Each other through mutual commitments and responsibilities
- The faculty in their reporting lines
- The SoE faculty at large

Faculty are held accountable first by their Department Chair and second by the Dean.

Committees, councils and SAS are held accountable by an associate dean as indicated in the Organizational Chart.

As the final arbiter of the school, all reporting lines lead to the Dean.

Communication of Decisions (Figure 2)
Policy and procedure decisions are documented in the minutes of the EC and Faculty Meetings and distributed to the faculty and staff of the school.

All policies and procedures are then documented in a School of Education Policy and Procedure Manual that is the operational guide for the school. The Policy and Procedures Manual is updated at least monthly and is housed online in pdf format (under the Faculty, Staff & Departments Menu).
Decisions are communicated through the Chairs to the faculty. Because Chairs have the primary responsibility to hold faculty accountable this reporting line will make it clear that decisions have been vetted through the Chairs and that faculty will be held accountable to those decisions.

**Access to the Dean**  
The Dean invites all faculty to set meetings with the Dean as needed to discuss whatever he or she wants. The Dean is sensitive to respond to faculty needs within the decision making structure of the School to the greatest extent possible.
Academic Grievance Appeal Process

If a student believes that “the actions of a faculty member have resulted in serious academic injury,” the student will be afforded the following appeal process:

A. It is the student’s responsibility to first contact the course instructor in writing to discuss and resolve the issue.

B. If the issue is not resolved, the student may submit a written request to the Program Director, if one exists, for a review of the course instructor’s decision. The written request should include a summary of the previous communications with the course instructor and an explanation of why a resolution was not reached. This request should include all relevant facts. In the event that the course is not overseen by a Program Director, the appeal goes directly to the Department Chair.

C. If the issue is not resolved as a result of the review by the Program Director or a Program Director is not involved, the student may submit a written request for a review of the decision by the Department Chair. This request should include a brief statement of the reason for review and a summary of the previous meetings in which a resolution was not reached.

D. If attempts to resolve the issue are not successful at the department level, the student may request that the case be submitted to the Office of the Dean for review. A written summary of prior communications regarding the unresolved issue must be submitted to the Office of the Dean.

E. The student has a period of 10 days in which he/she may appeal to the Provost if he or she wishes to contest the findings of the SoE. The procedure for the handling of such an appeal by the Provost is outlined in the University catalog.

F. If the student does not believe that the issue has been resolved, the student may file a written Academic Due Process Grievance with the Academic Vice President of the Student Government Association. The grievance shall state with particularity the allegation that the student is making and the basis on which the allegation is being made. It shall include statements from any witness or written matter, which may be helpful. This grievance must be filed within sixty (60) days after the beginning of the semester subsequent to that in which the grievance allegedly occurred. At this point, the student may contact the Student Government Association for further information.

Reference for full description of Academic Due Process Grievance procedures; please see the Duquesne University Faculty Handbook.
Academic Integrity

DUQUESNE UNIVERSITY
SCHOOL OF EDUCATION

POLICY ON ACADEMIC INTEGRITY

Approved by the Faculty

[Note: This document is adapted from the Mission Statement in the University Catalog, and the new Academic Integrity Policy in the Student Handbook. All students should be thoroughly familiar with its provisions.]

Consistent with the Mission of the University to serve God by serving students through commitment to excellence, and a strong emphasis on moral and spiritual values, and the University’s goal of educating the mind, heart and soul, the School of Education takes seriously its obligation to prepare students who continually strive for professional competence and maintain high ethical and moral standards. In this regard, academic integrity is inseparable from the University’s Mission and goals, and fundamental to teaching, learning and scholarship. Students in the School of Education or students taking classes in SOE are expected to, and are responsible for maintaining academic integrity with regard to class assignments, examinations, and any other requirements related to their courses of study.

Section 1: Violation of Academic Integrity

Violations of Academic Integrity may include, but are not limited to, the following:

**Cheating** Cheating on quizzes, tests, examinations or projects may include giving or receiving assistance or using unauthorized assistance or material as an aid in the completion of the assignment or project. (Unauthorized material may include, but is not limited to, notes or other written documents, unauthorized calculators and/or formulas, palm pilots, cellular phones, computer programs, software, data, or text.) In other contexts (e.g., group projects, labs, field placements), cheating may include forms of deception intended to affect grades, evaluations or other outcomes (e.g., using without permission, other students or teachers’ lesson plans and project designs, falsifying, distorting or fabricating data on research projects, logs, or journal entries). Cheating may include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments (e.g., writing papers, preparing reports, developing and designing lesson plans, developing course projects, or solving problems). Cheating may also include student acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

**Plagiarism** Plagiarism in papers or other written, electronic or oral work, or student authored or designed computer programs/projects, or lesson plans (including essays, research papers, theses, dissertations, presentations, class projects, lab reports, or work for publication) may include, but is not limited to, student use--whether by summary, paraphrase, copying, direct quotation, or a combination--of the published or unpublished work or specific ideas of another person or source without full and clear acknowledgment (including the use of quotation marks to indicate the
source’s specific language). Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution. Also, plagiarism may include the submission of a paper or project copied from another student, or prepared in whole or in part by another person or agency engaged in providing or selling term papers or other academic materials.

Deceit in academic matters. Deceit may include, but is not limited to, furnishing false information regarding academic matters to any University instructor, official, or office with intent to deceive, or attempting to adjust a score or grade on a graded paper or test, or on the instructor’s gradebook or recording system. It may include falsifying information on field placement evaluation forms, or forging the signature of field placement supervisors or others with the intent of deceiving University/SOE officials.

Misuse of documents. Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized, including letterheads). It may also include misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.

Assistance in the violation of Academic Integrity Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons, e.g., assisting in acts of cheating or allowing another student to copy your work.

Violations of Academic Integrity--whether or not they are the result of a deliberate intent to deceive--are subject to academic sanctions, including (but not limited to) oral and/or written reprimand; lowered grade or failure on an assignment; lowered course grade; failure of a course; suspension or dismissal from the class; and/or suspension or dismissal from the School or the University. Information regarding such violations will be maintained in student academic files and may be included in transcripts and other official University documents.

Faculty and students have the obligation to know, understand, and practice the policies outlined herein.

Students

- Learn what Academic Integrity means and why it is vital to the mission of the Duquesne University community, and to the SOE
- Ask the course instructor whenever unsure of what may constitute plagiarism or cheating, or if uncertain of what resources or tools may be used in completing an assignment or exam
- Carefully document all research and work done in the completion of each assignment for which other resources are consulted
- Alert course faculty or School administrators upon learning that another student may have violated any of the academic policies.
- Do not allow other students to copy your work

Faculty (including Graduate Teaching Assistants)
• Discuss the importance of Academic Integrity, especially early in each course;
• include on course syllabi an explicit statement about Academic Integrity, possible sanctions for plagiarism and cheating, and positive impact of Academic Integrity on the SOE community and the field of study or profession;
• Explain what constitutes plagiarism and how to avoid it, and encourage open discussion and inquiry about University, School and faculty expectations for Academic Integrity;
• Provide clear guidelines about standards and expectations regarding collaboration, citation, use of notes during exams, etc.
• Refer students to the Gumberg Library, which has information about writing, grammar style and proper citation.
• Change exams and problem sets annually
• Reduce the temptation to cheat by, for example, having students sit at a distance from each other or producing alternate versions of an exam
• Support consistent handling of Academic Integrity cases by reporting suspected instances of cheating or plagiarism to the department chair

**Section 2: SOE Procedures for Adjudicating Alleged Violations of Academic Integrity**

Violations of Academic Integrity, whether or not they are the result of a deliberate intent to deceive, are subject to academic sanctions, including (but not limited to) oral and/or written reprimand; lowered grade or failure on an assignment; lowered course grade; failure of a course; suspension or dismissal from the class; and/or suspension or dismissal from the School or the University. Information regarding such violations will be maintained on file in the dean's office. Following a ten-day appeal period (see section 3) this file may be forwarded to the University Director of Judicial Affairs, who maintains a confidential database that includes academic as well as other violations of University policy.

• In cases where plagiarism (as outlined in section 1) is found in any document submitted by a student as part of course work, lab report, project or any assigned work, the assignment may receive a score of zero. Opportunity of a rewrite may be given at the discretion of the instructor.

• In cases of repeated plagiarism in documents produced by a student as part of course work, lab reports, computer programs and projects, or assignments, the student may be given an F for the course. In such a case the allegations should be discussed with the program director if the program has a director, and/or department chair. If the department chair is in agreement with the instructor, the student should be informed, in writing, in advance of receiving his/her grade. Should the department chair disagree with the instructor, he or she (the instructor) has the right to appeal to the dean. The decision of the dean is final.

• In cases of cheating, as outlined in section 1, the appropriate sanction will be at the discretion of the faculty member. Sanctions may range from a verbal warning to failure of the entire course or suspension from the school, depending upon the severity of the offense. The allegations should be discussed with the student, in the presence of the program director if the program has a director, and/or department chair. If the department chair is in agreement with the instructor, the student will be informed, in writing, in advance of receiving his/her grade. Should the department chair disagree with the instructor, he or she (the instructor) has the right to appeal to the dean.
• In cases of plagiarism found in research papers submitted as requirement of a course or project, and intended for publication, the student may fail the course, and his/her work will not be submitted for publication without being re-written.
• In cases of plagiarism found in theses or dissertations, the student may not be awarded the degree, and his/her work will not be submitted for publication without being re-written.
• Cases of deceit or fraud, as outlined in section 1, should be communicated in writing to the dean of the SoE, and in cases where the student is not enrolled in the school in which the violation took place, the dean of the school to which the student is affiliated. Violation of the policy on deceit or fraud may result in failure of a course or suspension from the school after consultation with the instructor and department chair involved.

Section 3: The Student's Right to Appeal

The SoE Academic Integrity Committee (SEAIC)

In cases when a sanction is imposed, the student may appeal to the SEAIC which consists of three members of the faculty, appointed by the dean, as well as one graduate student, and one senior undergraduate student, who will act as non-voting members.

It is the instructor's responsibility to keep a record of the violation and the sanction, copies of which should be kept in the Dean's office, and made available for the SEAIC upon request.

In cases where the sanction results in a reduced grade, or failure of the examination or course, the student has the right to appeal to the instructor, program director, and department chair. If in the student’s opinion the matter has not been resolved, he/she has the right to appeal to the SEAIC within 30 days of receipt of the grade. All appeals to the SEAIC must be written. The SEAIC will issue a final recommendation to the Dean of the SoE, and the Dean of the school to which the student is enrolled. Both Deans will be involved in making the final decision, and the student will be informed, in writing, of their final decision. The decision of the dean or deans is final.

In cases where the sanctions is greater than failure of the course in which the violation occurred, the student must be informed of the sanction in writing by the department chair or Dean of the SoE, and must be informed in writing of his or her right to appeal to the SEAIC. All appeals to the SEAIC must be written and filed within 30 days of being informed of the sanction. The SEAIC will issue in writing a final recommendation to the Dean of the SoE, and the Dean of the school to which the student is enrolled. Both Deans will be involved in making the final decision, and the student will be informed, in writing, of their final decision.

The student has a period of 10 days in which he/she may appeal to the Provost if he or she wishes to contest the findings of the SoE. The procedure for the handling of such an appeal by the Provost is outlined in the University catalog.
Act 48

How to Request Act 48 Hours/Credits.

Please contact Lisa Patrick, Office Assistant, Student and Academic Services at 412.396.6118 or patrick1@duq.edu to submit your request Act 48 Request.

Who Needs Act 48 Reporting?

All certified school personnel are covered under ACT 48. Effective July 1, 2000, the Commonwealth of Pennsylvania enacted Act 48, mandating a continuing professional education program for professional educators to maintain active certification.

What is needed to Comply with Act 48?

The continuing professional education program requires the satisfactory completion of continuing professional education every five (5) years. These requirements can be met by completing one of these options:

- six (6) credits of collegiate study;
- six (6) credits of continuing professional education courses;
- one hundred eighty clock hours (180) of continuing professional education programs, activities or learning experiences; or
- any combination of collegiate credits, continuing professional education courses, or other approved programs, activities or learning experiences equivalent to one hundred eighty (180) clock hours.

How are credit hours and clock hours calculated?

The Pennsylvania Department of Education (PDE) states that for the purposes of calculating hours and credits of continuing professional education, one (1) credit of collegiate studies or continuing professional education courses shall be equivalent to thirty (30) clock hours of continuing professional education programs, activities or learning experiences. Each hour of participation in an approved activity will be calculated as 1 clock hour of participation.

Who Qualifies for Act 48 Credit?

Only offerings made by "Approved Providers" qualify for Act 48 credit. The Duquesne University School of Education is an Approved Provider of collegiate studies.
How Do I Know When my Act 48 Credits/Hours Have Been Reported?

You may check your Act 48 progress at the PA Department of Education Records Management Site.

Add/Drop Course Policy

Approved by Executive Committee February 5, 2013

At the beginning of each semester, a window of 5-7 days is provided for students to Add or Drop classes without penalty. Students may complete the Add or Drop process through Web Registration, or paper registration. At the end of the Add/Drop period published in the Academic calendar for the semester, students may no longer change their schedule and must then adhere to the University's published dates and policies on withdrawing from classes.

The Office of Student and Academic Services is given a few days after this deadline to complete registrations mainly to ensure that all paperwork is complete. If there is an extenuating circumstance where a student needs to be Added or Dropped from a course after the official university add/drop period, the Program Director or Advisor must fill out a paper Change of Student’s Schedule and deliver it to the Office of Student and Academic Services.

After the extension provided by the Registrar, the Office of Student and Academic Services cannot change student schedules under any circumstance. If a situation warrants a change in schedule after this deadline, the Advisor must obtain the following signatures on the appropriate form* for the situation and attach an explanation for the late change:

- Student and faculty member(s) of the course(s) being added and/or dropped on the Change of Student’s Schedule form used for Add/Drop.
- Student Registration form for a student who is currently NOT registered for any courses.
- Complete Withdrawal form for completely withdrawing from all registered courses.

* All forms are available in the rack outside of 214 Canevin.

After all signatures have been obtained, it is the Advisor’s and/or Department Chair’s responsibility to obtain the Dean's signature on the appropriate form. After the Dean signs the form, the Office of Student and Academic Services will deliver it to the Registrar for the change to be made.

The Office of Student and Academic Services will notify the School faculty and staff each semester regarding the timeline for Adding and/or Dropping classes from a student's schedule.

Advanced Standing

Effective May, 2006

On recommendation of a Program Director, a student may transfer a maximum of 12 credits of appropriate graduate work (3 per every 15 required graduate credits) taken at other approved colleges or universities. The transfer of credits within Duquesne University, as well as the
maximum credits accepted, will be approved at the discretion of the individual program. The transfer of credits from another degree can be permitted for certification, at the discretion of the individual program. The transfer of credits applied toward a previous degree can be permitted for a second degree, at the discretion of the individual program. Only courses with grades of A or B will be considered for transfer, provided the courses are in keeping with program requirements and are within the School’s six-year Statute of Limitations. Requests for transferring credits should be presented to the Graduate Admissions and Advisement Office. No graduate credit is allowed for study in continuing education, correspondence, extension courses or life and work experiences.

