Development Process and Procedure

Student Evaluation and Remediation

Students are assessed on the department's critical competencies on an ongoing basis. Department faculty and administrators meet tri-annually to review the progress of all students. If students are deemed in need of improvement they will be contacted by their advisors and a development plan may be established.

Process and Procedure for Evaluation

At the end of each course term, the course instructor will submit the grade and evaluate each student on the critical competencies. The program administrative assistant and director review all grades and evaluations. The assistant alerts advisors to advisees who received below a B grade in a class (see "Standards of Scholarship" in the student handbook) or received an "Area of Significant concern" rating on a critical competency criteria. If there is an urgent need for intervention (e.g. the student has failed a class or exhibited unethical conduct) the advisor may bring the issue to a weekly faculty meeting to determine a course of action. If the concern is not urgent, the advisor may wait until the next student review meeting to address the issue.

The Graduate Program in Education meets three times a year to discuss the progress of all students in the Education Program, based on course grades and an evaluation of the critical competencies. After reviewing the information gathered, the Education Program will construct a student development plan for any student who is not achieving at the expected level.

The goal of the development plan is to help the student work toward meeting the stated goals of the program. Development plans will be included in student files and will be reviewed with the student in-person or through video conferencing.

- Prior to the meeting, the program administrative assistant will notify all advisors about any students who have received an "Area of significant concern" on one or more sections of the critical competencies course assessment or received a B- in a course since the last student review. Students who meet these criteria will heretofore be referred to as "flagged students."

- Advisors will review flagged student's critical competencies evaluations and prepare a summary of the areas of concern.

- At the student review meeting, the advisor will verbally summarize the areas of concern for flagged students. The department faculty will discuss whether the student needs intervention or monitoring for the areas of concern.

- Any other student (not flagged) in the program may also be placed on the table for in-depth review if requested by someone present at the meeting.

- If it is decided that further monitoring or intervention is needed, the student's advisor and one other faculty member will create a student development plan.

- It may also be decided that a development plan is not needed, but the advisor should make contact with the student to address areas of concern.

After the tri-annual review meetings:

- A written development plan will be presented to the student in-person or through video conferencing by the advisor, and the student will either agree to the plan or ask to make a rebuttal and propose modifications. The student will make a rebuttal with proposed modifications in writing that will be presented to the whole faculty for discussion.

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- The student will sign the plan and mail it to the advisor.

- An original signed plan will be saved to the student's electronic folder by the program administrative assistant.

- The advisor will be tasked with monitoring and following up on any plans put in place.

- If and when the student has met the terms of the plan, the advisor will notify the student in writing. A copy of this notification will also go in the student's electronic file.

- If the terms of the plan are not met, the advisor will consult with the co-author of the plan, the program director, and/or the entire faculty as to next steps.