College of Education, Leadership & Counseling

School of Education
Graduate School of Professional Psychology

Policy Handbook

Revised: September 2015
Policies and Procedures

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Welcome to the College of Education, Leadership & Counseling (CELC)
The College of Education, Leadership & Counseling is a Learning Community of students and
alumni, faculty, administrative staff, and supportive regional, national and international
stakeholders who believe in seeking a better world through learning, scholarship and human
service. Your studies at St. Thomas are offered in the liberal arts tradition and are intended to
initiate or advance your purpose, knowledge and skills as a critically reflective professional.

This catalog of programs and policies provides you with information about approaches to
professional development and specific credentials that meet or exceed the expectations of the
education agencies and human development fields. Your studies at St. Thomas will encourage and
prepare you to:

- Challenge unexamined assumptions through constructive intellectual engagement by you,
  faculty and fellow students and come to a more complex understanding of yourself and
  your students or clients;
- Form knowledge-based ethical commitments within the context of a continuously
  changing world;
- Seek a common ground for dialog and constructive action;
- Form questions about the relationship of a particular field of study and your life’s calling;
- Improve your professional practice, with a focus on learning and growth throughout your
  entire career.

These issues are crucial to your ongoing development as a learning-based professional.
The College seeks to build a safe, challenging environment where you can meet your own personal
and occupational objectives and a mentoring environment that provides challenge, support and
inspiration for all members of our learning community.

We welcome diversity of cultures, needs, and ideas to fuel the kind of intense engagement of
focused learning we have prided ourselves in providing for more than 80 years. We believe that
our faculty, staff and students are helping to shape a better world through values-based learning,
scholarship and service. We invite you to join us.

CELC Mission Statement
Inspired by the Catholic intellectual tradition, the Mission of the College of Education, Leadership
& Counseling is to educate practitioners to be morally responsible leaders who think critically, act
wisely and work skillfully to advance the common good.

CELC Professional Dispositions
Dispositions are the professional habits of mind that will indirectly and directly influence your
growth and professional development. The College of Education, Leadership & Counseling has
five specific, professional dispositions that originate from the University’s mission and align with
the professional standards for which each program is responsible. The dispositions are:

1) Morally responsible leadership,
2) Critical thinking,
3) Wise action,
4) Skillful work, and
5) Advancement of the common good.

In addition, your individual program may have specific dispositions, personal characteristics, or
competencies that directly align with the professional expectations for which you are preparing.
You are responsible for understanding the unique requirements of your program relating to dispositions, personal characteristics, or competencies.

**Accreditation**
The University of St. Thomas is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

School of Education teacher and K-12 administrator preparation programs are nationally accredited by:
- The National Council for the Accreditation of Teacher Education (NCATE)
- Graduate School of Professional Psychology, counseling psychology doctoral program is nationally accredited by The American Psychological Association (APA).
- All teacher licensure programs are approved by the Minnesota Board of Teaching.
- All K-12 administrative licensure programs are approved by the Minnesota Board of School Administrators.

**Organization of the College**
CELC programs cluster around three broad areas: 1) the preparation of teachers and administrators for K-12 schools, 2) the preparation of individuals for a diverse set of leadership positions, and 3) the preparation of professional counselors and counseling psychologists. The College includes:
- a central CELC administration, with a Dean, Associate Deans, and an administrative staff;
- the School of Education (SoE) which offers programs from baccalaureate through doctoral levels;
- the Graduate School of Professional Psychology (GSPP) which offers programs at the master's and doctoral levels.

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<th>Change Disclaimer</th>
<th>Email As Official Communication</th>
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<td>This policy handbook is the only policy handbook for the College of Education, Leadership &amp; Counseling, and the policies and procedures herein supersede all others. The College reserves the right to change policies and procedures at any time. The student’s program of study is agreed to at the time of admission, and since curricular requirements change from time to time, upon adoption of a new program of study, each student will have the right to waive their original program and adopt the latest, or to remain upon the original. Although curriculum changes are intended to go into effect with each new catalog year, the college reserves the right to change curriculum requirements at any time that licensure / accreditation demands require such change. While we will do our best to inform students of any changes, it remains the student’s responsibility to know and meet program requirements and academic policies.</td>
<td>Email is the official mode of communication at the University of St. Thomas. Every student registered for classes is issued a UST email account. The University of St. Thomas has determined that official communication with current students will be through their UST email accounts. It is the student’s responsibility to monitor their UST email account for updates while a student at St. Thomas. Students are advised to watch for updated information through email, mail notices, newsletters, and bulletin boards. You may check your UST email at mail.stthomas.edu, or set it to automatically forward to your most frequently accessed email box.</td>
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**CELC Faculty and Staff**
The Dean of the College is Dr. Joe Kreitzer. Dr. Susan Andersson serves as the Associate Dean for Academic Affairs and also oversees professional educational licensure. Ms. Diane Kruger serves as the Associate Dean for Finance and Operations.
The School of Education is divided into Departments and each has a Department Chair or Program Director responsible for the oversight of programs in that Department. SoE Departments and Chairs are: Teacher Education (Dr. Bruce Gleason), Special Education and Gifted Education (Dr. Terri Vandercook), Leadership, Policy, and Administration (Dr. Kate Boyle) and Organization Learning & Development (Dr. David Jamieson).

The Graduate School of Professional Psychology program leadership is provided by the chair, Dr. Christopher Vye, the Director of MA & Certificate Programs (Dr. Tim Balke) and the Director of Training for the Doctoral Program (Dr. Salina Renninger).

**Student Records**

Students may request to review their CELC educational program records. According to law, 45 days are allowed to respond to such requests. Typically, less time is required. Those wishing to challenge the accuracy of their records are entitled to a hearing upon written request to the College.

Students may receive the names of people from outside the university who request access to their record and the reason for such requests. Similarly, students may be informed of requests for records from individuals within the university who normally do not review students’ education records.

Information in a student’s record will not be released without the student’s permission unless they have waived this right in writing. The Family Educational Rights and Privacy Act of 1974, as amended, prohibits postsecondary educational institutions from disclosing the education records of students to most third parties without the students’ written consent. For more information, review UST’s student record policies and procedures.

The storage, retention and disposal of student records are governed by university policy established by the University Archives Committee. For more information, review the University’s records management program.

**Public Safety**

The Public Safety Department maintains an information desk in the School of Education building. Along with regular security functions, the department provides several services, including car escorts, battery jump-start service, and vehicle lock out service. The Minneapolis desk can be reached at 651-962-4100 (2-4100 internally). The UST Security Emergency number is 651-962-5555 (2-5555 internally).