Application Fee Policy

Application fees are collected from all applicants to the School Education unless the applicant has been a student within the School of Education and (a) has received a terminal degree or Duquesne Certificate or (b) was an active student within the past 5 years.

If the student applies to more than one program at the same time (i.e., intended matriculation is within in the same semester) only one application fee is collected.

The minimum application fee for a paper application is $50. Departments reserve the right to increase application fees for a particular program. The fee for an online application is waived. The fee is also waived for catholic clergy.

Centers

Center for Advancing the Study of Teaching and Learning (CASTL)

Center for Character Education

Center for Crisis Intervention and Prevention (CCIP)

The Center for Evaluation, Research, and Policy Analysis at Duquesne University CERPA

Leadership Institute

UCEA Center for Educational Leadership and Social Justice

Change of Grade Policy for Graduate Courses

Approved by Academic Council 12/3/2007
Effective 2008/2009 Academic Year

(1) One year from the date that an “I” grade is recorded, the “I” grade will be converted to an “F” grade whether or not that course is part of the regular graduate program curriculum.
(2) In case of courses such as practicums, internships or dissertation study, faculty continues to have the option to assign an “IP” grade.

(3) In the case of an extenuating circumstance, the dean and registrar will discuss the situation and agree upon a recommended course of action. Their recommendations will then be referred to the Provost Office as necessary.

(4) An “I” and/or “F” grade cannot be converted to a “W”.

(5) Reaffirming the existing policy, a graduate student with an “F” grade cannot graduate, regardless of whether the failed course is part of the program degree requirements. In order to graduate, the student must retake the course or an equivalent course.

(6) The Graduate Council recommends that the last day for graduate students to be able to withdraw is 12 weeks after the beginning of the semester. For summer sessions, the graduate student can withdraw up to the official last day of classes for the summer session in which the class is being taken.

**Communication Process for Interdepartmental SPA / Accreditation Work**

Approved by SoE Executive Committee 3/10/2016

When a program in one department needs assistance with SPA or accreditation work from a program in another department, the following process should be followed:

1. A face-to-face meeting should occur between the program directors, as well as program faculty where appropriate;

2. The program seeking accreditation assistance should come to the meeting with full knowledge of their program standards, a matrix of the standards and where they are currently met in program courses, and ideas about where a course delivered from another department may be meeting that standard or be able to meet that standard;

3. After discussing potential alignment via analyzing program standards in relation to specific content noted in the syllabi, a determination will be made as to whether there is an existing assessment that meets a SPA requirement to assess candidate performance in relation to those standards:

   (a) If there is an existing assessment and rubric, and if it meets the SPA requirements, then it will continue to be used;

   (b) If there is relevant content covered in the course but no existing assessment and rubric, or if the existing assessment is insufficient to meet the SPA needs, a collaborative effort will occur between respective program directors, as well as program faculty where appropriate, to develop the assessment and rubric;
4. Once a standards-aligned assessment is determined, program directors should agree on a process and timeline to implement the assessment and determine the process for collecting the resulting performance data (e.g., enter into JED, submit completed rubrics to program, etc.).

**Continuous Registration Policy**

Adopted by Graduate Studies Council 5/14/10

In order to qualify for continuous registration, a master’s (thesis) or doctoral student must have completed all required courses and have earned (or have previously registered for) all required thesis or dissertation credit. In order to maintain an enrolled status once all required credit has been earned, students must be registered for a Continuous Registration FT (GRED 702 01) class for required fall and spring terms of enrollment up to the point of graduation. Continuous Registration FT will be charged at the appropriate fee as per the [University Fees Explanation](#).

For master’s or doctoral students who “stop out” and have missed required terms of continuous registration, retroactive continuous registration sections will be created and students charged the flat rate for the number of required semesters missed.

A student may not use continuous registration just to enable full time status while the student is still earning credit. However, should a student who is still earning credit toward a program of study need to "stop out" the student should simply not register for that semester. In such cases the student will remain an active student and be able to resume classes when ready.

**Course and Program Review Process**

*A Letter of Intent* is prepared for significant proposed course or program actions (new, revised or closing). The Department Faculty/Program consults with the Department Chair prior to starting the ACC Course or Program Approval process; and documents said notification on the ACC Course or Proposal form.

A standing agenda item will be added for all Executive Committee meetings for Department Chairs to discuss Intent for a proposed action from their respective department. Intent should be circulated to the EC members in the week prior to the scheduled meeting to expedite the discussion at the meeting. If an EC meeting is not scheduled in a reasonable time frame, the Intent may be reviewed and feedback collected electronically.

Following review by the Executive Committee, formative feedback will be provided in the form of questions and/or recommendations. The questions and recommendations should be addressed in the completed Academic Curriculum Committee proposal. This process does not replace the ACC process.

**Course Enrollment Minimums and Maximums**
The undergraduate minimum per course enrollment is 10 students; the graduate minimum per course enrollment is 6 students. The maximum enrollment of graduate or undergraduate courses will be based on two factors—course content and financial realities.

**Course Size Policy**

Approved by the Executive Committee January 7, 2011

*Policy:*
The intent of this policy is to ensure that the School of Education delivers various types of courses in a cost effective manner. Despite fiscal realities, there must continue to be attention paid to course quality and academic integrity.

Specifically, in consultation with the department chairs, course schedules should be planned with an effort to minimize the number of sections offered and prevent unnecessary proliferation of course sections. Certainly, foundational survey courses can be offered with at least 25-30 students through the coordination of program schedules allowing for different programs to offer the foundational survey course in the same semester. On the other hand, writing intensive courses should not exceed 20 students and online courses, although they can be intensive, should strive to not dip enrollment below 12-15. Other types of courses should be enrolled to the maximum possible while maintaining the quality and personal attention that has come to define the School of Education’s professional preparation courses.

*Procedure:*
The LTQC/LTP and graduate programs will work proactively with the undergraduate advisors, graduate advisors, and registrar to ensure that courses are planned so that students will be able to carry full schedules throughout their course of studies.

Freshman and sophomore School of Education undergraduate courses, to the degree possible, will be scheduled according to the university schedule of classes to prevent students from not having options for other university core classes.

Department chairs will review course schedules to ensure every effort is made to deliver high quality courses in a cost effective manner as defined in this policy. Particular attention should be paid to consistently under-enrolled courses for review.

*Projected Implementation: Fall 2011.*

**Credit Hour Policy**

The University policy on the definition of a credit hour is implied in the Schedule of Classes on the calendar page. Because the School of Education requires more clarity to determine if proposed classes meet credit hour standards, the following guidelines for the meaning of a credit hour will be applied.
One credit hour of academic credit usually consists of 150 minutes of work per week for a semester of not less than 15 weeks. The basic measure may be adjusted proportionally to reflect modified academic calendars and formats of study. For traditional lecture courses the 150 minutes of work per week are typically one-third in class and two-thirds in preparation for class. For lab credits, the breakdown is typically two-thirds in class and one-third in preparation for class.

When students are registered for e-learning, independent study, or dissertation credits, the appropriate number of credit hours will be determined using the same method. Each credit hour corresponds to at least 150 minutes of weekly effort by the student throughout the semester. When students are registered for seminars, field experiences, practica, student teaching, or internship, each credit hour corresponds to weekly effort as indicated by learning outcomes and accreditation standards.

Class start and end times listed in the schedule of classes must reflect the above guidelines and include time for reasonable breaks, given the duration of a single class period that is above and beyond the minimum scheduled class time.

Criteria for Doctoral Dissertation Committee Service

Policy:
Prerequisite Experience: A faculty member must have served as a committee member on at least two defended dissertations as a faculty member at Duquesne University prior to agreeing to chair or co-chair a doctoral dissertation. New faculty hires are automatically granted Dissertation Faculty status. Beginning January 1, 2011, any faculty member who intends to chair or sit on a committee must take the Collaborative Institutional Training Initiative (CITI) Training for IRB. The training must be renewed every three years by taking a refresher course. The only exception to this is if you have filed an IRB with the Office of Research before January 1, 2011 and you have NIH Certification.

Dissertation Faculty: Faculty must be a full time faculty member with a doctorate. Faculty are permitted to serve as a member, co-chair or chair of doctoral dissertation committees. A minimum of four scholarly units during a four-year period are needed to maintain Dissertation Faculty status. A newly hired associate professor with tenure would have met the necessary requirement to serve as chair. A newly hired assistant professor and associate professor without tenure must serve on two committees before applying to serve as chair. In cases where a non-Duquesne University faculty member is asked to sit on a dissertation committee as an external member, the program director should be provided with a CV of that person so that s/he can determine if the person is qualified to serve on the committee. If there are three Duquesne faculty on the committee and the external person is suggested as the fourth person, this rule does not apply.

Moratorium in Effect through June 30, 2013: Due to recent retirements there is a void in the number of faculty able to chair dissertations; and to serve on two completed committees may take two or more years to achieve. Therefore, effective immediately, there is a one year moratorium on the extant policy; as well as implementation of a training/mentoring process to bring various faculty members up to dissertation chair preparation level in a relatively short period of time. Dr. Tammy Hughes and Dr. Jim Henderson will coordinate the process and it is open to all eligible faculty members in the school.
The following are suggested values for scholarly activity. Exceptions to the suggested activities values can be made on an individual basis by a petition to the Department Chair.

Scholarly activity equal to 2 units
- One funded major peer reviewed external grant (as determined by Department Chair)
- One book published by a recognized publisher of books of the discipline
- Editor or Associate Editor of a major journal or monograph series

Scholarly activity equal to 1 unit
- One unfunded peer reviewed external grant
- One presentation at a national or international conference (as determined by Department Chair)
- One publication in a national peer reviewed journal
- One book chapter in an edited book published by a recognized publisher of books of the discipline
- Editorial Board member
- One monograph (as determined by Department Chair)
- Evidence of the scholarship of teaching and learning (as determined by Department Chair)*
- Service as dissertation chair†

Dissertation Faculty status will be reviewed every four years.

Other committee members or a co-chair may be included at the discretion of the Department, but may not supersede the above standards. That is, only full time Duquesne University faculty members with a doctorate can chair or at least one full time Duquesne University faculty member with a doctorate is required to co-chair a doctoral dissertation committee.

Procedure:
Dissertation Faculty status is verified by the Department Chair in association with the annual review process. Every four years, faculty wishing Dissertation Faculty status will complete a form documenting at least four scholarly activity units to be attached to the annual report. A master list of Dissertation Faculty will be maintained in the Office of the Associate Dean for Graduate Studies and Research.

Grandfather Rule (applies to the 2008 Academic Year). All full time faculty are grandfathered to have Dissertation Faculty Status. Current agreements to serve on dissertation committees continue to apply.

Implementation of the initial review will begin Fall, 2007 and be completed before Fall, 2008. By Fall, 2008 all faculty members wishing Dissertation Faculty status will have been reviewed.

* The definition for the scholarship of teaching and learning used in this policy is provided by Huber and Hutchings (2005) in The Advancement of Learning: Building the Teaching Commons
that states the four processes of the scholarship of teaching and learning are: 1) framing questions, 2) gathering and exploring evidence, 3) trying out and refining new insights in the classroom, and 4) going public with what is learned in ways that others can build on.

†Maximum total value for dissertation service is 2 units during a four year period. Dissertation service is counted when the dissertation is defended, i.e., the signed dissertation signature page provides documentation.

Cross-Listing Undergraduate and Graduate Courses

To obtain graduate credit, students enrolled in a single course that carries a separate undergraduate and graduate designation or number (e.g., courses cross-listed as both undergraduate and graduate courses) must complete specific published requirements that are at a graduate level. Distinctions between undergraduate and graduate expectations must be delineated for such courses and be clearly articulated in course syllabi.

Cross-Listing Undergraduate and Graduate Teacher Education Courses

Policy: This policy pertains only to courses delivered to teacher education students seeking their Initial Teacher Education Certification. When an undergraduate level course meets PDE competencies and leads to the same Initial Certification as a graduate level course, the undergraduate course may be cross-listed and also assigned a graduate level subject code and course number. The course may be taught to both graduate and undergraduate students in the same course section, and the curriculum does not have to be differentiated for graduate students because they are preparing for the first instructional certificate as are the undergraduate students taking the class.

Procedure: In relation to an existing undergraduate course, the associated graduate course should be submitted as a Minor Change request to the Academic and Curriculum Committee for approval to add the cross-listed course.

Data Collection Requirements for Teacher Certification

In order to protect confidential information, the School of Education will not authorize the use of student’s social security numbers in any data collection or reporting requirements within the university or to external organizations (e.g., Pennsylvania Information Management System, PAsecureID, PA Department of Education). This is in keeping with existing university policy.

Dean’s Office Procedures

In order for the Dean's office to better serve the faculty and staff in the School of Education; we have outlined the following procedures that we hope will achieve that goal:
(1) Phone Calls - The Dean’s office frequently receives phone calls for/about adjunct faculty members and in order to know which department to forward the calls to, we are requesting that adjunct faculty names and contact information be provided to us each semester on a continuing basis as follows: by mid-August for the fall semester, mid-December for the spring semester, and mid-April for the summer semester.

(2) Accreditation Visits - With 19 different accreditations enjoyed by the programs in the School of Education, the duties and responsibilities commensurate with those accreditation visits will be handled in the various departments in consultation with the Chair, appropriate program faculty, and the support staff of that department. Any involvement of the Dean's office will be requested from that Department Chair.

(3) General Building Maintenance - Maintenance calls relating to specific offices (office temperature, electrical/lighting issues, water leaks, etc.) are to be handled by that department’s office support staff, who will report the problem to Facilities Management or complete a FAMIS request. General Canevin Hall building maintenance issues and/or emergencies (such as bathrooms, classrooms, hallways, elevators) may be reported to the Dean’s office for repair.

(4) Scheduling of Conference Rooms - Just as a reminder to faculty and staff, please do your best to avoid placing a call the Dean’s office staff to reserve rooms. The procedure for scheduling the use of conference rooms in Canevin Hall is to send an email to members of the Dean’s office staff and student aide. The requests will be filled in the order they are received and you will receive an email response to confirm. When a phone request is made, there is a chance that the room that appears to be available has already been properly requested by someone else via email and just not placed on the calendar yet.

(5) First Floor Photocopier/Maintenance - (refilling paper, toner, staples, reporting problems) of the photocopier on the first floor will be the responsibility of the DCPSE support staff who are on site until 6:00 PM and located in room 109. Paper for the machine will still be provided and ordered by the Dean’s office and stored in Room 109. The machine's toner, staples, etc. are provided by the repairman who periodically checks the status of these supplies.