More information, such as security bulletins and advisories as well as Campus Security Act Reports are available at the department web site listed below.

http://www.stthomas.edu/psps/

**Student Photo ID/Express Cards**

Students are expected to carry their UST photo ID cards with them whenever they are on campus. For security reasons, public safety officers are authorized to ask students to show an ID at any time. Student IDs are also required for such things as library services. A special feature of the St. Thomas ID card is the Express Account. Any University of St. Thomas student may open an Express Account. This account offers a convenient way to access services without having to carry cash. Contact the Card Office for more information.

**Transcript Requests**

Official transcript requests must be made in person, fax, or by mail to the Registrar, Room 126 MHC. Transcripts will not be issued to students whose accounts are delinquent. There is no fee for
an official transcript request. Additional information on transcript requests can be found at Transcript Requests.

Information Links
Graduate Writing Center
Commencement Information
Graduation Application Form
Express Card Office
Financial Aid
Counseling and Psychological Services
Parking Services
Public Safety Office
Transcript Requests

Special Accommodations
Qualified students with documented disabilities who may need classroom accommodations should make an appointment with the Enhancement Program – Disability Services office. Appointments are made by calling 651-962-6315. You may also make an appointment in person in O'Shaughnessy Educational Center, room 119. For further information, you can locate the Enhancement Program on the web at http://www.stthomas.edu/enhancementprog/. The Enhancement Program enables students with disabilities to receive accommodations without the need to negotiate the accommodations directly with the course instructor, though a student may choose to do so. Required documentation should be sent to the Enhancement Program rather than to the instructor and the Enhancement Program will communicate with the instructor concerning specific accommodations. This information will also be included in each course syllabus.
Undergraduate Policy Information

Undergraduate Information
Undergraduate general and Teacher Education programs, courses, and policy information can be found in the University undergraduate catalog and web site.

Undergraduate Academic Catalog
Undergrad Teacher Education
University Student Policies
Graduate Policy Information

General University of St. Thomas graduate policies apply to all CELC students unless they are superseded by the policies of the College, the respective School, the department or the specific program. Please note that general policies only apply in situations where a College, School or Department does not have a specific policy. If, as a student, you have questions about the applicability of general University of Saint Thomas policies please direct them to the Associate Dean for Academic Affairs.

Graduate student policies and a link to general Graduate Academic Policies (only applicable to situations not addressed in this CELC Policy Handbook or within your specific program’s policies) can be found at: University of Saint Thomas General Graduate Policies

Admission Policies
The College is committed to recruiting, enrolling, and educating a diverse, socially representative population of students. To this end, the College employs multiple methods of assessment to ensure the admission of qualified candidates.

In order to be admitted as a degree-seeking student to a graduate program, a student must have been awarded a baccalaureate degree from a United States institution accredited by one of the Higher Learning Commission’s regional accrediting organizations. Student with degrees from institutions outside the United States must comply with policies on international admissions.

Admission Office
The Graduate Admissions Office is located in Room 217, Opus Hall, Minneapolis campus. Contact the office at (651) 962-4550 or (800) 328-6819, Ext. 2-4550, or send e-mail to education@stthomas.edu for more information.

Doctoral Application Deadlines

Doctoral application deadlines vary by school and program. Check with each program for related information.

Master’s Application Deadlines

Master’s application deadlines vary by school and program. Check with each program for related information.

SCHOOL OF EDUCATION
While the SoE Masters’ programs have ongoing acceptance and processing of applications, to ensure timely class enrollment we suggest completing an application by the following dates:

- For Fall term: June 1
- For Spring term: November 1
- For Summer term: April 1

LATE Admissions
Applications received after the deadline may be eligible for non-degree admission. Late applicants will be considered for but not guaranteed regular admission in the subsequent term. Non-degree students enroll for classes after all students who have met recommended or final deadlines. Non-degree students are not eligible for financial aid.
GSPP's masters program considers student applications twice a year. Completed applications are due:

- **February 5** for admission to the following fall term
- **October 15th** for admission to the following spring term.
- GSPP's doctoral program considers student applications once per year.
- Completed applications are due:
  - **January 5** for admission the following fall term.

### Admissions Criteria

Specific admission requirements vary by degree, licensure, and certificate program:

- **Doctorate (Ed.D.):** Each doctoral program has its own admission criteria. Check with each program for related information.
- **Specialist (Ed.S.):** The Educational Specialist program has its own admission criteria. Check with that program for related information.
- **Master’s (M.A.):** While each master’s program may have additional admissions requirements, the MA Admissions Criteria below are standard basic requirements for all masters’ programs.

Application for admission will be made on online forms provided by the School of Education and Graduate School of Professional Psychology sites. Official transcript(s) must be sent directly from the appropriate institution to the graduate admissions office. All application credentials are retained by the university and are not returned.

### M.A. Admissions Criteria

**Regular CELC Masters’ Admission – Minimum Requirements**

Applicants will be considered for Regular Admission if they meet the following requirements:

- **GPA:** a cumulative minimum Undergraduate GPA of 3.0 (4.0 scale) or the successful completion of a graduate level program from another institution; applicants who cannot meet the grade point requirement may be eligible for special admission (see below).
- **APPLICATION:** a completed online application form and application fee.
- **RECOMMENDATIONS:** two positive recommendations or letters of reference from non-related individuals with substantive knowledge of the candidate addressing the candidate’s suitability for the program.
- **TRANSCRIPTS:** official transcripts for all Undergraduate and Graduate work (unless that work was completed at UST). Official transcript(s) must be sent directly from the appropriate institution to the graduate admissions office.
- **PERSONAL STATEMENT OF PURPOSE**
- **ENGLISH PROFICIENCY:** applicants whose primary language is not English must take the TOEFL (Test of English as a Foreign Language) prior to being accepted. The minimum acceptable TOEFL score is 550 (written test); 213 (CBT - computer-based test); or 80 (iBT) internet based test) with an iBT minimum score of 20 for each section for listening, writing, and speaking. Since English proficiency is directly related to program success, applicants will not be admitted and may not begin classes until passing TOEFL scores are on file in the SoE office. No TOEFL exam is required if an applicant has graduated from either an undergraduate or graduate program in which all coursework was completed in English.
- **APPLICATION FEE ($50).**
Test Requirements

SCHOOL OF EDUCATION

MTLE – The Minnesota Teacher Licensure Examinations (MTLE) is a statewide uniform means of assessing the basic skills, pedagogical, and subject area knowledge of Minnesota K-12 teacher candidates. All candidates for an initial license are required to complete the basic skills tests (reading, writing, mathematics). For more information please see the MTLE website (www.mtle.nesinc.com). Accepted applicants must take the MTLE Basic Skills Test the first semester of study.

GRADUATE SCHOOL OF PROFESSIONAL PSYCHOLOGY

GSPP: Graduate Record Exam (GRE) Scores (school code: R6110)

SoE Special Admission

Applicants will be considered for Special Admission if they meet all regular admission requirements except the GPA requirement if they meet the following additional requirements:

- GPA: a cumulative minimum undergraduate GPA of 2.75 (4.0 scale).
- STANDARDIZED TEST: submission of a minimum score from one of the following standardized tests:
  - a MAT score of 405, or
  - a GRE score of verbal 150 (450 using old scoring); quantitative 146 (550 using old scoring); analytic writing 4.5 or,
  - a GMAT score of 510 and 50th percentile or
  - a LSAT score of 145.
- ADMISSION INTERVIEW: a candidate may be asked to interview with an admissions’ person/committee.
- No special admission students will be allowed to begin classes until test results are on file.

Non-degree Admission

SCHOOL OF EDUCATION

Applicants who meet the admission requirements for either regular or special admission but missed the application deadlines will be considered for Non-degree Admission. Non-degree status means that a student is not formally enrolled in a degree-seeking or licensure-seeking course of study and does not qualify for financial aid. Students who apply for non-degree status are limited to taking six semester credits at the University of St. Thomas. Non-degree students are not guaranteed regular or special admission to any program.

Students seeking non-degree admission must submit the following:

- A completed application form;
- An official copy of all undergraduate transcripts;
- A one-time, $50 application fee.

GRADUATE SCHOOL OF PROFESSIONAL PSYCHOLOGY

Students who take courses in the Graduate School of Professional Psychology are normally accepted into the M.A. program prior to beginning coursework. However, a limited number of students may take M.A. courses as a non-degree student. Students seeking non-degree admission must submit an online application form, the $50.00 application fee and official copies of all undergraduate and graduate transcripts. If a degree application is pursued later, the entire application must be completed, with exception of the application fee. Courses taken under the non-degree admission status are applicable work at a later time if the student is granted admission into the degree program. Approved courses are: CPSY 600, 602, 605, 611, 612, 631, 650 & 680.

Registration for all non-degree students is held during the last registration period for the semester the student is seeking registration. Consult the course schedule for the registration dates
and times. Provided space is available, non-degree student registration will be accepted for the above courses. A total of nine credits can be taken by a non-degree student. With prior approval from the Associate Dean of GSPP, this limit may be raised.

In order for applications to be reviewed, applicants are responsible for ensuring all documents are received by the GSPP Admissions Office prior to the application deadline. Applicants are encouraged to submit an application fee ($50) as early as possible. This enables the Admissions Coordinator to update and notify applicants of outstanding documents.

Non-degree status means that a student is not enrolled in a degree-seeking course of study and does not qualify for financial aid. Students who apply for non-degree status are limited to nine (9) semester credits at the University of St. Thomas. GSPP non-degree students may enroll in a restricted number of classes (noted above). If admitted to the M.A. program, students may transfer non-degree credits meeting GSPP program requirements. **Acceptance as a non-degree student does not imply or guarantee full admission to a degree program.**

**International Admissions**

In addition to fulfilling standard College of Education, Leadership & Counseling admission requirements, international applicants whose primary language is not English must satisfy the English Proficiency Requirement cited below prior to being accepted (see regular admission requirements). International students must have their transcripts evaluated by the Educational Credential Evaluators (ECE) to show United States equivalency.

**English Proficiency**: Applicants whose primary language is not English must take the TOEFL (Test of English as a Foreign Language) prior to being accepted. The minimum acceptable TOEFL score is 550 (written test); 213 (CBT - computer-based test); or 80 (iBT internet based test) with a iBT minimum score of 20 for each section for listening, writing, and speaking. Since English proficiency is directly related to program success, applicants will not be fully admitted and will not be able to take classes until passing TOEFL scores are on file in the SoE office. No TOEFL exam is required if an applicant has graduated from either an undergraduate or graduate program in which all coursework was completed in English.

**Conditional Admission in School of Education programs (does not apply to Graduate School of Professional Psychology programs)**: International applicants who meet all admission requirements other than the minimum TOEFL scores may be admitted conditionally in order to continue their language proficiency study in the university ELL program. With the permission of the appropriate department chair, a conditionally enrolled student may be allowed to audit a class to gain U.S. classroom experience. Upon reaching an advanced level in the ELL program, a conditionally admitted student may be able to take one identified class if her/his program has identified such as class as suitable for students with limited English proficiency.

**Transient Admissions – School of Education Programs**

Graduate students working for a degree in another institution may be given transient graduate admission to a School of Education program without meeting customary admission procedures. Transient students may complete a maximum of 6 credits. Transient graduate admission forms must be submitted each time the student chooses to register at St. Thomas and must bear the endorsement of the dean of the parent school. Transient students must come in person to register during non-degree registration dates (dates listed in course schedule) for the specific term in which the student wishes to enroll. Students should register in Room MOH 217, Opus Hall, Minneapolis campus.

**Audit Admission**

A student who is eligible for admission to a credit-bearing course may register to audit a course, for no credit, provided s/he meets the prerequisites for the course. An audit fee will be charged. Students who audit graduate courses in education will be expected to complete all class
assignments. In no case can students subsequently receive credit for audited courses. Students must be admitted to a CELC degree program in order to audit a course; non-degree students cannot audit courses.

**Deactivation / Reinstatement**

Students who do not register for any program coursework at UST for one calendar year (without an approved Course Interruption request) are removed from the active student list. A deactivated student who wishes to return and resume a program needs to contact the CELC Registration Coordinator. After verifying that the student was in good academic standing prior to deactivation, the Registration Coordinator will reinstate her/him under the terms of the catalog in effect at the time of reinstatement.

Because programs continuously evolve, a reinstated student needs to contact a program advisor (beginning with their previous advisor). All coursework (including transfer coursework) needs to be reevaluated in terms of revised program requirements, course currency limitations, and a program completion plan. (Course Currency policies are explained further in the “Attendance, Program Time Limits, and Withdrawals” section.)
CELC Registration Policies

A copy of the College of Education, Leadership & Counseling (CELC) schedule is mailed to each student prior to semester registration. Registration is completed via the Murphy Online Web registration system. Please consult the Schedule for registration dates and times. Students are required to register for a course prior to the first day of class to avoid a late-fee ($100). See CELC schedule booklet for specific term late fee dates and refund schedule.

Registration Office
The CELC Graduate Registration Office is located in Room 217, Opus Hall, Minneapolis campus. The CELC registration official may be contacted at (651) 962-4550 or (800) 328-6819, Ext. 2-4550.