(6) Mail Deliveries - Packages and special mail deliveries with signatures required currently are processed through the Dean’s office and a phone call is made to let the recipient know that a package has arrived for them. The new policy will be to have the delivery person take the package to our mailroom, or for large or heavy items, directly to the department of the recipient. It will be the responsibility of each department or individual to periodically check the mailroom for expected packages.

(7) Accounts Payable checks will no longer be hand delivered to recipients each Friday. The Dean’s office will retrieve the checks from the Cashier’s Office after 12:00 noon, and sort the checks. The hour between 2:00 and 3:00 has been set aside for those people who are expecting a check to go to Room 404 to pick it up.

(8) Keys - In order to ensure security for our offices (personal property as well as confidential material), master keys will no longer be made available to student aides. Packages delivered to faculty members will be placed in their respective department office until they return to their
office. Faculty and staff who require admittance to their office (due to misplacing their key, etc.) must either locate Walter or June (the housekeepers) or call Public Safety to unlock their office, rather than request the use of master keys from the Dean’s office staff.

(9) Items for the Dean’s signature - To provide a more efficient process for items requiring the Dean’s signature, and to eliminate the time wasted by the Dean’s staff in calling each person to inform them that their item is signed, we are putting the following plan in place effective immediately. All items brought in for signature must be in a folder or an envelope (if it is confidential in nature). The folder or envelope must include the name of the person to whom the item GETS RETURNED after it is signed. Generally the turnaround time will be one day. Signed items will be placed in a “return box” or folder from which you may retrieve your item any time after 2:00 PM on the day following drop off of the item.

Delaware Study

The following schedule type designations will be recognized as organized class sections for the annual Delaware Study:

- Clinical
- Hybrid Course
- Laboratory
- Lecture
- Lecture/Lab
- Online
- Recitation
- Seminar
- Studio

Distance Education

There are five states which the Provost has decided not to pursue for Duquesne’s Distance Education: Alabama, Arkansas, Iowa, Massachusetts, and Wisconsin. Accordingly, we will not accept any new students from these states. Furthermore, if a military student lists his/her permanent address as one of those five states, then we cannot enroll them in our programs/classes since we are not authorized to offer distance education programs to residents of those states.

This decision was based on the following reasoning for each of these states:

**Alabama and Arkansas**: Both require agents in residence and, upon advice of our General Counsel, we believe the cost would be prohibitive to keep a law firm on retainer in those states.

**Iowa**: Iowa’s state laws are very restrictive. Although we are approved to operate by the Commonwealth of Pennsylvania, Duquesne University was not established by state statute and therefore we do not satisfy their requirements to operate there.

**Massachusetts**: Massachusetts has burdensome financial requirements and it is doubtful, given its location, that we would recoup our financial investment there through student enrollments. They require a base deposit of $10,000 + $2,000 for each degree program offered + $4,000 annually (for the first five years) + $4,000 for a possible site visit + an agent in residence there.
(which we assume can be met by engaging a law firm to act on our behalf).

**Wisconsin:** Wisconsin actually required a personal conversation with our Associate Provost. They recommended that we teach-out our current students and withdraw our application based upon our enrollments. They require an initial deposit of $2-5,000 + annual renewal fees + a large surety bond as well as an 80-page application just to start the process.

**Elections for School and University Positions**

Elections for service positions at the School and University level are conducted by the Dean’s office in the following manner. Eligible faculty for an elected role are nominated by eligible voting faculty using confidential nomination ballots. Visiting and Post Doc faculty are not eligible to be nominated or to vote in the elections. Voting faculty may nominate multiple eligible faculty and/or oneself. The three eligible faculty with the most nominations are asked if they would like to stand for election and those agreeing form the slate for the election. If less than two eligible faculty agree to stand for election, the next three eligible faculty with the most nominations are asked if they would like to stand for election. If the number of eligible faculty with votes in the top three is tied, all individuals in the tie are included in the request to stand for election (e.g., if Faculty A got 10 nominations, Faculty B and C got 9 nominations, and Faculty D got 8 nominations, all four Faculty would be asked to stand for nomination). Once the slate of at least two eligible faculty is formed, the final election is held using confidential ballots. Voting faculty vote for only one individual on the slate. The individual on the slate garnering the most votes wins. A tie for the most votes requires a runoff election comprised of a slate of only the eligible faculty involved in the tie.

**Facilities and Administrative (Indirect) Costs Sharing**

Facilities and Administrative Costs (F&A Costs; “grant overhead”) returned to the School of Education will be distributed in the following manner: twenty-five percent (25%) to the Principal Investigator, twenty-five percent (25%) to the Department of the Principal Investigator, and fifty percent (50%) to the Dean’s office. Funds distributed to the Department of the Principal Investigator will be administered by the Department Chair. The Department Chair will be responsible for developing a procedure for allocating such funds within the Department. In cases of multiple Principal Investigators within or across Departments or Schools, funds at each relevant level will be divided evenly.

**Faculty Buyout Policy**

Approved by Executive Committee 7/15/2010

*Policy*

Faculty buyouts are written into grant proposals to allow teaching time to be used for research associated with the awarded grant. The amount of the salary buyout is based on the percentage of faculty time documented on the Duquesne University Office of Research Internal Transmittal Form on item B.4. Percent effort of PI. The buyout is not computed based on part-time faculty replacement cost. The faculty may not buyout more than 20% of the School’s normal teaching load described in the School of Education’s Instructional Workload Policy. For a research active
A faculty member expected to teach 15 credits of classroom teaching this amounts to a buyout of 3 credits.

This School of Education policy does not supersede the Duquesne University Administrative Policy #44 "Development of Faculty Research Proposals to Governmental, Corporate, Foundation and Private Sources." This policy does not preclude supplemental income from grants as described Duquesne University Administrative Policy #43 “Supplemental Income from Grants.”

Both the faculty member’s Department Chair and the Dean must approve all buyout requests.

Procedure
The amount of the buyout is the faculty member’s salary at the time the grant is awarded multiplied by the percentage of faculty time documented on the Duquesne University Office of Research Internal Transmittal Form on item B.4. Percent effort of PI. The level of restrictions detailed in the grant will determine if only salary or both salary and benefits are bought out.

The grant funded portion of the faculty member’s salary then is replaced by proceeds from the grant. The faculty member’s portion of the regular salary that is equivalent to the buyout amount is then freed for the faculty member’s Department Chair to use to cover expenses incurred as a result of the full-time faculty buyout.

The buyout funds transfers can be administered in one of three ways, with the first being most desirable.

1. Through salary review process if the grant is known in advance of the start of the fiscal year
2. Scheduled Payroll Authorization (SPA)
3. Fiscal Transfer – can be processed if a mistake has been made. Request a fiscal transfer – reconcile the accounting. This is the least desirable approach.

The Duquesne University of Office of Research will notify the Duquesne University Office of Institutional Research that the buyout has been authorized so that the Instructional Full Time Equivalent (IFTE) can be adjusted for the faculty member awarded the buyout.

The Office of Research will notify the faculty member, Department Chair, Dean, and Provost when an award containing purchased release time is received.

Faculty Handbook

Duquesne University Faculty Handbook

Final Grade Appeal Policy

Approved by Academic Council June 2016
Purpose
The purpose of this Final Grade Appeal Policy is to establish a clear, fair, and uniform process by which students may contest the final grade assigned to them for a course or other degree requirement. Final grades reflect exclusively the academic achievements of students and will be changed only in exceptional circumstances and only with the approval of the appropriate academic college/school dean.

General Provisions
All parties to a final grade appeal are expected to be polite and respectful throughout the process.

All documents and proceedings associated with specific final grade appeals shall remain confidential during and after the process. However, by April 30 of each year, the dean of each college/school shall submit a summary report of formal final grade appeals filed in that college/school during the preceding twelve months to the Provost and Vice President for Academic Affairs, the President of the Faculty Senate, and the President of the Student Government Association. The report shall list how many formal appeals were received and at what level (as defined later in this document) they were resolved.

Students may contact the Student Government Association or the office of their college/school’s academic dean for assistance in understanding the appeal process.

The timeline for the entire appeals process in this policy may be shortened by the dean if the new timeline is explicit regarding the time allowed at each level and is agreed to in writing by the student filing the appeal and the faculty member responding to the appeal.

If a student fails to comply with the procedures or meet the deadlines provided in this policy, the student will be informed that the grade appeal process is terminated.

Grounds for Appeal
Grade appeals shall be based on problems of process and not on differences in judgment or opinion concerning academic performance.

The only acceptable grounds for a grade appeal are:

- An error was made in grade computation.

- The grade assignment was capricious or arbitrary. That is, the grade assigned was based on criteria other than the student’s performance in the course; was based on standards different than those applied to other students registered in the same course at the same time; or constitutes a substantial departure from the published or announced grading standards for the course.

This Final Grade Appeal Policy does not address disputed grades resulting from alleged academic integrity violations or complaints of discrimination, which fall under other policies of the university.

- The University’s Academic Integrity Policy is available in the University catalogs.
- The Director of Anti-Discrimination and Compliance may be contacted at (412) 396-2560.
• If a student has not been provided accommodations specified as required by the Office for Special Services, she or he should contact the Director, Freshmen Development and Special Services.

First Level: Informal Appeal to the Faculty Member
A student who believes that she or he has grounds for an appeal shall first attempt to resolve the issue informally with the professor. If such an attempt at informal resolution fails, the student may wish to file a formal appeal. The informal appeal may occur at any time before the deadline to file a formal appeal at the Second Level of the process.

Second Level: Formal Appeal to the Faculty Member
A student who wishes to file a formal appeal shall do so within 10 business days of the day on which classes start for the fall or spring semester immediately following the award of the grade in question.

A formal appeal shall be submitted electronically in writing, dated and signed, and headed with the words “Final Grade Appeal.” In addition to stating the reason(s) for the appeal, the student may submit evidence and written testimony that directly supports the appeal. Via Duquesne email, the student shall submit one copy of these materials to the faculty member and a second copy to the dean of the college/school in which the faculty member holds her or his academic appointment and in which the course was offered.

Record of a Formal Appeal
Once the student has presented a formal appeal to the faculty member, that document becomes a part of the record of the appeal, which shall be maintained by the dean of the college/school in which the faculty member holds her or his academic appointment and in which the course was offered. The student’s formal appeal document shall be presented in its original form at all subsequent levels of appeal. Any additional statements by the student or the faculty member, all evidence submitted relevant to the appeal, and all direct and supporting statements also become part of the record of the appeal and shall be produced at each level of appeal.

At each level of appeal other than the First Level, a written dated decision and accompanying rationale for the decision shall be provided to all affected parties (the student, the faculty member and any person who has rendered a decision at an earlier level).

Right to Appear in Person
A student may choose to present her or his appeal in person at each level of appeal and may have an additional person present as an advisor at each level other than the First Level. However, that person may not serve as the student’s representative and has no right to speak or otherwise participate in the appeal process.

A faculty member to whom a student appeal is presented may choose to respond in person to the student’s appeal at the Third and Fourth Levels of the process and may have an additional person present as an advisor. However, that person may not serve as the
faculty member’s representative and has no right to speak or otherwise participate in the appeal process.

Within 5 business days of receiving the student’s formal appeal, the faculty member shall prepare a detailed written decision that is responsive to the student’s stated reason(s) for the appeal. This decision shall be emailed to the student at his or her university email address with a copy to the dean of the college/school in which the faculty member holds her or his academic appointment and in which the course was offered.

If the student receives no response from the faculty member within 5 business days or is dissatisfied with the faculty member’s decision, she or he may proceed to the Third Level of appeal.

**Third Level: Appeal to External Department Chair/Program Director**

A student who elects to proceed to the Third Level of appeal shall so notify in writing the dean of the college/school in which the faculty member holds her or his academic appointment and in which the course was offered. The student must submit this notification within 5 business days after (i) receiving the response from the faculty member or (ii) failing to receive any response from the faculty member within the 5 business day period permitted at the Second Level.

Within 5 business days of receiving the student’s notification, the dean shall notify the faculty member that the student has proceeded to the Third Level of appeal. Within the same time period, the dean shall also obtain from the Provost and Vice President for Academic Affairs the name of an “external” department chair, division head or program director to consider the appeal.

**Pool of Eligible Department Chairs/Division Heads/Program Directors**

By September 1 of each year, the Provost and Vice President for Academic Affairs shall name ten current or former department chairs, division heads or program directors to a pool from which individuals will be drawn as needed to hear appeals at the Third Level of this process. If the need for a member of the pool arises, the Provost shall select a member with sufficient relevant experience to appreciate any field-specific issues involved. Members of the pool who are selected but have a conflict of interest with respect to the particular case shall immediately recuse themselves. The pool member that is ultimately selected shall be unaffiliated in any way with the student, the faculty member, and the college/school to which each of the parties belongs.

Within 5 business days of receiving the student’s notification of an appeal to the Third Level, the dean shall provide the full record of the appeal up to that point to the external department chair, division head or program director, the student, and the faculty member. The external department chair, division head or program director shall thoroughly review the record of appeal and email a decision or recommendation about the appeal to the dean, the student and the faculty member at their university email addresses within 5 business days after receiving the appeal. The decision or recommendation of the external department chair, division head or program director shall respond to the student’s stated reason(s) for the appeal and to the faculty member’s response, if one was provided to the student.
If the student receives no response from the external department chair, division head or program director within 5 business days or is dissatisfied with the external department chair, division head or program director’s decision, she or he may proceed to the Fourth and Final Level of appeal.

If the faculty member is dissatisfied with the external department chair, division head or program director’s decision, she or he may proceed to the Fourth and Final Level of appeal.

If neither the student nor the faculty member pursues an appeal to the Fourth and Final Level within 5 business days following her or his receipt of the external department chair, division head or program director’s email, the decision or recommendation of the external department chair, division head or program director shall be final and appropriate actions shall be taken by the relevant University officials.

**Fourth and Final Level: Appeal to the Dean**

A student or faculty member who elects to proceed to the Fourth and Final Level of appeal shall notify in writing the dean of the college/school in which the faculty member holds her or his academic appointment and in which the course was offered. The student or faculty member must submit this notification within 5 business days following her or his receipt of the external department chair, division head or program director’s email. Within 5 business days of receiving the student or the faculty member’s notification, the dean shall notify the student, the faculty member and the external department chair, division head or program director who heard the appeal at Level Three that the appeal has proceeded to the Fourth and Final Level.

Within 5 business days after receiving the appeal, the dean shall thoroughly review the record of the appeal and email a decision about the appeal to the student and the faculty member at their university email addresses. The dean’s decision shall respond to the student’s stated reason(s) for the appeal and to the faculty member’s response, if one was provided to the student. It may also address the decision or recommendation of the external department chair, division head or program director who heard the appeal at Level Three.

The decision of the dean is final.