Maximum Credit Load
The maximum credit load for SoE graduate students is **ten credits for fall and spring terms** and **seven credits for summer term**. For GSPP programs, permission from an advisor is needed for more than **twelve credits for fall** and spring terms and **nine credits in the summer**. Students who wish to carry more credits in a term need to obtain permission from the department chair or program director of the particular program. Criteria for such approval will include such things as grade point average, current employment/life demands, the type of courses requested, etc. Permission is never extended to students who are not making normal progress in their course of study.

Registering for Graduate Courses
Upon admission to a graduate program, a student is assigned an advisor. School of Education undergraduate students are assigned advisers while enrolled in EDUC 210. Advisers will assist students in determining appropriate courses for their programs and will recommend action concerning credit for transfer courses. Students are responsible for maintaining contact with their advisor throughout their time in the program. Some programs require that students contact their advisor before every registration. Students should consult their program’s policies for more specific requirements.

Students accepted into CELC graduate programs register for classes using the Murphy Online Web registration system. Complete instructions are listed in the graduate course schedule. Students who encounter registration problems should contact the CELC Registration Office.

Registering as a Non-degree Student
Students admitted as non-degree students must register on non-degree registration dates. Students should consult the CELC course schedule for specific non-degree registration dates. Non-degree students must register in person at the CELC Registration Office in Room 217, Opus Hall, on the Minneapolis campus. Non-degree students cannot audit CELC courses. Non-degree students **do not** qualify for financial aid. Acceptance as a non-degree student does not imply or guarantee full admission to a degree program.

Dropping/Adding Courses and Financial Aid Implications
**Before** classes begin and **during** the first week of classes students may drop or add courses using MURPHY Online. **After** classes begin, graduate students must officially change their registration by completing the required drop/add forms available in the CELC Registration Office. A drop/add transaction is not complete until the student delivers the form to the CELC Registration Office for entry on his or her schedule. **Non-attendance in a course does not constitute withdrawal.** Simple nonattendance results in a grade of F. Once classes begin, tuition liability for the full semester is incurred. See graduate course schedule for the current refund schedule. Students are
advised to check with the Financial Aid Office since adding and dropping classes may change their financial aid status/ liability.

**Directed Study**
Directed Study refers to a regular course offered to an individual student or small group of students (usually fewer than 10) under the direction of a faculty member as approved by the appropriate department chair and/or associate dean. A Directed Study may be offered if the course is not available during a particular term because of schedule constraints or low enrollment, etc. but which follows an approved syllabus.

**Independent Study**
An Independent Study is a course of study for credit requested by the student to be taught under the direction of a faculty member for study in an area not addressed by current course offerings. An Independent Study course must be approved by the Academic Advisor, the appropriate Department Chair or Program Director, and Associate Dean.

A copy of the approved independent study contract will be required for registration. After the contract is approved, the form is submitted to the Registration Coordinator for manual registration. The maximum of three credits at the master’s degree level and six credits at the doctoral level may taken as independent study. Under special circumstances, a greater number of credits may be taken. The students must petition to the Department Chair or Program Director and it must be approved by the Associate Dean of Academic Affairs. Independent study registration is available only to students accepted into degree, licensure or certificate programs; it is not available to non-degree students.

A copy of the approved independent study contract will be retained in the student’s record.

**Class Cancellation**
The University of St. Thomas reserves the right to cancel any class that has insufficient enrollment.

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**Waivers and Transfer Credits**

*Note*: Please read ALL transfer policy information cited below. A complete familiarity with these policies may prevent you from taking a course elsewhere that will not be transferable.

**Waivers**
A department may waive specific program requirements if a student has completed equivalent work within the last seven years; or five years for GSPP programs, however, a course waiver does not reduce the total minimum number of credits needed to complete a degree. Thus, students must take an alternative course or courses to make up for the credits waived. Students seeking a waiver should discuss this with their advisers. Students seeking such a waiver must submit a written request to the program.

**CLEP Exams**
CELC graduate programs do not accept CLEP or CLEP type exams in lieu of graduate course work.

**Transfer Credits / Transfer Maximum**
Transfer credits are graduate level credits and typically reduce the number of credits required to complete a degree. A maximum of nine semester hours of graduate credit, for which a grade of B or above is indicated, may be approved for transfer into a degree program by the dean.
Transfer Credit Requirements
While individual programs may have additional requirements, transfer credits must meet the following minimum conditions. Transfer credits must be:

- From a regionally accredited institution;
- Earned at the graduate level;
- Indicated by a letter grade of A or B (Pass/Fail courses are not accepted);
- Earned no earlier than five-years prior to admission to a program.

The program that the student is enrolled in determines, provided these minimum conditions are met, whether a course can be transferred. Students should contact the program to determine requests for transfer.

Credit Transfer Time Limits
Credits transferred into College of Education, Leadership & Counseling graduate degree or certificate programs cannot be more than five (5) years old at the time of program admission or eight (8) years old at the time of program completion.

International Transcript Review
International transcripts will be reviewed by an appropriate outside agency to determine degree equivalency. Students should contact the CELC Registration Office for information regarding transcript review.

Continuing Education (CE) Course Transfer – School of Education only
Continuing Education credits differ significantly from regular credits. Most Schools of Education offer “Continuing Education” courses. Continuing Education courses are designed primarily for the “continuing” professional development of teachers and administrators. As such they typically cover niche areas of interest relevant to individuals after they graduate and are working in their licensure field. Continuing Education courses have an alternative curricular approval process, and as such they generally are not accepted into degree programs.

Students are advised to be vigilant when seeking courses at other institutions since many schools do not overtly distinguish between regular and continuing education classes. Sometimes a helpful test is to investigate whether a course in question is accepted for credit within programs in that institution.

The School of Education will accept no more than 6 credits of CE Transfer and ONLY IF they have been OFFICIALLY pre-approved by an advisor and the Associate Dean for Academic Affairs. CE courses presented for transfer that do not have official pre-approval paperwork on file will not be accepted. Obviously pre-approval cannot be granted after a course has been taken. No Continuing Education courses will be accepted toward doctoral degrees.

Transfer Credit Cautions
Students are advised to be extremely careful about taking courses they intend to transfer into their programs following their initial program advisement and admission. A few of the cautions involve 1) Time Limitations, 2) Continuing Education courses, and 3) Advisor Pre-Approval.

Time Limitations apply to all transfer coursework. Be aware of how transfer timelines might impact you in terms of your program completion timeline. (See below.)

Continuing Education coursework is not automatically transferable. Continuing Education coursework that has not been pre-approved CANNOT be transferred into a program. (See below)

Advisor Pre-Approval is highly recommended before actually taking any course intended for transfer. The formal pre-approval process requires signed paperwork filed with the SoE. Coursework that has not been pre-approved runs the very real risk of not being transferable in a program.
Attendance, Program Time Limits, and Withdrawals

Class Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties, and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

Inclement Weather Policy
The decision to close the university will be made by 6 a.m. if at all possible. The university has designated WCCO Radio (AM 830) as the official closing notification station. WCCO is a clear channel station and as such can be received by all radio listeners in the Twin Cities metro area. Several television stations are also notified of the closing information. Please do not call Campus Security to find out if classes are cancelled. You may call (651) 962-SNOW. In the event that weather worsens during the day, students are advised to check WCCO radio, call (651) 962-SNOW, and check their UST email (which is official communication at the university) for closure status.

In the event that the university is closed, instructors of CELC evening and/or weekend classes may assign alternative course requirements in lieu of an in-class meeting. While students are not required to come to campus when the university is closed, it is their responsibility to check their email for alternative course requirements.

When the university is officially closed, all daytime classes are cancelled and all administrative offices are closed for the day. On occasion, the inclement weather subsides as the day progresses. On these occasions, evening classes and activities may continue as scheduled if announced on WCCO Radio. Students can also call 651-962-SNOW to confirm closure status. The decision whether or not to cancel evening classes will be made no later than 3 p.m. It is important that CELC students check their email regarding notification during inclement weather.
**Time Limits**

**Satisfactory Academic Progress**: Students are expected to demonstrate "satisfactory academic progress" toward program completion by taking coursework each year.

**Program Currency**: In order to ensure that coursework remains current and relevant at program completion, students are expected to complete their degree or program within seven (7) years. A "year" begins at the start of the first term that a student completes coursework in a given program. Students experiencing extreme circumstances beyond their control may request a formal Program Interruption. An approved Program Interruption temporarily freezes the time limit (see below).

**Extension Request**: If a degree is not completed within the seven year limit a request for a one year extension may be filed by a student who has compelling reasons for an extension. Such reasons as getting settled in a career or beginning a family are not, in themselves, compelling reasons. It is also worth noting that even compelling reasons have reasonable time limits. The request for an extension requires a complete explanation. An extension request is formally made to the program and requires approval by the Department Chair (or Program Director) and the Associate Dean for Academic Affairs.

**Withdrawals / Interruption / Financial Aid Implications**

**Class Withdrawal**: Students may withdraw from classes at any time. If a course is dropped prior to the deadline identified for the term in the course schedule, no record of the course appears on a student's transcript. If a course is dropped after that deadline, a record of the class does appear on a student's transcript with a notation of “W”.

**Program Withdrawal**: Students who decide to withdraw from a program and have no intention of continuing at a later date need to submit a program Withdrawal Form to the CELC Registration Coordinator indicating their decision. The formal withdrawal will remove a student from active distribution lists to eliminate unwanted mail and communication from the College.

**Program Interruption**: Students experiencing extreme circumstances beyond their control may request a formal Program Interruption. An approved formal Program Interruption temporarily freezes the time limit for up to one calendar year. Students who interrupt their programs for one calendar year or more without an approved Program Interruption are subject to the “Deactivation/Reinstatement” policy discussed in the “Admission Policies” section.

**Financial Aid Implications**: Class withdrawal, program interruption, and/or program withdrawal may impact a student’s financial aid package. It is advised that a student check with the Graduate Financial Aid Office to determine the level of impact.

**Withdrawal When Called to Active Duty in the Armed Services**

University of St. Thomas students who are called to active duty in the armed services will be granted a 100% tuition adjustment for the semester in which they were deployed; regardless of the date they were activated. To receive this tuition adjustment, the student must present the Associate Dean for Academic Affairs with a copy of the deployment orders. If a student is called to duty after the last day to drop without a "W", the student will receive "W"s on the transcript.

**Syllabi**

Professors may distribute course syllabi electronically before the first class, or provide a copy to students at the first class meeting. Syllabi may also become available in Blackboard for individual courses once you have registered.
Grade System

Grading Philosophy
Grades are symbols that indicate a professor’s evaluation of the degree of student mastery of course outcomes. Grades are not intended to reflect the degree of student effort.

Faculty members are responsible for evaluating student performance and determining grades for students in their courses. The grading policy is normally described in the course syllabus and should be discussed at the beginning of the semester. Students are responsible for requesting appropriate clarification if needed. A faculty member may change the grading policy during the semester and will communicate the new policy and the purpose for the change. Students are responsible for keeping track of such changes.

College of Education, Leadership & Counseling Grade Scale
The following grades are used in the College of Education, Leadership & Counseling graduate programs.

A
A-
B+
B
B-
C+
C
F
Also I, NR, IP, and S (see below)

Normally, student performance in courses is evaluated on a letter grade basis. Some courses may be graded on a pass-fail basis within some programs. These may include practicum or field experiences, internships, and doctoral project or dissertation work. The expected level of performance for the student will be reflected in the attainment of a grade of A, A-, B+, B, B- or S in the academic program. Grades below a B- are considered unsatisfactory and must be remediated, as explained below.

Grade Expectations
Graduate Students are expected to attain a grade of B- or better in all graduate program coursework. If in the course of study, a student receives a C+ or lower, they are placed on academic probation and a letter of academic probation will be issued to the student. The student who receives a second grade of C+ or lower may be dismissed from the program. Grades of C+ or lower cannot be accepted into program coursework and must be repeated with a grade of B- or better.

Continuation in a graduate licensure or degree program requires maintenance of at least a 3.0 (B) cumulative grade point average (GPA.). A student may be dismissed from a program if the term GPA in any one term is below 2.5, or if the term GPA is below 3.0 in two consecutive terms. Any student having less than 3.0 cumulative GPA at the conclusion of course work will be ineligible for graduation.

Other factors besides an acceptable GPA are taken into consideration in determining a student’s qualifications for an advanced degree. Degree students should be aware of their department’s performance and dispositional criteria. Programs in the College of Education, Leadership & Counseling evaluate each graduate student’s overall performance on the basis of these criteria. Consequences for unsatisfactory progress on such program elements are addressed on page 20 of this Handbook.
Grades of “Incomplete” or “NR”
The grade of “I” (Incomplete) is used if the student has not completed the work of the course, has good reason for delay, and has made arrangements with the instructor before the date grades for the course are due to be submitted. Ordinarily, good reason will involve matters not wholly within control of the student, such as illness. The grade may not be used to allow a student to improve a grade by additional work over and above that ordinarily expected for the course or by repetition of work already submitted to the instructor. The grade of “I” should not be used without prior arrangement between instructor and student.

The request for an “I” must be initiated by a student maintaining an average of “B” or better prior to the last scheduled course date; if a student has not made the request, the instructor will record the grade earned to that point. An assigned grade cannot be changed back to an “I”. A low class average or lack of planning is not sufficient reasons to request an “I” notation.