**Final Grade Appeals when the Faculty Member is no longer employed by the University**

In rare circumstances, a student may wish to contest her or his grade in a course taught by a faculty member no longer employed by the University. In such circumstances, a grade may be changed by the Provost and Vice President for Academic Affairs upon the recommendation of the appropriate dean and department chair or division head.
# Grade Appeal Time Table

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<td></td>
<td>and faculty member of decision</td>
<td></td>
</tr>
</tbody>
</table>

30
Grade Assigned

- Faculty member posts final grade
- Student perceives final grade to be erroneous or capricious/arbitrary

First Level

- At any time prior to deadline for proceeding to Second Level
- Student meets informally with faculty member
- If grade is changed ... process ends
- If grade is not changed and student accepts grade ... process ends
- If grade is not changed and student still disagrees ... process moves to Second Level

Second Level

- Within 10 business days of the immediately following Fall or Spring Semester
- Student files written appeal with faculty member and dean
- Within an additional 5 business days, faculty member may respond in writing
- If grade is changed ... process ends
- If grade is not changed and student accepts faculty member's response ... process ends
- If student does not receive response from faculty member within 5 business days ... process moves to Third Level
- If grade is not changed and student still disagrees ... process moves to Third Level

Third Level

- Within 5 business days
- Student notifies dean of wish to proceed to Third Level
- Within 5 business days of receiving student's notification, dean works with Provost to name "external" department chair, division head or program director
- Within an additional 5 business days, dean forwards record of appeal to the parties
- Within an additional 5 business days, "external" department chair, division head or program director makes decision
- If student and faculty member both accept decision ... process ends
- If either student or faculty member disagrees ... process moves to Fourth Level

Fourth Level

- Within 5 business days of receiving decision
- Student or faculty member notifies dean of wish to proceed to Fourth Level
- Within 5 business days of receiving notification, dean informs student, faculty member and external department chair, division head or program director
- Within an additional 5 business days, dean reviews record of appeal and makes final decision
- Process ends
Graduate Student Deposits

After a graduate student is accepted into one of the School of Education programs, they will be notified by either the Office of Student and Academic Services or the admitting program (depending on the admission process), and will be directed to the website www.duq.edu/graddeposit to make the deposit of $250. This deposit will ensure the student their enrollment in their intended semester, and will allow for them to register for classes. The deposit is non-refundable, and will be counted towards the student’s tuition. Once the payment is made, it will take up to 24 hours to be processed and the student’s admission status to change. Any questions should be directed to the Office of Student and Academic Services.

Grant Procedure

Complete the Office of Research Transmittal Form at least two weeks before you plan to submit a grant, contract, or request for governmental funding. The Associate Dean for Graduate Studies and Research will route the form to the appropriate University office.

Health Insurance

Doctoral students are classified as full time students and as such are eligible for (but are not required to take) the student health insurance program. For the Spring 2007 semester, we have not determined how to make it optional in terms of the automatic charge on a student’s bill. The program is discretionary for doctoral students at this time but they must take some action to opt out. We hope in the future to reverse the process and make them opt in but we are not there yet. For this next semester (and perhaps the Fall 07 semester), if a doctoral student does not want the insurance, they need to let us (Risk Mgmt. or Hulse/QM, our contractor) know. (12/19/06)

“I” Grade Policy

An application for an incomplete “I” grade may be submitted to the Dean’s office for approval for any course with the mutual agreement of the student and instructor. The Incomplete Grade Application is available on-line in the SoE Policy and Procedure Manual.

Students who are unable to complete course work may discuss with their instructor the possibility of receiving an “I” grade for the course. To be eligible for an “I” grade a student must be making reasonable progress in the course and in good standing.

Once the course work has been completed, the instructor completes a Change of Grade Form. The instructor will submit the Change of Grade Form and the “I” Grade Application to the Dean’s Office for signature. The signed Change of Grade Form is sent to SAS for entry into the system. For Graduate Students, “I” grades not remediated within one year become permanent “F” grades. For Undergraduate Students, “I” grades not remediated by the date specified in the academic calendar (about midterm of the following semester) become permanent “F” grades. It is not necessary to re-register for the course to remediate an “I” grade.
In Progress “IP” Grade Policy

The in progress “IP” grade is awarded for a course that normally will extend past the grading period deadline. Such courses include practica, cognates, internship, and dissertation. The “IP” grade can only be applied to such courses and does not substitute for the “I” grade. Courses that will use the “IP” grade will be designated as such during the formation of the schedule of classes.

“IP” grades are changed to a permanent grade via the Change of Grade Form, available from the office of Student and Academic Services (SAS). Multiple “IP” dissertation grades can be changed to the appropriate grades by using one Change of Grade Form, provided the grades are from the same course.

Instructional Workload Policy

September 2, 2008

Duquesne’s recent Middle States Self-Study included a recommendation to “…further define the teacher-scholar model and more clearly delineate the expectations of workload balance. This should result in the development of a systematic evaluation and equitable distribution of faculty workload with increased emphasis on service, and in updating the Faculty Handbook to more thoroughly describe teaching, scholarship, and service expectations.” (p.86, Education for the Mind, Heart, and Spirit: Duquesne University Self-Study, 2008).

The Middle States Commission’s Report to the Faculty, Administration, Trustees, Students, and Staff of Duquesne University included the following suggestion: “… We suggest that Duquesne investigate best practices for support of research at comparable institutions, giving consideration to programs such as a course-release and a sabbatical support fund. We suggest that leadership and faculty collaborate to define expectations and performance standards for the “teacher-scholar” model, that the University provide additional support to the Office of Research to assist faculty in grant writing, that it continue to strengthen existing faculty governance bodies, and that it consider additional structures within which faculty can assist deans and the provost in shaping the academic mission.” (p. 12).

The School of Education has been working on a faculty workload policy that reflects Duquesne’s commitment to the teacher-scholar model. The context in which the SoE—a professional school that is required to meet multiple national and state-level accreditations as well that qualify the School to serve as a certifying agent as well as a degree-granting institution—seeks to operationalize the teacher-scholar model in ways that honor the University’s Self-Study and that address the suggestions of the Middle States Commission.

In the context of the above and with the understanding that we are focusing first on the teaching aspect of the triple mission of university faculty, we offer the following Workload Policy. We understand the policy and the procedures that accompany it to be a “pilot” effort. What we have designed must be tested and the data that are generated by that test will inform improvements in the policy and procedures described below.
The faculty agree that since most faculty teach both undergraduate and graduate courses the
differential weighting of instructional load for graduate courses should be applied to all faculty.
Thus, from a university normal instructional load of 24 credits for faculty on 12-month contracts,
the instructional minimum for the School of Education is the graduate equivalent of 21 credits.

Full time faculty not engaged in significant levels of scholarship will have a yearly commitment
of credits determined by the department chair with a yearly minimum of 21 credits (3-2-2
teaching load*) of credit generating teaching activities with a yearly minimum of 18 credits of
classroom teaching as defined by state certification and national accreditation standards.

Full time faculty members engaged in a significant level of scholarship endeavors of the School
of Education as defined by the Tenure and Promotion guidelines in the Faculty Handbook should
have sufficient time to conduct those activities over and above a yearly commitment of credits
determined by the department chair with a yearly minimum of 18 credits (3-2-1 teaching load*) of
credit generating teaching activities with a yearly minimum of 15 credits of classroom
teaching as defined by the state certification and national accreditation standards to which
programs in the School of Education must respond. The 18 credit maximum functionally gives
faculty 3 credit hours of time to focus on scholarship.

Activities that generate credits earned and are to be counted in addition to organized classroom
teaching toward the yearly commitment are defined as follows:

- Internship Supervision: Supervision of 3 students for one year counts toward 1 credit per
  year to a maximum of 2 credits per year.
- Practicum/Field Experience Supervision: If the practicum/field experience is not linked to
  an existing class, supervision of 6 students counts toward 1 credit to a maximum of 2
  credits per year.
- Dissertation: Chairs of dissertations committees earn .5 credits per committee up to a
  maximum of 2 credits per year. Committee members of dissertations earn 1 credit for 4 or
  more students for a maximum of 1 credit per year.

Faculty are expected to engage in service activities to a magnitude appropriate to their rank at the
discretion of the Department Chair. Evidence of scholarship and service workload are provided
in the out-of-classroom survey conducted annually as part of the Delaware Study.

It should be noted that any decisions regarding faculty loads in teaching and scholarship must
conform to the standards for the respective programs that have been set by the related School of
Education’s 19 national accrediting bodies, (i.e. NCATE-National Council for Accreditation of
Teacher Education; PDE-PA Department of Education; APA-American Psychological
Association (School Psychology); CACREP-Council for the Accreditation of Counseling and
Related Educational Programs; NAEYC-National Association for Education of Young Children;
ACEI-Association for Childhood Education International; CEC-Council for Exceptional
Children; ASHA-American Speech and Hearing Association; NASP-National Association of
School Psychologists; AECT-Association for Educational Communications and Technology;
NRA-National Reading Association; NCTE-National Council of Teachers of English; ACTFL-
American Council on the Teaching of Foreign Language; NCTM-National Council of Teachers
of Mathematics; NSTA-National Science Teachers Association; NCSS-National Council for the
The percentage of Duquesne University School of Education programs that holds national accreditation is 82%; this contrasts with the national average for schools and colleges of education of 49%.

The yearly commitment will be computed and recorded for every faculty member using a standard format that can be reported to the Provost and organized by Summer, Fall, and Spring for each Academic Year. For example, AY’09 will include teaching for Summer ’08, Fall ’08, and Spring ’09. The following provide examples of tables that will be submitted for each faculty member by the Department Chair to the Dean’s office to be aggregated into a single report.

<table>
<thead>
<tr>
<th>Name – Full Time Faculty GR Research</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2008 PRFX 600 01 Class</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2008 PRFX 900 01 Internship</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Spring 2009 PRFX 900 01 Dissertation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3</td>
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<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name – Full Time Faculty GR/UG No Research</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2008 PRFX 600 01 Class</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2008 PRFX 300 01 Class</td>
<td>1</td>
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<tr>
<td></td>
<td>1</td>
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<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Spring 2009 PRFX 100 01 Class</td>
<td>1</td>
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<td>3</td>
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<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
</tr>
</tbody>
</table>

This policy does not include administrators (Department Chairs, Associate Deans, or Dean), nor does it take into consideration buy-outs for funded grants. When buy-outs associated with funded grants occur there will be an in-kind reduction of costs to the direct operating expenses [this aspect of the policy does not appear to be a current operating procedure for the Office of Planning and Budget and will need to be implemented at the University level].

*Credits are arranged across the three semesters at the discretion of the Department Chair.
IRB Full Board Submission

* When a Full Board Protocol is received in your office, please assign two concurrent reviewers to the protocol. Distribute one copy to each reviewer and indicate which reviewer has been assigned as "Primary" and which has been assigned as "Secondary."

* Once the primary reviewer has completed the review and editing process with the applicant, he/she will pass the newly revised protocol onto the secondary reviewer.

* Once the protocol is completely reviewed and revised by both reviewers, the secondary reviewer will return the signed protocol (with both the primary and secondary reviewer signatures) to your office.
Leading Teacher Quality Circle (LTQC)

Approved by the Executive Committee March 2, 2007

After considered deliberation, it is my privilege to present to you a model for assuring the ongoing quality and development of the Leading Teacher Program, including the proposed charge to the Leading Teacher Quality Circle (LTQC) and each group within the system.

To set a brief context, we borrowed a conceptual frame from the world of manufacturing for examining the work of the Leading Teacher Quality Circle and its responsibilities to the Leading Teacher Program. In manufacturing, there is a distinction drawn between quality control, quality assurance, and quality systems. I would like to explain these for a moment as a way of making a parallel to the Leading Teacher Program.

Quality control refers to the responsibility for quality at the level closest to the “product.” At the level of quality control, the charge is to examine both the input and the output, both in process and in final inspection. Input and output are assessed in relation to control of the product, assurance of conformity to a given set of standards. Two components become critical within quality control. First, those closest to the outcome or product cannot be solely responsible to inspect their own work or product. Second, the people who do the work must be held accountable when the product does not meet the standards. In the School of Education, the group responsible for quality control of the Leading Teacher Program is the Leading Teacher Quality Council (LTQC).

Quality assurance is the next level. Quality assurance refers to all the things that are done in a system to assure quality. This includes applications of Standards and regulations that are measured by impartial means. All parts of the system are held up to objective measurements of quality stemming from Standards and regulations. Quality managers and engineers, everyone within the management of the system is part of quality assurance of the system and the product. Important questions to ask, is everyone is using the same yardstick to measure quality and are the measurements telling us the story we need to hear? Recommendations result from the measurements. In the School of Education, the group that would be responsible for assuring the quality of the Leading Teacher Program is the proposed Quality Assurance Group.

Quality systems is the overarching level of responsibility. At this level, the people involved insure that systems are in place that allow for productivity to occur. This level is responsible for improving systems to be more “efficient and effective.” Corrective and preventative measures of both process and product are the outcomes of examination at this level. It is the responsibility of those involved in maintaining quality systems to consider the “cost of poor quality.” In the School of Education, several groups currently exist that together are responsible for assuring that quality systems are in place that allow the work of the Leading Teacher Program. These groups include the Academic and Curriculum Committee (ACC), the Executive Council (EC) and the Teacher Education Council (TEC).

This framework, while not a perfect parallel to the structure of the LTP, provided a unique lens for examining the role of the LTQC and the representation needed to carry out the functions and responsibilities. Summarized in table form are the recommendations for quality control, quality assurance, and quality systems that will enable increased focus and productivity to move the Leading Teacher Program forward.
Please note several key points related to the structure.

1. The Leading Teacher Quality Council (LTQC) would encompass both undergraduate and graduate programs.
   Charging the LTQC with responsibility for both undergraduate and graduate initial teacher certification programs serves to bring all teacher certification programs in alignment with the “spirit and specifics” of the conceptual framework of the LTP.

2. Clarification of roles and functions of each group; focus allows for more efficiency and specific work.
   Clarifying the purpose, roles and functions of each group within the overarching structure allows each group to focus on more specific tasks. Additionally, delineating representation assures that representatives to each group are charged with explicit functions as related to the LTP. Once representation is agreed upon, then the Dean and/or the Department Chairs need to work with individual faculty regarding contractual obligations as part of their role within the LTQC.

   This body would respond to the dynamic enterprise of teacher education, including external forces such as NCATE and PDE, and internal responses to data. Additionally, this is a means to gain a broader perspective and insight into the LTP by involving colleagues.

4. Need for clarification and possible expansion of the role of TEC.
   The LTQC strongly recommends a review of the charge to the TEC. The TEC can and should play a significant role in monitoring the continued development and implementation of the LTP. Given the membership of the TEC, which includes practitioners and faculty members from the content areas that support the LTP, they are a critical part of the success of the LTP and our candidates, yet they provide a different perspective from the one “inside” the School of Education. The general consensus of the members of the LTQC is that the TEC needs to take a more active role in the quality processes of the Leading Teacher Program. In fact, we may be out of compliance with NCATE by not doing so.