The student must complete the designated work and submit it to the instructor by May 31 for an “I” received in fall semester or January term; by December 31 for an “I” received in spring semester or a summer session (unless an earlier deadline has been required by the instructor). In the absence of a final grade report on or before the deadline, the university registrar will change the grade of “I” to a grade of F. The deadline may not be extended. The instructor may change a resulting F by means of university grade change policies and procedures.

It is the student’s responsibility to submit the required work to the instructor far enough before the deadline to ensure its timely evaluation. In an instance where a grade has not been assigned at the end of the term, a designation of Not Recorded (NR) will be assigned to the student’s academic record. The NR must be changed to a grade by May 31 for the fall semester or January term; by December 31 for the spring semester or summer session. In the absence of a final grade on or before the deadline, the mark of NR will be changed to a grade of F. This deadline may not be extended. If a student receives a grade of R or F, he/she will be required to re-register and re-pay for the course.

Two Incompletes may disqualify a student from registering for new courses.

Grade of “In Progress”
The grade of “In Progress” (IP) is used for a limited number of courses involving work such as dissertations that take place over an extended period of time. A grade of “IP” can be noted for a maximum of two years, after which it will be changed to a grade of R or F. If a student receives a grade of R or F, he/she will be required to re-register and re-pay for the course. A complete list of courses that are approved for the grade of IP are held with the CELC registration office.

Workload Expectations and Credit Hours
The University of Saint Thomas defines a “credit hour” as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates: (1) one hour (50 minutes) of classroom or faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the institution, including laboratory work, internships, practica, and other academic work leading toward the award of credit hours.

Following this definition, students are expected to engage in 2 hours of out-of-class work for every hour of classroom or faculty instruction. Out-of-class work is described on the course syllabus.
Repeated Courses
If a student has not been dismissed from a CELC program, a course for which a student has received a grade of B- or less must be repeated to improve the grade for the course based on program requirements. Students are charged full tuition for repeated courses. All grades remain on the transcript. However, if a course is repeated, the lower grade will be excluded from the GPA calculation. If a student earned a B- or better in a course, they cannot retake the course to improve their grade.

Change of Grade Limitations
An instructor may change a grade if there has been an error in the computation, transcription, or reporting of the grade. Changes may not be made on the basis of additional work completed by a student unless all members of the class had the option to submit additional work.

Grade Appeal Process / Limitations
The evaluation of performance resulting in the assignment of grades is a fundamental right and duty of faculty members. As such, the faculty member assigning a grade maintains the final authority for that grade. Unless a student asserts that a grade in dispute is a result of verifiable bias, an administrator’s role is limited to serving as a facilitator toward the possible resolution of the dispute.

Most grade grievances result from error, misunderstanding or a disagreement about performance in a class. If a student believes that a grade received is incorrect or unfair, the student must contact the faculty member directly to request clarification and to attempt to resolve any disagreement directly. This needs to be done within ten days of receipt of the grade report. The faculty member needs to explain the process used in determining the grade and may provide appropriate information.

If no resolution is achieved, the student may present the complaint in writing to the Department Chair within one week after discussing the issue with the faculty member. The Department Chair will review the complaint and discuss the grading process with the instructor. The faculty member will reconsider the issue but will maintain the final authority for the grade. The Department Chair will inform the student of the results of the complaint. The grade appeal advances to the Associate Dean level only if an assertion of verifiable bias is being alleged, and the issue has not been resolved at the level of the Department Chair.
Guidelines Concerning the Professional Behavior and Conduct of Students

Rationale
It is important that those students in the College of Education, Leadership & Counseling:

1. Conduct themselves in a professional and respectful manner reflecting the ethical and professional behavior associated with the profession of study;
2. Are aware of the way in which their conduct, personal appearance, attitudes, values, and behavior influence client, peer, and general public opinions;
3. Behave in a manner that positively influences the way in which the individuals and systems they serve and the general public view them as professionals, both in academic/clinical/teaching/consulting and other professional situations as well as in situations in which other might readily expect them to act as a professional, even when not in an official capacity.

Policy
It is the expectation of the faculty that students will conduct themselves in accordance with the ethical standards of the profession in the program in which they are registered. In addition, students are expected to continue to develop the behaviors, characteristics, and dispositions that are associated with their program of study. Students are advised to read and understand the ethical code(s) or ethical systems applicable to their program and to consult it (them) whenever questions may arise about their conduct, and to seek out faculty for clarification of any part of the ethical codes or systems that they do not understand.

University Policies Pertaining to Conduct
The university has general policies pertaining to student conduct as well as the rights of students. Students are encouraged to review these policies that can be found at: General University of St. Thomas Graduate Policies.

Satisfactory Academic Progress
Satisfactory academic progress requires a student to move methodically forward toward program completion within the program time limitations while receiving grades of no less than a B- as described in the section on the Grade System above.

Consequences of Unsatisfactory Academic Performance
Course grades tend to measure only performance as it relates to narrowly focused academic activities such as written papers, projects, and tests. From a professional preparation perspective, it is possible for a student to do very well on the formal academic requirements of a course while demonstrating marginal or poor professional attributes or behaviors. Such instances include (but are not limited to) absenteeism, tardiness, late and/or missing assignments, rudeness, insensitivity to others, and a variety of -isms (racism, sexism, classism, ageism, etc.).

Furthermore, in CELC programs there are elements of the program that may or may not be connected with coursework, as noted below. Unsatisfactory or unacceptable performance in any facet of a program's curriculum, including, but not limited to coursework, supervised professional practice or field experience requirements, theses, dissertations, or doctoral projects examinations required by the program, and related professional role development of students, may result in a full review of the student's academic performance. Reviews may be conducted by the full core faculty or some subset of the core faculty as designated by the Department Chair or Program Director.

Performance reviews triggered by unsatisfactory academic performance may be conducted throughout the academic year, at an annual student review meeting, a faculty meeting or at a special meeting of the core faculty called for the purpose of reviewing a student's academic performance. On the basis of such a review, the faculty can make one or more of a number of
recommendations that include, but are not limited to, the following: a) placement of the student on academic probation (occurs automatically upon receiving a grade of C+ or below); b) requiring remediation of a course (automatically required when a course grade is C+ or below); c) requiring remediation of other academic requirements or placement of the student on a special program of matriculation; d) dismissal of the student from the program. Each of these actions is discussed below as are the procedures by which a student may appeal such decisions.