5. Need to clarify relationship between the LTP and SAS regarding implementation of academic policy.
   Key policies and processes of the LTP are implemented through Student and Academic Services. In the current structure of the School of Education, the responsibility for SAS lies with the Associate Dean for Teacher Education. Communication structures need to be established and implemented including the Associate Dean for Graduate Studies and Research.

I would like to thank my colleagues on the Leading Teacher Quality Circle for wrestling with difficult questions that required deep thinking and a willingness to trust the process to a resolution. This proposal would not have been possible without their constant dedication to the development of teachers through the Leading Teacher Program.
<table>
<thead>
<tr>
<th>Leading Teacher Quality Council (LTQC)</th>
<th>Leading Teacher Program “Quality Assurance” Group</th>
<th>Leading Teacher Program “Quality Systems”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the charge?</strong></td>
<td>Assure the quality of the essential elements of the Leading Teacher Program to inform continued development and continuous improvement.</td>
<td>Assure that quality systems facilitate the work of the Leading Teacher Program.</td>
</tr>
<tr>
<td>Implementation and development of the Leading Teacher Program including coordination, reviewing and monitoring the elements of the LTP within all undergraduate and graduate teacher certification programs in the School of Education.</td>
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<tr>
<td><strong>What is the function?</strong></td>
<td>Develop a comprehensive design for evaluation of the LTP.</td>
<td>Each group that makes up the quality systems responsible for oversight of the LTP has its own charge as approved by the School of Education and/or the University. The function of each group differs in its relationship to the LTP.</td>
</tr>
<tr>
<td>• Develop, implement and monitor processes and systems of the LTP including, but not limited to, admission and enrollment, cohorts, cognates, gateways, portfolios, and exit interviews.</td>
<td>• Evaluate the quality of graduate students and the LTP using data. Data could include SPA data, both for individual candidates and aggregated data; NCATE data; Student Teaching; Portfolios and Exit Interviews; end-of-year surveys and faculty and candidate focus groups.</td>
<td>Once the functions of each of these three groups is clarified internal to the group, then the function in relationship to the LTP can be described. The needs of the LTP in terms of each of these groups will then be clarified.</td>
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<tr>
<td>• Examine the curriculum of the LTP and related competencies, making recommendations for changes to the curriculum, when deemed necessary.</td>
<td>• Examine candidate achievement of SOE and NCATE standards, through alumni and employer surveys.</td>
<td>• The ACC is responsible for approval of program changes that require a vote by full faculty. The ACC can also be utilized for information and dissemination to full faculty and/or to the EC before full faculty.</td>
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<tr>
<td>• Review current and proposed teacher certification programs for alignment of the design with the conceptual framework of the LTP and professional and state standards.</td>
<td>• Collaborate with LTQC regarding the collection and analysis of meaningful data used to inform decisions of the LTQC and individual programs.</td>
<td>• The EC can be used to review findings from the Quality Assurance Group and monitor subsequent changes to the LTP and individual programs. The EC may</td>
</tr>
<tr>
<td>• Recommend policy to ADTE, EC and/or full faculty depending on the nature of the policy.</td>
<td>• Present recommendations for program development to LTQC, EC and/or full faculty.</td>
<td></td>
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<tr>
<td>What is the structure?</td>
<td>The LTP Director convenes and facilitates the LTQC. The directors of the following programs participate on the LTQC: Early Childhood – Graduate and Undergraduate, Elementary – Graduate and Undergraduate, Secondary – Graduate and Undergraduate, Special Education, Reading, and Instructional Technology. The Coordinator(s) for the 1st year and 2nd year of the Foundations of the LTP will also participate on the LTQC. The Director of PDS will participate on the LTQC. The Director of Student Teaching and the Academic Advisors will participate on LTQC as needed.</td>
<td>The members of the Quality Assurance Group will include the ADTE, the LTP Director, and one member from each of the three academic departments in the School of Education. The ADTE convenes and facilitates the Quality Assurance Group. The Director of the LTQC participates in the QAG. Each department will elect one representative to the QAG. If the members of the Quality Assurance Group find that an area of expertise necessary to fulfill the functions of the QAG is not represented, the members can recommend adding one member who brings the missing area of expertise.</td>
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<tr>
<td>How is representation determined? What are the qualifications of its members?</td>
<td>Representation on the LTQC is determined by the position held within individual programs. The qualifications are determined by those holding the position of director.</td>
<td>The three elected members of the Quality Assurance Group need to possess areas of expertise in order to fulfill the function of the group. The necessary areas of expertise include program evaluation, research methods, and/or teacher education. Membership as appropriate to the functions of the group.</td>
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</tr>
<tr>
<td>What are the Roles and Responsibilities of its members?</td>
<td>Director of the LTP facilitates the LTQC. The Director participates in the Quality Assurance Group and communicates between the two groups. The Director works with the ADTE. LTQC members participate fully in activities of LTQC and communicate to program faculty.</td>
<td>The ADTE convenes and facilitates the Quality Assurance Group; communicates between the Quality Assurance Group and the EC. Responsibility of the members include collecting and examining the data; making recommendations to the LTQC regarding the LTP and individual programs, as a result of the data. Make recommendations regarding “what’s best for the LTP given both internal and external considerations?” The members of this group should rotate attendance at LTQC meetings to stay informed of the issues and contribute to collecting data that answers necessary questions about the LTP.</td>
</tr>
</tbody>
</table>

**Notes on the Charge to the LTQC**

1. The structure of the LTQC needs to maximize efficiency for the purpose of implementation of the LTP. Therefore, it is most efficient to have each certification program represented by its director. The representation for the LTQC is necessary because the work of the LTQC is the continued design, implementation and monitoring of the Leading Teacher Program. The program directors are the link between the
implementation of the LTP and the faculty responsible for implementation. The Department Chair will be informed about the work of the LTQC by the program directors/coordinators representing their department. Since the Department Chairs depend on the program directors to implement individual programs, the Department Chairs do not need to be included on LTQC. Additionally, the Department Chairs contribute to the overall program through their participation on the EC.

2. The Director of PDS has been included on the LTQC because school partners are integral to the LTP. The Director must understand the program both conceptually and the specifics of implementation in order to develop and maintain partnerships that meet the needs of the LTP.

3. The LTQC strongly recommends a review of the charge to the TEC. The TEC can and should play a significant role in monitoring the continued development and implementation of the LTP. Given the membership of the TEC, which includes practitioners and faculty members from the content areas that support the LTP, they are critical to the success of the LTP and our candidates, yet they provide a different perspective from the one “inside” the School of Education.
Marketing and Communication Policy

Purpose: The School of Education Coordinator of Relationships and Communication is responsible for ensuring that all official School of Education communications, including publications, advertising, Web sites, and other external marketing materials appropriately enhance the School of Education and Duquesne’s image. Coordination of all external marketing and advertising will positively support the School’s brand and reputation in all venues. To ensure this consistency, all marketing and advertising for the School of Education must be coordinated through the Office of Student and Academic Services. The School of Education makes a concerted effort to promote initiatives that support its mission including:

- events
- faculty, staff, student, and alumni accomplishments
- grants & research
- collaborations with the community

Office of Student and Academic Services Role: In order to effectively promote the quality of SoE programs, events and accomplishments, all marketing and/or communications (internal or external) must be developed through collaboration with the Office of Student and Academic Services. Collaboration must begin in the initial planning stages of a project through completion to ensure that all necessary resources are made available to produce a finished product that is professional and accurately reflects the School of Education mission and identity of Preparing Educational Leaders and Scholarship for Schools in the Spiritan Tradition of Caring. The Coordinator of Relationships & Communications in the Office of Student and Academic Services serves as the liaison between the School of Education and the Office of Public Affairs to ensure that all protocol for marketing and communications is being followed within University guidelines while advancing the School’s image and standing. This includes:

- Use of the DU and SoE Logos
- Gaining material for multi-media use, including photographs, audio, and video
- Print Material
- Website Content
- Events for recruitment and when members of the community are invited
- Promotional Products

Procedures:

It is the role of Student & Academic Services to ensure that each client has all of the necessary information required to make an informed decision in regard to the resources needed to achieve the intended outcome of the marketing or communications project (i.e., website with photographs and/or videos, attendance at an event, increased applications and enrollment).

All faculty and staff in the School of Education who are working on a project that reflects the School should contact the School’s Coordinator of Relationships & Communications to discuss their initiative and ensure that all marketing and communications efforts support both the School’s and University’s brand and stance within all appropriate constituencies.
- **Initial Planning Meeting with the Coordinator of Relationships & Communications**
  The following information should be given to the Coordinator of Relationships & Communications at each initial planning meeting:
  - *Who is your target audience?* (i.e., Is this for prospective students for recruitment purposes? Colleagues being invited to an event? An announcement of an achievement from your department?)
  - *What is your intended outcome?* (i.e., to provide information about your program to prospective students? To invite them to an event? To provide general awareness of an initiative you are pursuing to potential stakeholders or the community at large?)
  - *If promoting event, provide the details of the event* (i.e., location, contact person, time, date, etc.)
  - *Point of contact established by the program or department for the duration of the initiative.* This is the person with whom the Coordinator of Relationships & Communications will communicate regarding details pertaining to the initiative.
  - *An estimate of your project budget*
  - *Budget number to be charged*

- **Follow-up information provided by Coordinator of Relationships and Communications**
  The following applicable information will be provided within 5 business days after the initial planning meeting:
  - Estimated cost to complete project (i.e. design time, printing, mailing)
  - Recommended Marketing Plan (if appropriate for an event or new initiative)
  - Proposed Schedule for completion of project, which may include:
    - Information gathering
    - Initial copy writing
    - Photography or video shoot coordination and scheduling
    - Submission to Public Affairs for consultation, design, and printing
    - Editing and proofreading
    - Printing
    - Mailing
    - Website development

- **Project Development and Completion**
  Project Completion includes final approval by the Coordinator of Relationships & Communications and individual program or department project coordinator. Please note that depending upon the nature of the project and intended audience, final approval from the Dean’s Office may be required.

- **Final Delivery**

  **Budget Considerations:** Producing high quality professional products and images can be expensive. The Coordinator of Relationships & Communications will work with each client to determine how best to achieve the intended goals of a project by suggesting options that fit within the budget.

  **Timelines:** Because of the collaborative, busy nature of a University, it is important that you provide the Coordinator of Relationships & Communications with as much advanced notice as possible regarding each individual initiative. The less time that is available to coordinate work with appropriate vendors and offices, makes for increased difficulty in producing the quality
finished product you are seeking and hinders the ability to achieve your intended outcome.

Project Time Completion Estimates are based on time beginning from the initial planning meeting with the Coordinator of Relationships & Communications to final delivery.

**Small Scale Projects**
- Examples: 1 page flyers or information sheets (8 ½ x 11”), postcards, 11 x 17” posters
- 3-4 weeks

**Medium Scale Projects**
- Examples: 4-6 Page Brochures, events that require web and registration pages
- 6-8 weeks

**Large Scale Projects**
- Examples: 8+ Page Brochures, Information Booklets, Catalogs
- 2-3 months total, beginning with an initial planning meeting with Coordinator of Relationships & Communications and depending on amount of content

All involved parties will make every effort to adhere to the established estimated timelines. Timelines may be moderately shorter or longer, depending on the time of the academic year (i.e., the beginning of the year often takes longer while June and July may be shorter). Any changes made to the initially agreed upon marketing plan or content will extend the project completion time.

Failure to follow the established policy may result in removal of a product if the School and/or University determines that it does not appropriately reflects established lines of communication and image (i.e., School of Education Marketing and Communication policy and TAP 35).

**Contact:**
Rachael Moore
Student & Academic Services, 213C Canevin Hall
moorer@duq.edu or 412.396.5193
Request for Research Associate (RA)

General

A Research Associate is described in the Duquesne University Faculty Handbook under the heading Research Appointments. In the School of Education, Research Associates are linked with a Departments and report primarily to a Department Chair.

Procedure
Department will implement process to identify and appoint a Research Associate.
Upon identifying a Research Associate candidate, the Department Chair will complete the letter of appointment (see Appendix for a draft letter of appointment) for final approval by the Dean with a copy to the Provost.

The Research Associates will be listed under a separate heading called Research Associates in the School of Education Directory and updated annually.

All Research Associates, paid or non-paid, must complete a Personal Data Form (PDF) located on the Human Resource Website. The PDF must be presented to the Human Resource Office. The Research Associate will then receive an approval card from Human Resources that gets presented to the DU Card Center for the actual ID Card. The DU ID card will give the Research Associate access to the library. In addition to the PDF an email must to be sent to Kathy Jaczesko (jaczesko@duq.edu) specifically requesting access providing the name(s) of the individual(s). The email is to come from the Dean’s Office.

Requesting Additional Research Travel Funds

General

It is the intent of this policy that additional research funding support will only be provided for conference travel for refereed presentations that are of importance to the School of Education’s Identity and Mission.

Revised policy for awarding additional research travel funds beginning AY09 is as follows:

Faculty members/doctoral students must provide evidence that one or more presentations awarded Additional Research Travel Funds in the previous year has been submitted for publication.*

Also required is a brief statement to justify that the major conference presentation is important and central to your line of research.

* To ensure our new faculty have every opportunity to be successful at third year review, rather than a previous presentation, second year faculty may instead provide evidence of submitting any manuscript for publication.
Revised policy for awarding additional research travel funds beginning AY10 is as follows:

When the per diem per day reimbursement option is not being used for meals, you must provide itemized meal receipts (not just the credit card receipts).

Reimbursement of expenses for doctoral students must be requested on an Authorized Payment form available online at by logging into Dori, Index of Sites, click on Controller, then Accounts Payable to select Authorized Payment form.

Revised policy for awarding additional research travel funds beginning April 7, 2011 is as follows:

Additional Research Travel will only be funded via this policy if the presentation is at an important, refereed conference associated with the requester’s discipline of research. Due to financial exigencies, requests such as those that appear to be related to low-quality conferences in locations of significant distance and expense or settings that do not appear to be an extension of research presented by the requester at major national conferences cannot be funded. To be clear, the intent of the Additional Research Travel Fund policy is to support high-impact presentations defined as those that allow faculty and doctoral students to interact with the community of scholars central to their area of research and to enhance the reputation and visibility of the School of Education in these important scholarly forums. This aspect of the policy in no way limits what can be researched or where the research can be presented. Rather, it simply indicates that Additional Research Travel Funds are discretionary and the Dean’s office will only fund travel associated with high-impact conference presentations.

Revised policy for awarding additional research travel funds beginning January 8, 2013 is as follows:

Reimbursement of expenses for doctoral students will not exceed $500 on a one-time request per academic year. Request must be made on an Authorized Payment form available online at by logging into Dori, Index of Sites, click on Controller, then Accounts Payable to select Authorized Payment form.