**Academic Integrity**
The University of St. Thomas and the College of Education, Leadership & Counseling is committed to the highest standards of academic integrity. Students and faculty have the responsibility to foster an atmosphere supporting academic integrity. Academic dishonesty undermines the accurate evaluation of students’ knowledge and performance. In addition, it undermines the bonds of trust and honesty among members of the academic community, constitutes taking unfair advantage of other students and defrauds those who may eventually depend upon the student’s knowledge and integrity.

**Definitions of Academic Dishonesty**
The following is a list of behaviors that constitute academic dishonesty. While not exhaustive, this list represents the more common types of academic dishonesty.

**Examination Behavior**
Any use of external assistance during an examination, including a take-home examination, will be considered academically dishonest unless expressly permitted by the instructor. The following are considered unacceptable examination behaviors:

1. Communicating with another student during an examination unless expressly approved by the instructor.
2. Copying material from another student’s examination.
3. Allowing another student to copy from your exam.
4. Using notes, tables, diagrams or other resources (including electronic means) during an examination unless expressly approved by the instructor.

**Fabrication**
Any intentional falsification or invention of data, assessment results or citations in an academic or clinical assignment will be considered a violation of academic integrity. The following are examples of academic dishonesty involving fabrication:

1. Inventing or altering data or client information collected as part of a research or evaluation project, coursework, or practicum or internship work experience.
2. Inventing or falsifying reference citations in an academic, clinical or scholarly report or paper.

**Other types of Academic Dishonesty**

1. Submitting materials, a paper, or report written by or obtained from another as one’s own.
2. Using a paper, report or other assignment in more than one class or field experience without instructor’s expressed permission.
3. Obtaining a copy of an examination in advance or an examination from a previous year without the knowledge and consent of the instructor.
4. Using another person to complete classroom or field assignments or take-home exams without the knowledge and consent of the instructor.
5. Falsifying or altering official academic or clinical records.

Note: If you are in doubt about what the course instructor or field work supervisor considers appropriate for completion of an assignment or examination, immediately clarify this with the instructor.

*Academic Integrity is more than not cheating and not plagiarizing; it is defined as honesty.*
Plagiarism
Plagiarism is the presentation of the words or thoughts of another writer as your own. It is the use of any source in any way without giving credit to the original author. It is the use of any quotation (even a few words) without properly identifying it as a quotation. The use of any ideas and the use of any quotations from another written source requires formal acknowledgement of that source. If there is anything about plagiarism you do not understand, ask your professor.

Sanctions for Cheating and Plagiarism
In cases of cheating, the instructor will impose a minimum sanction of failure for the work involved. The instructor will inform the student and the dean of the college, in writing, of:

- the nature of the offense;
- the penalty imposed within the course; and
- the recommendation of the instructor as to whether further disciplinary action by the dean is warranted.

If the instructor or the dean of the college determines that further disciplinary action is warranted, a disciplinary hearing by the Academic Affairs Committee (or an ad-hoc committee appointed by the dean if the Academic Affairs Committee cannot meet, such as in the summer) of the College shall be commenced. If there is a previous offense of this nature on the student’s record, a hearing is mandatory. The Academic Affairs Committee (or ad-hoc committee), subsequent to a hearing, submits a recommendation to the Dean of the College.

Consequences of Academic Dishonesty
The maximum penalty that can be imposed independently by a faculty member is assigning a grade of F for the examination or other graded assignment, which might result in a failing grade for the course. Additional penalties recommended by the Academic Affairs Committee (or ad-hoc committee) (and imposed by the Dean) include, but are not limited to: failing the student in the course, placing the student on probation from the program, requiring specific remedial actions on the part of the student, or termination of the student from the program.

Academic Probation
Placement of a student on academic probation indicates that the student is no longer in good academic standing in the program. When the faculty places a student on academic probation, they will designate the time period over which the probationary status will extend as well as any requirements that must be met before the probationary status will be lifted. These conditions will be communicated in writing to the student and documented in the student’s permanent file. Students are automatically placed on academic probation when they receive any grade of less than B-.

Students may also be placed on academic probation when, in the judgment of program faculty, they demonstrate patterns of substandard academic performance or fail to demonstrate expected professional dispositions.

Academic Dismissal
Academic probation is not a prerequisite for academic dismissal. Students are automatically subject to academic dismissal if they receive a second grade of less than B-. If two grades of less than B- are earned in the same term, a student will be placed on probation or dismissed according to the recommendation of the Program Director or Department Chair, in consultation with the faculty from that program. Students may be dismissed from a program when they do not meet all stipulations set at the time of being placed on academic probation.
Non-Academic Dismissal
Course grades tend to measure only performance as it relates to narrowly focused academic activities such as written papers, projects, and tests. From a professional preparation perspective, it is possible for a student to do very well on the formal academic portion of a course while demonstrating marginal or poor professional attributes and behaviors. Such items include (but are not limited to) absenteeism, tardiness, late and missing assignments, rudeness, insensitivity to others, and a variety of -isms (racism, sexism, classism, ageism, etc.). In short, it is not possible to ensure that all student academic performance and expected professional dispositions are reflected in class grades. Thus, students may also be dismissed from a program when, in the judgment of program faculty, a student demonstrates patterns of substandard academic performance, or when a student fails to demonstrate expected professional dispositions or behaviors.

Graduation Policies
Awarding of Degree
The public and students alike often mistake a commencement ceremony with actual graduation. In fact, students often participate in commencement when they still have a few outstanding degree requirements to complete. Students are official graduates of a program only when the completed degree is posted on their transcript. A degree is posted to a transcript only when all requirements have been completed; it is NOT posted on the date a ceremony is attended. For non-doctoral candidates in the School of Education, degrees are posted to transcripts four times a year; December (Fall semester), January (J-term), May (Spring semester) and August (Summer term). Within the Graduate School of Professional Psychology, for MA students, they are posted three times: Fall, Spring and Summer. There may be exceptions when a specific graduation date is requested. Doctoral students in psychology have their degree posted on the date of completion of their pre-doctoral internship or date of completion of their doctoral project, whichever occurs later. Doctoral students in the School of Education (LPA & OL&D) have their degree posted on the date that they complete all requirements.

Application for Graduation
In order to graduate, students must submit a graduation application whether or not they intend on participating in the graduation ceremony. This ensures that a graduate’s name will appear correctly on the diploma. Please note that it is the responsibility of the student to complete a graduation application. A link to the CELC Graduation Forms can be found under student resources> commencement> Graduation Application.

A student must reapply for graduation if for any reason the student does not graduate on the date for which he or she had originally declared himself or herself a candidate. It is the responsibility of the student to complete all requirements for graduation and otherwise to comply with the administrative and academic policies specified by this school.

The university has one formal walk-across-the-stage graduation ceremony each May. Graduation Ceremony information can be found at Commencement Information.