The Request for Additional Research Travel Funds Form is in compliance with the University’s policy on Non-Reimbursable Expenses which can be found on our website by logging into Dori, Index of Sites, click on Controller, then Accounts Payable to select Non-Reimbursable Expenses.

The travel plans are processed in the originating Department Office. Awarded funds will be reallocated from the Dean’s Office.
Instructions for Requesting Additional Research Travel Funds

1. Approval in advance is required. The process requires the approval of the Chair and approval of the Associate Dean for Graduate Study and Research, and final approval of the Dean. Funds may be requested between July 1 and April 1, and must be used by May 1 (unless special arrangements are established due to your conference date).

2. Please check with the Chair for your professional development fund account balance.

3. Additional funds may be requested on an academic year basis. The Faculty maximum amount is $1,500.00 for presentation at two conferences and for a doctoral student the maximum amount is $500.00 for presentation at one conference.

4. After this request is signed by the Chair, the Chair will forward it to the Associate Dean, and it will be reviewed by the Budget Officer. The Department Chair will be notified by the Dean’s office with a signed copy of the form. It takes two weeks to process this form, so plan accordingly regarding the timing of the request because advanced approval is required.
   a. After travel has been completed, faculty must secure a Report of Business Expenses (RBE) form and doctoral students must secure an Authorized Payment form by going onto our website and logging into Dori, Index, click on Controller, then Accounts Payable to select the necessary form. Submit the completed form along with your original receipts.
   b. Report of Business Expense (RBE) or Authorized Payment form and receipts must be submitted to the Department Office for processing within 21 days from the completion of your travel.
   c. Keep a copy of all forms and all receipts for your records. Original receipts must be submitted with your Report of Business Expense (RBE) or Authorized Payment form, including airline ticket receipts. If original receipts are not included you will not receive your reimbursement for that item.
   d. Personal auto miles reimbursable rate can be found by going onto our website and logging into Dori, Index, click on Controller, then Accounts Payable under the heading Quick Reference. Mileage is calculated from Duquesne University to the destination, not from your home.
   e. Personal meals may be reimbursed at a per diem per day rate which can be found by going onto our website and logging into Dori, Index, click on Controller, then Accounts Payable under the heading Quick Reference. You need not submit receipts for meals, if you are taking the per diem. Otherwise, original itemized receipts for meals (not just the credit card receipts) will be reimbursed at cost as long as expenses are reasonable.
   f. Personal expenses such as alcoholic beverages, movies, exercise room charges, or personal grooming costs are not reimbursable. (see attached list)

5. If your request is not approved, the Chair of the Department will communicate to the requester the explanation.

Send completed form to Beth Graves, Budget Officer, 404 Canevin Hall, Duquesne University, Pittsburgh, PA 15282
Non-Reimbursable Expenses

Duquesne University's policy on Other Business Expense Reimbursement meets the Internal Revenue Service (IRS) definition of a reimbursable expense. As a result, expenses that conform to this policy are not reported as taxable income to the individual. Certain expenditures that do not conform to this policy will not be considered reimbursable under it.

*Items of a personal nature shall be carefully segregated from University expenses and are not reimbursable.*

**Such items include but, are not limited to:**

- Car rental insurance purchased for domestic travel.
- Childcare.
- Fees for Frequent Flier programs and other similar rewards for hotel and car rentals.
- Hotel Amenities: i.e. fitness and recreational fees (including massages and saunas) and in-room movies.
- Incidental expenses: personal recreation expenses, movies, snacks, or any other expense not directly related to, or necessary for, the performance of the travel assignment.
- Insurance costs: i.e. life insurance, flight insurance, personal automobile insurance, and baggage insurance.
- Loss or theft of Cash Advance funds, airline tickets, personal funds or property.
- Lost baggage.
- Memberships to private clubs.
- "No-show" charges for hotel and car service
  - See Section on *Lodging*.
- Parking tickets or traffic violations.
- Passports.
- Personal automobile repairs.
- Personal credit card annual or late fees.
- Personal grooming services (such as barbers, hairdressers, shoe shines).
- Personal telephone charges in excess of reasonable calls home, generally one per day.
- Personal travel while on official University business, and travel expenses for family members.
- Pet care.

**Social memberships in general are not allowed.**

Requests for exception to this policy can be made in writing to either the President or VP of Management and Business and must delineate clearly the business purpose of the membership being requested.
• Spouse or guest travel
  - See Section on Travel Expenses of Spouse / Personal Guest.

• Upgrades (air, hotel, car, etc.).

Statute of Limitations for ABD Students

It is the responsibility of each program to notify their ABD students twice a year, of the student’s statute of limitations status.

Statute of Limitations for Graduate Programs

Effective May 2016

Duquesne University has established a statute of limitations for all graduate degree programs. No academic program may establish a statute of limitations that exceeds those of the University. Academic schools may establish a statute of limitations that is stricter than those of the University. Students should consult the Catalog of Graduate and Professional Programs for school-specific policies.

The purpose of the statute of limitations is to ensure that students earn degrees that represent mastery of current knowledge in the field and reflect the intense commitment to scholarship and practice necessary for advanced study in one’s chosen discipline.

All requirements for master’s-level degrees must be completed within a period of six (6) years from the first day of the first course taken. Pre-Masters doctoral programs must be completed within a period of eight (8) years from the first day of the first course taken. Post-master’s doctoral programs must be completed within a period of seven (7) years of the first day of the first course taken. This provision applies to students who enter with or without advanced standing or transfer credit.

Students with disabilities who may require an extension of time to complete a graduate degree are encouraged to contact the Office of Special Services.

Under exceptional circumstances, a candidate for an advanced degree may apply for an extension to the statute of limitations. An extension can be requested in the form of one of the three kinds of leave: medical, military, and personal. An extension of time for completion of a degree will be granted only in cases where there is clear evidence of progress towards successful completion of the degree, and where the student can document an extraordinary reason for being granted an extension. The application for an extension (i.e., medical, military, or personal) must include a detailed schedule for degree completion.

Students are expected to register in their program of study for all Fall and Spring semesters during their academic studies unless they have been granted a leave of absence. Students who have not been registered in their program of study for two consecutive semesters of required enrollment must be readmitted to their academic department or program in order to continue their studies. Regardless of any absences during their programs of study, students who do not
enroll and are not on an approved Leave of Absence will be held to their original statute of limitations for degree completion upon their return. Students may not suspend their enrollment in their degree programs in order to avoid the statute of limitations policy.

Requests for an extension to the statute of limitations must be submitted by the graduate student to his/her advisor who will review the request and provide a written recommendation that is forwarded to the program director. Next, the program director will review the request and provide a written recommendation that is forwarded to the department chair. The student will be notified in writing of the decision via electronic mail directed to the student’s DUQ email address. An appeal for denial of the request for extension may be submitted to the school’s academic dean whose review and decision are final.

The timeline for requesting an extension to the statute of limitations is as follows:

- The student must submit the request for an extension to his/her advisor no later than 25 business days prior to the expected graduation date. However, the School of Education strongly encourages students to request the extension (a medical, military, or personal leave) as early as possible so that faculty members can work with students granted a leave to make sure that they will be able to meet all degree requirements and be eligible for graduation in a timely manner upon their return. When the student submits a request only 25 days prior to the expected graduation date and is not granted an extension, it is unlikely that s/he will have time to complete the work and graduate.
- The advisor will forward the request for extension with his/her recommendation to the designated school committee or office within 5 business days of receipt of the request.
- The designated school committee or office will review the request for extension within 5 business days of receipt of the request and the advisor’s recommendation.
- The designated school committee or office will notify the student in writing of the decision to allow or deny the request within 5 business days of the decision.
- If the request is denied, the student may file an appeal for review of the decision to the school’s academic dean within 5 business days of the date of the relevant or designated school committee or office’s written notification.
- The academic dean will notify the student of his/her decision regarding the appeal within 5 business days of receipt of the appeal. The decision of the dean is final.

A student who does not complete his/her degree as required by the statute of limitations may not apply for re-admission to pursue the same degree at Duquesne University.

Temporary Approved Leave of Absence from Graduate Study

In some cases, students may be permitted to take a temporary approved Leave of Absence. Three types of temporary leave exist at the graduate level: medical, military, and personal.

A Medical Leave of Absence is defined as leave that is granted based upon a recommendation from a certified, licensed healthcare provider. Students may request a Medical Leave of Absence by submitting to the academic dean, or his or her designee, a written request accompanied by a corroborating recommendation from said healthcare provider. Students who are registered at the time they seek a Medical Leave of Absence may also seek a Medical Withdrawal and should
consult the *Catalog of Graduate and Professional Programs* for the required procedure. Graduate students who are covered under the University’s medical insurance plan will remain insured during an approved Medical Leave of Absence for any period of time when the medical insurance coverage coincides with the Medical Leave of Absence.

**A Military Leave of Absence** is defined as leave that is granted based upon a student’s call to duty or training in the Armed Services or a Reserve Component. Students who are called to active duty or training of any type, whether voluntary or involuntary, may request a Military Leave of Absence by submitting to the dean, or his or her designee, a written request along with copies of their official military orders. Students who are registered at the time they seek a Military Leave of Absence should consult the *Catalog of Graduate and Professional Programs* for the required procedure to file a Notice of Complete Withdrawal for the term. Requests for military withdrawal should be filed prior to departure but must be filed no later than 60 days following the termination of military orders. Spouses of service members called to active duty may also request a Military Leave of Absence and should follow the same procedure to request the leave.

**A Personal Leave of Absence** is defined as leave that is granted based upon any grounds other than medical reasons or military service. A maximum of three semesters of Personal Leave may be granted. A request for personal leave should be filed at the time it is determined the leave is needed, since it will not be granted retroactively. Students who are registered at the time they seek a Personal Leave of Absence should consult the *Catalog of Graduate and Professional Programs* for the required procedure to file a Notice of Complete Withdrawal for the term. Requests for a Personal Leave of Absence are submitted by the graduate student to his/her advisor who will review the request and provide a written recommendation that is forwarded to the program director. Next, the program director will review the request and provide a written recommendation that is forwarded to the department chair. The department chair will forward the recommendation to the Dean. The Dean makes the decision about the leave, and his/her decision is final. Dean’s office will notify the student, advisor, director and chair of the decision. A Personal Leave of absence will not be granted for the sole purpose of extending a student’s statute of limitations.

Approved Medical, Military, and Personal Leaves of Absence do not count toward a student’s statute of limitations. Students granted an approved Leave of Absence will have their time-to-degree extended by the amount of time granted by the leave. Readmission of a student following an approved Leave of Absence is granted automatically if the student was in good standing when the Leave was granted.

During an approved Leave, students are not enrolled nor do they have an active student status. Students taking an approved Leave of Absence should make every effort to resolve any grades of incomplete that are due to convert to failing grades prior to beginning a leave or should negotiate with the course instructor(s) a time line for the completion of remaining work. Any extensions of the I-to-F deadline must be approved by the course instructor(s) and communicated to the University Registrar.

International students should consult with the Office of International Programs before requesting a leave of absence, since visa status and other related issues could be affected.
Stipends, grants, financial aid, insurance and/or other funding may be impacted by federal law and/or university policy when taking an Approved Leave of Absence and should be investigated prior to leave.

**Student Standing**

Approved by the School of Education Executive Committee January 2015

**Charge:** The School of Education Committee on Student Standing reviews petitions submitted by School of Education students, both bachelor’s and master’s level, requesting exceptions to existing policies, procedures, and academic decisions within the School of Education and Duquesne University. Requests for an extension to the Statute of Limitations for completing a master’s degree program or for transfer of credits that are beyond the stated Statute of Limitations must be submitted through the process specified in the School of Education policy for graduate programs effective January 2015.

As the Committee is called upon to make decisions regarding exceptions to existing policies and procedures, its membership must include representation from the three School Departments. The role of the department representatives is to bring their knowledge of the academic programs in their respective departments, including the admission, retention and graduation requirements. As faculty members, they are expected to be conversant enough with these requirements to advise the Committee on their application in appropriate student cases.

**Membership:** The Committee will be comprised of one representative and one alternate elected from each Department within the School of Education with the ADTE serving as Committee Chair. A quorum is three voting members with each department representative having one vote per petition; however, the Committee Chair will convene the meeting and is not be eligible to vote. If unavailable for any meeting, committee members can elect to register their vote electronically prior to the meeting or be replaced by the alternate from their department. They are responsible for notifying the alternate representative of the time and location of the meeting. In order to have final decisions on any petition, all voting members or a designee must be present unless an electronic vote was submitted. Each department representative will serve a three-year term.

**Procedures:** The Committee will have meetings scheduled on the same day as the scheduled School of Education Faculty Meetings. Additional meetings will be scheduled as needed, or the Committee Chair may conduct the review and voting via email. If there are no petition(s) submitted at least one week prior to any scheduled meeting, that meeting will be cancelled. Once approved, the meeting dates will be distributed to the School of Education Lyris list and posted on the SOE website. Students must submit petitions to the Administrative Assistant to the Associate Deans via email attachment at least one week in advance of each meeting. The procedures and petition form are located on the Student and Academic Services tab of the School of Education website at [http://duq.edu/academics/schools/education/student-academic-services](http://duq.edu/academics/schools/education/student-academic-services). Prior to distributing petitions to the committee members, the Administrative Assistant to the Associate Deans will contact the undergraduate advisor or the graduate Program Director/advisor for supporting materials for the petitions. The Administrative Assistant to the Associate Deans will distribute the petitions and supporting materials to the committee members one week prior
to the scheduled meeting, will take minutes at the meeting and will prepare the final letter/email with the decision of the committee for each petitioner with a copy to the Advisor/Program Director and other faculty or staff that must be informed of the decision.

**Tenure & Promotion**

Approved by the Faculty of the School of Education on April 14, 2003

Procedural Guidelines for the Tenure & Promotion Process in School of Education of Duquesne University

The following guidelines for the School of Education (SoE) tenure and promotion process do not replace the Promotion and Tenure policies of Duquesne University. The Faculty Handbook will remain the key resource for questions regarding the T&P process at Duquesne University. The intent of this document is to guide how the process should operate for candidates, mentors and evaluators within the School of Education.

The procedural guidelines address four areas:

- Application Portfolio
- Committee Structure
- The Review Process
- Mentoring

It is important to note that the criteria used to evaluate tenure and promotion cases remain unchanged; the guidelines proposed here are procedural.