Master’s Candidates
By the end of spring term, students who will have completed their degree requirements may participate in the spring commencement ceremony. In GSPP, students who have completed their spring term degree requirements but have practicum hours not yet completed may participate ONLY if their practicum hours will be completed by the end of summer term. If a candidate completes their degree requirements between summer, fall, and J-term, including practicum hours, they are eligible to participate in the spring commencement the following year.
**Doctoral Candidates**

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<th><strong>Ed.D. Candidates</strong></th>
<th><strong>Psy.D. Candidates</strong></th>
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| Bound copies of the dissertation, as approved by the candidate’s dissertation committee, must have been submitted to and approved by the Department in order to participate in the ceremony. | Students being awarded the Psy.D. degree may participate in the commencement ceremony if all requirements for the degree are completed and/or:  
1. Their doctoral project is in its final stages and will be completed by the end of the semester in which they wish to participate in the commencement ceremony;  
2. All requirements are complete except the final one third of their Internship hours (e.g. summer). |
Policy Appeals and Student Grievances

**Appeals vs. Grievances**
We make a distinction between policy appeals and student grievances.

A Policy Appeal is a student request for an exemption from a particular policy. Students making such appeals should cite compelling reasons as to why a policy should not apply to them. Policy exemptions are not made routinely. Students making appeals must cite serious circumstances beyond their control. Such reasons as getting settled in a career, heavy workloads, or beginning a family are not, in themselves, compelling reasons. The Associate Dean in consultation with the Program Director and Department Chair generally considers policy appeals. The request should first be addressed to the Program Director (GSPP) or Department Chair (SoE programs).

A Student Grievance is a petition brought by a student who believes her/his rights have been denied or violated in an arbitrary or capricious manner. Student Grievances are handled within the Student Grievance Process cited below. Students who believe they have been aggrieved according to the specifications in the Statement of Student Rights and Responsibilities as noted below. Students are advised that skipping a step in the process and “going right to the top” only serves to slow the process as persons “at the top” will need to send the grievance back down through the steps of the sequence. All persons involved in the process will consider the complaint and, if possible, attempt to resolve it. If satisfactory resolution is not possible, a student may opt to move it to the next step.

**Student Rights and Responsibilities**
Students have the right to a comfortable, respectful classroom environment free of intimidation and focused on achievement. Students have the responsibility to commit time and energy appropriate to the learning challenge, to respond and interact with the instructor and other students, to expand the boundaries of their current knowledge and skill, and to share their experience and expertise in class. Students have the responsibility for collaborating in the learning process, respecting and attending to the views of others, and initiating attention to special needs. A detailed listing of the UST Graduate Student Bill of Rights can be found at the following link: [UST Graduate Student Bill of Rights](#)

**Recommendation for Licensure (Board of Teaching)**
For students in the School of Education, the MN Board of Teaching (651 582 8200) has established the following rule as it pertains to students or graduates in that:

The board, upon the request of a postsecondary student preparing for teacher licensure or a licensed graduate of a teacher preparation program, shall assist in resolving a dispute between the person and a postsecondary institution providing a teacher preparation program when the dispute involves an institution’s recommendation for licensure affecting the person or the person’s credentials. At the board’s discretion, assistance may include the application of chapter 14.

**Student Grievance**
A student grievance is a formal petition brought by a student who believes her/his rights have been denied or violated in an arbitrary or capricious manner. Student Grievances against program personnel are handled within the Student Grievance Process cited below.
**Student Grievance Process**

Students who believe they have been aggrieved according to the specifications in the "Statement of Student Rights and Responsibilities" should utilize the following "chain of command" sequence (below) to seek a resolution of that grievance. Students are advised that skipping a step in the process and "going right to the top" simply wastes time, because persons "at the top" will need to send the grievance back down through the steps of the sequence. All persons involved in the process will consider the complaint and, if possible, attempt to resolve it. If satisfactory resolution is not possible, a student may opt to move it to the next step.

**Grievance against Program Personnel or Faculty Review of Student Performance in the College of Applied Professional Studies**

The student complaint against CELC program personnel or faculty decisions or recommendations relative to unsatisfactory performance works through the sequence identified below, starting with the most immediate person involved, moving as necessary, to the Program Director, the Department Chair, the Associate Dean for Academic Affairs, and finally the CELC Academic Affairs Committee.

The formal grievance process is initiated when a written complaint is presented to the CELC member and copied to the Program Director or Department Chair. The written complaint needs to outline the parameters of the problem and clearly indicate how the student feels her/his rights have been denied or violated in an arbitrary or capricious manner.

**Grievance Processes in the College of Education, Leadership & Counseling**

At the conclusion of each step in the process, a written document needs to be created by the school representative, which outlines the complaint and the resulting decision. A copy of this document is shared with the student. The student then has five days to decide whether to pursue the complaint at the next level. All written documentation is forwarded to the next person in the chain.

If the grievance reaches the level of the Associate Dean without resolution, a meeting of the Academic Affairs Committee or an Ad-Hoc Committee appointed by the Associate Dean in consultation with the Dean of the College will take place. The committee will first examine the facts presented (in writing) by the student. If the committee judges that there is sufficient evidence to investigate further, it will investigate the matter and may ask to hear testimony. If the committee decides that the student’s complaint is justified, it will discuss the matter with the person or persons concerned and determine the means to ensure the student’s rights. The decision of the Academic Affairs Committee, in consultation with the Dean of the College, will be binding on all parties concerned unless the decision is appealed to the Executive Vice President.

**Grievance Appeal Procedure**

Either interested party (defendant or plaintiff) may appeal a decision of the Academic Affairs Committee to the executive vice president/CAO of the university within five days from the receipt of the decision. The executive vice president/ CAO will choose an appeal board of three members. The appeal board will not rehear the case, but will consider evidence of a violation of the proper procedures or manifest partiality. The appeal board will bring its recommendation to the executive vice president/ CAO, whose decision will be final.

**Grievance Sequence**

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Executive Vice President / University Grievance Committee

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CELC Academic Affairs Committee
(in consultation with the CELC Dean)

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Associate Dean
(in consultation with the Dean)
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Grievances against Another Student
Student Grievances against another student bypass the Grievance Process and are handled within university graduate student grievance processes or when deemed appropriate by the Dean of Students. Students contemplating a grievance against another student should contact the Dean of Students at Dean of Students.

Sexual Misconduct Policies and Procedures

The University of St. Thomas Sexual Misconduct Policies and Procedures are located here: http://www.stthomas.edu/title-ix/sexualmisconduct/.

Contact and Reporting information is located here: http://www.sthomas.edu/title-ix/coordinatorsandcontactinformation/.

Student Code of Conduct information is located here: http://www.sthomas.edu/title-ix/studentcodeofconduct/.