**Application Portfolio**

The Application Portfolio consists of two parts: the Main Packet and the Supplemental Packet. (see Faculty Handbook)

**Application Materials**

The “Main Packet” is a loose-leaf binder containing the following tabbed sections:

- Cover Sheet (checklist summary of all recommendations w/ committee vote counts)
- Written Recommendations by the evaluators
- Candidate’s Vita (see recommended form in the Faculty Handbook; use APA style when listing publications and presentations)
- Statement of Self-Evaluation and Future Goals (The self-evaluation should be organized clearly and succinctly around the indicators of excellence and effectiveness in the Faculty Handbook.)
- TEQ summary sheets (include all quantitative summary sheets.)
- Peer Evaluations of Teaching
- External Reviews of scholarship (inserted by the Chair—not required for 3rd year review. Candidate submits names of up to six external reviewers to Chair. Chair selects between two and four of them. Chair obtains four external reviews of candidate’s scholarship.)
The “Supplemental Packet” includes all books and manuals plus a loose-leaf binder(s) containing the following tabbed sections where appropriate:

- Copies of all scholarly publications
- Manuscripts and letters of acceptance for publications in press
- Copies of book chapters and the title page of the book in which the chapter appears
- Letters acknowledging the award of a grant or other outside funding
- Cover (or citation page) page indicating presentations of papers at conferences
- Disks containing published software, instructional materials, and/or recorded performances
- Copies of course syllabi (optional)

**Submitting the Application Portfolio**

Candidates submit 12 copies of their “main packet” in loose-leaf binders with tabs supplied by the Dean’s Office. The candidate should keep one copy for his or her files. The candidate submits one copy of the “supplemental packet”.

Department Chairs insert 12 copies of external reviews.

The Department Committee, the Chair, and the School Committee should submit 12 copies of their respective reports—the written recommendations—to the Dean’s Office for inclusion in the Main Packet. The copies must be signed and delivered so that they can be included by the deadlines indicated in the timeline.

### Committee Structure

The structure of the Department and School Committees are described below. Guidelines suggesting how the committees will function are addressed in the next section on “The Review Process.”

**Department Committees**

A department Promotion and Tenure committee is composed of all tenured members of the candidate’s department, excluding the Dean. The Department Chair and the Department's representatives to the School Promotion and Tenure Committee shall participate as non-voting members of the committee. The Committee will determine a chair to coordinate its review and recommendations.

**School Committee**

The SoE Promotion and Tenure Committee shall comprise six voting members of the tenured faculty. Two tenured faculty from each department shall be elected by tenure track faculty (both tenured and those seeking tenure). First, the tenure track faculty of each department shall elect one tenured faculty member from their department to serve on the committee. Subsequently, the tenure track faculty of the SoE shall elect an additional tenured colleague from each department to serve on the SoE committee. Neither the Dean nor the SoE representative to the university T&P committee may stand for nomination.
The normal term of those elected to the committee shall be three years and renewable. For the sake of continuity, it is suggested that staggered terms be established in the initial elections as follows:

- Two representatives will serve an initial one-year term.
- Two representatives will serve an initial two-year term.
- Two representatives will serve an initial three-year term.
- Prior to elections, lots will be drawn to determine the terms of individuals with the proviso that representatives of the same department must serve terms of differing length.

The Dean and the SoE representative to the University Promotion and Tenure Committee shall participate as non-voting members of the committee. The Committee will determine a chair to coordinate its review and recommendations. Because Department Chairs are required to write their own separate recommendations that inform the School Committee, it is suggested that Department Chairs not be elected to the School Committee.

**The Review Process**

Reviews of candidate’s materials can yield formative and summative evaluations. In the Faculty Handbook, “The Review Process” addresses the summative evaluations that are generated from reviews by the Department Committee, the Chair, the School Committee, the Dean, the University Committee, the Provost, and the President.

The guidelines below address the summative judgments that are generated in the review process in the SoE. Formative evaluation is addressed in the final section on mentoring.

*Responsibilities of Reviewers*

All tenured faculty, not serving in some other evaluative capacity, reviews and votes on the applications of candidates within their department. Tenured faculty from one department do not review candidates from other departments. Only members of the School Committee review the applications of all candidates within the SoE. Appropriate access is part of maintaining confidentiality, as indicated in the Faculty Handbook:

"All deliberations, at every level of the review process, are to be held in the utmost confidence. Access to the candidate's application portfolio is to be limited to those performing the review at the time of their review. Any breach of this confidentiality is a violation of the ethical code of behavior to which all employees are held."

Members of the School Committee make their own best judgments based on their own critical review of the evidence. They are not "bound delegates" or "spokespersons" for the tenure track constituency that elects them or any other constituency. The responsibilities of the members of the SoE committee are addressed in the faculty handbook as follows:

"The school or college committee's responsibility is to review and evaluate the application portfolios of all the school or college's candidates for third year review, promotion and/or tenure, including the recommendations of the department committee and the department chair. . . . Each member of the committee shall evaluate each candidate and judge whether he or she is ineffective, effective, or excellent in the areas of teaching, scholarship, and service . . ."
The School Committee's report reflects the independent judgments of the voting members--whether there is unanimity or not. The School Committee represents the School's view of each application portfolio it reviews in the same way that the Department Committee's Report represents the Department's view of each application portfolio it reviews.

**Committee Deliberations**
Departmental committees and the School Committee review and deliberate the record submitted by the candidate in the application portfolio. Candidates do not participate in committee meetings.

Using the deliberative process of the University Committee as a model, the following is a suggested procedure for Departmental Committees and the School Committee.

Prior to meeting, each member of a committee reviews each application portfolio against the indicators of effectiveness and excellence in each category: teaching, scholarship, and service. Each member should be prepared to share his or her judgments in each category based on the evidence presented in the application portfolio.

At the meeting, each application portfolio is discussed first with respect to teaching, then scholarship, then service. As each category is discussed, each member of the committee is given the opportunity to comment on the evidence presented in the application portfolio and to share a judgment of excellent, effective, or ineffective.

After all categories of an application portfolio have been discussed, a vote is taken regarding retention, tenure, or promotion as appropriate. The criteria for making recommendations to retain, to tenure, or to promote are described in the Faculty Handbook. The following are brief reminders of those criteria.

A recommendation to retain at Third-Year Review requires that the candidate be judged as having potential to meet the requirements for tenure and promotion to the rank of Associate Professor.

A recommendation to tenure and/or promote to the rank of Associate Professor requires that the candidate be judged as having achieved excellence in either teaching or scholarship and effectiveness in the other two categories.

A recommendation to promote to the rank of full Professor requires that the candidate be judged as having achieved excellence in both teaching and scholarship and effectiveness in service.

**Written Recommendations**
A written recommendation results from the review by each committee, the Chair, and the Dean. Each written recommendation should be in the form of a letter addressed to the “next” evaluator or committee in the sequence. In order to evidence critical analysis of the portfolio and support the summative judgment being recommended, the letter should apply the indicators of excellence and effectiveness in the Faculty Handbook to the record presented in the application portfolio.
Each committee will determine how written recommendations will be drafted, revised, and signed. It is suggested that the committee meet to review written recommendations before signing.

Committee members who either agree or disagree with the recommendation of the majority may submit an individual recommendation expressing their judgment and their reasoning. An individual who writes a separate recommendation as a department member should address the recommendation to the Department Chair. An individual who writes a separate recommendation as a member of the SoE T&P Committee should address the recommendation to the Dean.

All written recommendations must be signed and delivered according to the timeline in order to ensure that they can be reviewed along with the application portfolio by the next evaluator in the sequence.

**Mentoring**

Mentoring often occurs informally. It can cover wide-ranging topics and one who mentors in one situation may seek to be mentored in another. Informal mentoring relationships developed with mutual consent of those seeking and giving advice, are to be encouraged. The guidelines in this section are meant neither to replace nor to discourage the development of informal mentoring relationships. Rather, the guidelines focus on formal mentoring procedures to support colleagues who are building cases for tenure.

In the context of supporting colleagues who are seeking tenure, mentoring should provide formative assessments that not only provide feedback helpful to building a case for tenure, but that support colleagues as they seek to apply their professional skills and pursue their professional passions within several communities of practice. Communities that include their academic discipline, with which they are already somewhat familiar, but also their new university, school, department, and program. Mentoring support includes helping new colleagues understand and negotiate the “T&P Process” so that they do not simply succeed, but thrive.

Formative evaluations should take place annually for those progressing toward tenure. The procedural guidelines below are suggested as ways to facilitate such formative evaluations.

**First-Year Mentoring Committee**

Within the first three months of a new faculty member’s appointment to the tenure track in the SoE, the new faculty member will be assigned a three-member Mentoring Committee. This committee, selected by the Department Chair in consultation with the new faculty member, will be chaired by a member of the individual’s Department and will include at least one faculty member from another Department in the SoE. The Mentoring Committee will meet with the new faculty member and provide advice and guidance in beginning their academic career at Duquesne University. The Committee will discuss procedures and timetables for third year review and for promotion and tenure; in addition, they will provide advice on strategies for effectively distributing one’s time and efforts among teaching, research, and service during the first year. This committee will also be responsible for conducting peer evaluations of the new faculty member’s teaching during the first and second semesters. The 3-member mentoring
committee will be dissolved at the end of the first year after providing a written, formative report to the Department Chair on the new faculty’s progress toward Third Year Review.

Formative Feedback after the First Year
At the end of each academic year, faculty progressing toward tenure will have the opportunity to solicit formative feedback from tenured colleagues. During the course of the annual performance appraisal, the candidate and the Department Chair may decide to invite tenured colleagues to review formatively the candidate’s progress toward tenure.

Such a formative review may take place in a number of ways. One possibility is to arrange a meeting so that the candidate can discuss his or her progress with colleagues who accept an invitation. If such a meeting is arranged, it is suggested that the candidate provide colleagues with at least an updated vita to serve as the basis for the formative discussion at the meeting. Whether a meeting is held or not, candidates for tenure are advised to update their vita as they complete their annual reports and, at the same time, organize materials according to the sections of the “main packet” and the “supplemental packet” of their application portfolio.

Mentor Training
Because all tenured faculty have evaluative responsibilities it is important that all tenured faculty understand the criteria that are used to make judgments, how claims can be made using those criteria, and how evidence can be warranted to support those claims. Therefore, an annual review of the criteria and procedures—including a review of the previous year’s T&P deliberations—is suggested for all tenured faculty.

There are at least three ways in which tenured faculty could participate in such a review:
- Attend a workshop offered by CTE on tenure & promotion (these workshops typically feature a member of the University T&P Committee and the Provost)
- Attend a workshop offered by the Dean and the SoE representative to the University T&P Committee
- Schedule a departmental review with the SoE representative to the University T&P Committee

The annual “training” reviews should be scheduled during the Spring semester after T&P decisions have been communicated and before annual reports are due so that any formative feedback meetings will reflect the most up-to-date thinking on matters of tenure and promotion.

School Committees

Academic and Curriculum Committee
Approved by the Executive Committee May 7, 2007, Updated August 20, 2008

DESCRIPTION: The Academic and Curriculum Committee (ACC) is a standing committee in the School of Education.

PURPOSE: The charge of the ACC is to examine, review, and evaluate documents forwarded by the departments on a range of academic and curricular matters. The work of the Committee is

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PURPOSE: The charge of the ACC is to examine, review, and evaluate documents forwarded by the departments on a range of academic and curricular matters. The work of the Committee is
to be conducted in the contexts of precedent, history, archival records, University policies, accrediting standards, and the mission and goals of the School of Education and Duquesne University. The Committee is encouraged to be both proactive and reactive in academic and curriculum issues.

The range of activities assumed by the ACC includes the following:
1) Approve new courses and programs of study;
2) Approve revisions of programs of study or courses that are significant enough to change the undergraduate or graduate catalog;
3) Approve the elimination of courses and programs of study;
4) Conduct periodic reviews of programs that do not have national accreditation;
5) Recommend to the Executive Committee policy and procedural issues that affect the academic life of undergraduate or graduate students in the School of Education.

SCOPE: The Committee will accept, reject, accept with stipulations or comment on the above actions in written communications to the petitioner. The ACC is authorized to either make final decisions on the above actions or, at its discretion, to submit the action to the faculty for approval.

COMPOSITION: A quorum requires attendance by at least half of the committee. The Academic and Curriculum Committee is comprised of the following members:
A. The Associate Dean for Graduate Studies and Research (convener shall vote only in cases of a tie)
B. Two members of the faculty elected to three year renewable terms from:
   a. Department of Counseling, Psychology, and Special Education;
   b. Department of Instruction and Leadership in Education;
   c. Department of Educational Foundations and Leadership:

PROCEDURE: Submit documentation for ACC consideration at least one week prior to a scheduled ACC meeting. The petitioner submitting the documentation or designee, if asked, must attend the ACC meeting to provide context and clarify the documentation. Normally, changes to the class schedules or catalogs should only occur after ACC approval. No course or program will be opened for student registration unless it has final ACC approval. Program reviews occur every five years. The deadline for changes to the online Course Catalog is the end of March, for entry into the catalog for the following academic year.

FORMS: Course Outline Proposal Form, Program Proposal Form, Minor Change to Program or Course Form. Program reviews are submitted in the format indicated by University Graduate Council with the exception of the necessity for an external review.

**Educational Technology Committee**

**Executive Committee**

See above.
**Faculty Advocacy Committee**

**Faculty Awards Committee**
July 15, 2010

**Charge:** The School of Education Faculty Awards Committee is responsible for increasing the visibility of School of Education Faculty in internal (university) and external (state, national and international) award competitions. The School of Education Faculty Awards Committee is charged to:

- Identify internal and external award competition opportunities that will showcase the talents of the faculty in the areas of teaching, scholarship, and service as aligned with the vision of the SoE for Educational Leadership, and Scholarship for Schools in the Spiritan Tradition of Caring.

- In consultation with the Associate Deans, develop a proactive strategic plan that includes the university and school services/offices necessary for full implementation of the plan.

- Communicate with School of Education constituents at regular intervals to inform them of award competition opportunities (e.g., email, a web-based site).

- In consultation with EC, Department Chairs and Associate Deans, identify faculty/students who qualify for specific award competitions and facilitate the preparation of award application materials.

- Publicize successful award recipients through all appropriate school, university and national media outlets through the Coordinator of Relationships and Communication.

**Membership:** The Committee will be comprised of one representative elected from each Department within the School of Education, the SAS Coordinator of Relationships and Communication with the ADGSR and ADTE serving as consultants.

**Procedure:** The SoE Faculty Awards Committee will determine the process and procedures for implementing the strategic plan of the committee. The committee will hold regularly scheduled meetings and provide minutes to the School of Education in a timely manner following each meeting.

**Graduate Studies Council**

Approved by the Executive Committee April 4, 2007

The Graduate Studies Council is a standing committee of the School of Education convened by the Associate Dean for Graduate Studies and Research. The Graduate Studies Council serves the School of Education in the following capacities:

- Provides a forum for discussion, communication, problem-solving, and advisement on graduate programs, graduate student life, and graduate degree activities.
• Works to maintain awareness of graduate programs through attending to matters of advertisement, recruitment, admissions, and retention in the School of Education.

• Articulates a vision for and works to maintain high standards for graduate study.

• Serves as an advocate for graduate studies with a focus on maintaining quality and equitable standards.

• Collaborates as needed with other graduate studies-related structures within the School of Education including the LTQC, ACC, and RAC.

Authorizations: The Graduate Studies Council is authorized to make motions to the Executive Committee through representation by the Associate Dean for Graduate Studies and Research.

Membership:

Associate Dean for Graduate Studies and Research (Convener)
Graduate program directors and heads of relevant SoE operations offices (Voting Members)
Graduate program faculty, administrators, and staff involved in graduate studies are encouraged to attend

IRB Committee

School of Education Institutional Board Review committee members are appointed by the Associate Dean for Graduate Studies and Research based on recommendations from the current members of the committee. Recommendations will be coordinated with the respective department chair. Normally committee members will be tenured and have substantial experience conducting empirical research.

The committee structure comprises three main representatives and three alternate representatives with one main representative serving as convener of the committee. The convener of the committee is identified from within the committee.

Leading Teacher Quality Council (LTQC)

See above.

Partnerships & Professional Development Schools (PDS)

Research Advisory Council

The Research Advisory Council is a standing committee of the School of Education convened by the Associate Dean for Graduate Studies and Research. The Research Advisory Council serves the School of Education in the following capacities:
• Develop, review, and modify school-level policies and procedures for graduate-level research-related issues in the School of Education. Particular focus is on doctoral-level issues, including the dissertation process
• Provide advisement on coordinating doctoral-level training
• Provide advisement on framing the research conducted in the School of Education to further scholarship with schools and communities
• Provide advisement on education and research integration
• Provide advisement on funding mechanisms for students and faculty for research activities
• Review applications and make allocations for internal research monies

Levels of Research Advisory Council Membership:

Associate Dean for Graduate Studies and Research (Convener)
Program Director or Designate from each Doctoral Program in the SoE
One elected representative (not Doctoral Program Directors) from each Department (3 year, renewable terms)

School Tenure and Promotion Committee

Student and Alumni Awards Committee

Charge: The School of Education Student & Alumni Awards Committee is responsible for increasing the visibility of School of Education Students and Faculty in internal (university) and external (state, national and international) award competitions. The School of Education Student and Alumni Awards Committee is charged to:

• Identify internal and external award competition opportunities that will showcase the accomplishments and talents of students and alumni in the areas of teaching, scholarship, and service as aligned with the vision of the SoE for Educational Leadership, and Scholarship for Schools in the Spiritan Tradition of Caring.
• In consultation with the Associate Deans, develop a proactive strategic plan that includes the university and school services/offices necessary for full implementation of the plan.
• Communicate with School of Education constituents at regular intervals to inform them of award competition opportunities (e.g., email, a web-based site).
• In consultation with members of the Executive Committee (Dean, Department Chairs and Associate Deans), identify students and alumni who qualify for specific award competitions and facilitate the preparation of award application materials.
• Publicize successful award recipients through all appropriate school, university and national media outlets through the Coordinator of Relationships and Communication.

Membership: The Committee will be comprised of one representative elected from each Department within the School of Education, the SAS Coordinator of Relationships and Communication with oversight by the ADGSR and ADTE. At the first meeting, the committee will select a convener to organize meeting agendas and minutes and to facilitate communication.
**Procedure:** The SoE Student and Alumni Awards Committee will determine the process and procedures for implementing the strategic plan of the committee. The committee will hold regularly scheduled meetings and provide minutes to the School of Education in a timely manner following each meeting.

**Term of Service:** 3 years (DCPSE- 1 year; DEFL-2 years; DILE-3 years for initial start-up)

**Student Honors & Awards Committee**

**Student Standing Committee**
See above.

**Tenure and Promotion Committee**

**UETC sub-committee of computers & lab classrooms**

**University Committees**

**Faculty Senate**
2 year Term – Elected
One faculty member to serve on the Executive Committee and
One representative per every fifteen faculty members to serve on the Assembly

**University Advisory Council**
2 year term – Elected
See University Councils and Committees in the [Duquesne University Faculty Handbook](#)

**Certificate Committee (CIQR)**

**CTS/ETC Lab and Classroom Committee**

**Electronic Theses and Dissertation Committee**

**University Grievance Committee**
3 year term – Elected
See Appendix D in the [Duquesne University Faculty Handbook](#)

**Faculty/Athletic Advisory Committee**

**Library Committee**

**School District University Collaborative (SDUC)**

**Social Justice Task force**

**Spiritan Division of Academic Programs Advisory Board**
Staff Awards Committee

Student Grievance Committee

Teacher Education Council (See Dr. Munson)

Teaching Evaluation

Tenure and Promotion

University Academic Due Process Committee

University Academic Integrity Committee

University Computer Information Literacy

University Core Committee

University Creative Teaching Award Committee

University Diversity Committee (CTE)

University Educational Technology Committee

University Institutional Review Board for the Protection of Human Subjects (IRB)

University Library Committee

University Outcomes Assessment Committee

University President's Advisory Council

University Research Committee

Vira Heinze Scholarship Committee

Women’s Leadership Task Force

Student Organizations

DUSEA - Student Organization

Faculty advisor Chi Sigma Iota

Faculty Advisor Phi Delta Kappa Organization

Faculty Facility SASP
HIPAA Liaison

Kappa Delta Epsilon

SASP

SCEC Advisor
Appendices
Outline of Proposal for Course Action for Department Chair
Outline of Proposal for Course Action for Department Chair

Course Title:

Program/Department:

Number of Credits: Schedule Type:

Rationale and need for course:

How does this course address the DU Mission, School Identity and Urban Education Initiative:

Target Participants:

Expected enrollment /number of sections/semesters:

Faculty needed to deliver course:

Existing FT Faculty ______ New FT Position ______ Adjunct ______

Impact of New Course

Potential impact on other programs/departments:

Budget:

Additional resources:
Outline of Proposal for Program Action for Department Chair
## Outline of Proposal for Program Action for Department Chair
### (New, Revised, Termination)

<table>
<thead>
<tr>
<th>Section</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Program:</td>
<td></td>
</tr>
<tr>
<td>Program Description:</td>
<td></td>
</tr>
<tr>
<td>Rationale and Need for Program Action:</td>
<td></td>
</tr>
<tr>
<td>How does this program address the DU Mission, School Identity and Urban Education Initiative:</td>
<td></td>
</tr>
<tr>
<td>What are the unique aspects of the program and how does it differ from similar programs offered at benchmark universities:</td>
<td></td>
</tr>
<tr>
<td>Target Participants:</td>
<td></td>
</tr>
<tr>
<td>Number of Credits:</td>
<td>Expected Enrollment:</td>
</tr>
<tr>
<td>Target Date of Implementation:</td>
<td></td>
</tr>
<tr>
<td>List titles of proposed courses: Code as new or existing</td>
<td></td>
</tr>
<tr>
<td>Resources needed to deliver program</td>
<td></td>
</tr>
<tr>
<td>Faculty: _____ Existing FT Faculty  _____ New FT Position  _____ Adjuncts</td>
<td></td>
</tr>
<tr>
<td>Advisor _______  Program Director__________</td>
<td></td>
</tr>
<tr>
<td>Requires PDE Approval: Yes _____ No ______  SPA for NCATE:</td>
<td></td>
</tr>
<tr>
<td>Impact of New Program</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>Potential impact on other programs/departments:</td>
<td></td>
</tr>
<tr>
<td>Budget:</td>
<td></td>
</tr>
<tr>
<td>Additional resources:</td>
<td></td>
</tr>
</tbody>
</table>
Incomplete Grade Application
This form is to record the agreement between a student and faculty member and to make application to receive an incomplete “I” grade in the Duquesne University School of Education.

Finishing all of the requirements necessary to change an incomplete “I” grade to a permanent grade is the sole responsibility of the student.

**INSTRUCTIONS FOR COMPLETING THE “CONTRACT” FORM**

1. The information on this form must be PRINTED.
2. The following items must be completed in full.
3. The plan to complete work should describe what must be submitted (include format requirements) and how grades are assigned. This section may require the student to continue the explanation on an attached separate sheet of paper.
4. Target date (state last date for completion).
5. HIGHEST GRADE is only applicable if the full grading system is not available to students who receive an “I” grade. This grade is determined by the course instructor.
6. “Grades to be assigned…” is only applicable if a formal target date is established.
7. “I” grades not remediated within one year become permanent “F” grades.

Student’s Name ____________________________________   SS# _______________________

Course Number & Title __________________________________________________________

Course Instructor ______________________________________   Semester ________________
Reason for Incomplete Grade ___________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Target Date for Completion ___________   Highest Possible Grade Upon Completion ______
Grade to be assigned if requirements not completed by target date ______________________
Plan to Complete Work __________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

SIGNATURES REQUIRED:

________________________      ______________________
Student / Date                                                       Course Instructor / Date

________________________
Dean / Date

Copies to:   Course Instructor / Student / Program Director / Student File
Research Associate – Letter of Appointment
Re: Letter of Appointment – Research Associate

Dear [ ]:

We are delighted that you have accepted our request to become a Research Associate within the Department of [ ] in the School of Education at Duquesne University.

The mission of the School of Education, as a renowned learning community for the mind, heart and soul, is to guide the formation of moral and ethical educational leaders, to advance innovation in teaching and scholarship, and to foster social responsibility. Within the context of the Spiritan identity and University vision, we will accomplish our mission by exemplifying the scholarly and ethical standards of our profession as we provide meaningful learning experiences, support scholarship, and sustain mutually beneficial partnerships. We are delighted that you will participate in fulfilling the School’s Mission.

We have agreed that your commitment with us will involve the following major areas: [collaborating with research faculty, and teaching of at least two specialty seminar sessions in topics of your choosing for our faculty and fellows]. Your expertise in research methods, and neuropsychological measurement would be valuable to our school.

Your research associate status with the department [ ] will commence [ ], and will continue for one year. This is a non-paid role. In your role you will have access to the Duquesne University Library and Institutional Review Board process. Kindly send us a current CV for our records. Thank you for your interest and commitment

Cordially,

Cindy M. Walker, Ph.D.
Dean

cc: Dr. Timothy Austin, Provost
Request for Additional Research Travel Funds
Request for Additional Research Travel Funds

Faculty / Doctoral Student (please circle)

Name _____________________________________________________ Date of Request ________________

Name of Program and Department ____________________________________________________________

Name of Event ___________________________________________________________________________

Sponsoring Organization ____________________________________________________________________

Location _________________________________________________________________________________

Dates of Attendance: From _____________________________ To __________________________________

- Attach an APA formatted citation of the presentation and document(s) from the conference host stating your acceptance of the proposal.
- Attach itemization of all anticipated expenses for which you are requesting research travel funds. To insure that all funds are reimbursable, please see attached non-reimbursable expenses.
- Attach evidence of previous year presentation having been submitted for publication. Provide brief written justification that your presentation is central to your line of research.

<table>
<thead>
<tr>
<th>Total Amount of Need for Event</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Professional Development funds currently available:</td>
<td>$</td>
</tr>
<tr>
<td>Amount Requested (Need – PD Funds Available)</td>
<td>$</td>
</tr>
</tbody>
</table>

I certify that the use of the research travel funds will be in accordance with University policy and that the amount of the SoE Faculty Presentation request will not exceed $1,500 ($500 for Doctoral Student Presentation request on a one-time request per academic year basis.) *See Instruction #3

Signature of Requester _____________________________________________________________

Chair: Approved ____ Not Approved ____
Chair’s Signature _______________________________________________ Date____________________

Associate Dean: Approved ____ Not Approved ____
Signature _______________________________________________ Date____________________
Dr. Nihat Polat
Budget Officer Reviewed: _______

Dean: Approved ____ Not Approved ____
Dean’s Signature _______________________________________________ Date____________________
Dr. Cindy Walker

After signatures:
Original to: Budget Officer
Copies to: Chair and Requester
Tenure & Promotion Timeline
The following timeline will guide the SoE T&P process.

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>When (due)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td>Letter of intent submitted to Chair</td>
<td>April 1</td>
</tr>
<tr>
<td>Chair</td>
<td>External reviews solicited (for T&amp;P cases only)</td>
<td>June 15</td>
</tr>
<tr>
<td>External Reviewers</td>
<td>External reviews to Chair</td>
<td>Sept. 15</td>
</tr>
<tr>
<td>Candidate</td>
<td>Application Portfolio to Dean’s Office</td>
<td>October 1</td>
</tr>
<tr>
<td>Chair</td>
<td>External reviews placed in Main Packet (for T&amp;P only)</td>
<td>October 1</td>
</tr>
<tr>
<td>Dept. committee</td>
<td>Written Recommendation addressed to Chair</td>
<td>October 15</td>
</tr>
<tr>
<td>Chair</td>
<td>Written Recommendation addressed to School Committee</td>
<td>October 20</td>
</tr>
<tr>
<td>School Committee</td>
<td>Written Recommendation addressed to Dean</td>
<td>November 5</td>
</tr>
<tr>
<td>Dean</td>
<td>Written Recommendation addressed to Provost</td>
<td>November 15</td>
</tr>
</tbody>
</table>

With the exception of updates relating to works under review, no changes may be made to the application portfolio once it has been submitted to the Dean’s Office. In the event that a work is accepted for publication after the application portfolio has been submitted, the candidate will submit a letter to the Dean announcing the acceptance and attach a copy of the acceptance letter. The Dean will include the documentation in the application portfolio, inform any other evaluators as appropriate, and reference the acceptance in his or her written recommendation to the University Committee.
Academic and Curriculum Committee Course Proposal – see Appendix 11 on the Policy and Procedures Manual page.
Academic and Curriculum Committee Program Proposal – see Appendix 12 on the Policy and Procedures Manual page.
Academic and Curriculum Committee Minor Change to Program or Course Proposal – see Appendix 13 on the Policy and Procedures Manual page.
Readmission Form
Students wishing to reenter (i.e., regain Active Status) the School of Education who are not returning from approved leave of absence must file this readmission form with Student and Academic Services and pay a readmission fee of $200. Request must first be approved by the Department.

Student’s Name ____________________________________   SS# _____________________
Permanent Address: ____________________________________________________________
______________________________________________________________________
Phone No.: _______________________ email address:_________________________
Department: ____________________________________________________________
Name of Program(s): __________________________________________________________
Advisor: _______________________________________________________________
List any program of study courses with “F,” “I” or “IP” grades: _________________________
________________________________________________________________________
________________________________________________________________________
Last Semester Enrolled in the SoE: _______________________ QPA: ____________________
Readmission Semester: _________________________________________________________
____________________________________
Student Signature / Date

Office Use ONLY

Readmission decision: ____ Accepted   _____ Rejected

______________________________
Program Director / Date

______________________________
Department Chair / Date

Readmission fee received and SAS changed status in system to Active
Date: ____________
initials

Copies to:   Student / Program Director / Department Chair / Student File