

ELLA CLINE SHEAR SCHOOL OF EDUCATION

Policies and Procedures

Faculty Handbook

2010-2011

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School of Education Plan of Governance

Commissioner's Regulations Part 52.21

SUNY Geneseo actively supports equal opportunity for all persons and takes affirmative action to see that both the total student and employee populations enjoy equal opportunities. SUNY Geneseo does not discriminate against applicants for admission or employment because of race, color, religion, national origin, sex, age, disability, marital status, or veteran status as either disabled or of the Vietnam era.

Introduction

SUNY-Geneseo, nationally recognized as a center of excellence in undergraduate education, is a public liberal arts college with selected professional and master's level programs. It combines a rigorous curriculum and a rich co-curricular life to create a learning-centered environment. The entire college community works together to develop socially responsible citizens with skills and values important to the pursuit of an enriched life and success in the world.

The School of Education offers certification programs in Early Childhood (B-2), Childhood (1-6), Childhood with Special Education (1-6), and Adolescence (7-12) in Biology, Chemistry, Earth Science, English, Foreign Languages (Spanish and French), Mathematics, Physics, and Social Studies (with a major in Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology).

This handbook includes the policies and procedures that are important for faculty to know and that, along with the Academic Affairs Policies and Procedures and the School of Education Plan of Governance, ensure fair and reasonable practices in the School. These policies are reviewed annually by the Executive Committee and revised as needed to reflect changing circumstances.

For more information on policies and procedures at SUNY Geneseo, please see:

Academic Affairs Policies and Procedures (Provost website)

Academic Affairs Processes and Procedures (Provost website)

2006-2008 Undergraduate Bulletin (Dean of the College website)

Policies and Procedures Manual (Vice President of Administration & Finance website)

Values and Goals of the College

Geneseo is distinguished by one overriding purpose: To achieve excellence in higher education. The mission of the College is carried out in a spirit of cooperation and collaboration among all members of the community.

Values: The following values are inherent in the make-up of all policies at the institution.

- **Excellence**, and upholds high standards for intellectual inquiry and scholarly achievement;
- **Innovation**, and affirms a spirit of exploration that fosters continued excellence;
- **Community**, and embraces the educational aspirations and interests that its members share;
- **Diversity**, and respects the unique contributions of each individual to the campus community;
- **Integrity**, and promotes the development of ethical citizens;
- **Service to society**, and models the qualities it seeks to develop in its students;
- **Tradition**, and celebrates its long history of collaborative, learning-centered education.

Goals: The following six goals permeate the fabric of the institution and its various constituencies.

1. Provide every student the highest quality education through a rigorous, challenging, and active learning experience in close working relations with faculty and staff that encourages intellectual engagement and personal growth.
2. Recruit, support, and foster the development of a diverse community of outstanding students, faculty and staff.
3. Enrich the collegiate experience by strengthening the integration between curricular and co-curricular programs.
4. Cultivate relationships between the College and wider community that support College programs and serve the community.
5. Expand funding for institutional priorities and initiatives through public and private support, grants, and entrepreneurial activities.
6. Promote institutional effectiveness through ongoing assessment in every program.

Vision and Mission of the School of Education

Developed over a number of years, with input from education faculty, staff, local teachers, local school administrators, teacher candidates, college administrators, and representatives from liberal arts and sciences, the vision and mission of the Ella Cline Shear School of Education is congruent with the mission and values of SUNY Geneseo.

Our vision is to improve the lives of students through education by preparing professional educators who demonstrate the abilities, values, aesthetic responsiveness, sensitivity, commitment, and leadership for excellence in teaching and for honorable and responsible community involvement.

This vision grows out of the shared belief that the process of liberal education, taken in the broadest sense, is the most important activity in which human beings engage. Given the changing demographic, cultural, social, and political contexts of schooling, ***the fundamental mission*** of the Ella Cline Shear School of Education is to prepare future teachers to be reflective, flexible, critical thinkers, adept at problem solving, and committed to ensuring that all students can learn the skills necessary for productive life and responsible citizenship.

Therefore, in partnership with colleagues in the College's liberal arts and sciences departments and with professionals in both public and private schools, the School of Education is dedicated to the preparation of teachers who are comprehensively educated in the liberal arts and sciences; informed about political and social issues important to child advocacy; committed to the practices of professional collaboration and leadership; committed to using educational theory to inform their practice, and able to teach in ways that meet the needs of diverse populations.

Professional Education Unit

The School of Education is part of the professional education unit at SUNY-Geneseo. Through the authority of the College President and the Provost, the Dean of the School of Education is designated as the head of the professional education unit and oversees the certification requirements for all candidates in the teacher education and the certification programs in the Department of Communicative Disorders and Sciences to ensure that they are aligned with the conceptual framework and conform to state regulations and national standards.

Faculty Related Policies

Faculty Qualifications and Evaluation

Statement on Collegiality

A climate and culture conducive to shared governance is critical to a department's ability to function effectively. This requires that faculty interact with one another in a manner that is cooperative, professional, collaborative, and mutually respectful. It means that differences of opinion be expressed in a way that is both civil and constructive. In short, it requires *collegiality*. This view is endorsed by The American Association of University Professor's (AAUP) Committee on Academic Freedom and Tenure: "Few, if any, responsible faculty members would deny that collegiality, in the sense of collaboration and constructive cooperation, identifies important aspects of a faculty member's overall performance" (statement adopted November 1999). Moreover, surveys show that faculty regard department collegiality as one of the most important factors in job satisfaction, and lack of collegiality can have a deleterious effect on student satisfaction and success.

As AAUP goes on to state "understood in this way, collegiality is not a distinct capacity to be assessed independently of the traditional triumvirate of teaching, scholarship, and service. It is, rather, a quality whose value is expressed in the successful execution of these three functions". Accordingly, collegiality is a component of faculty performance that is valued.

Recruitment and Hiring

SUNY Geneseo is an Equal Opportunity Employer, progressively supports Affirmative Action, and is committed to building and enhancing a diverse community of outstanding faculty, staff, and students. Geneseo maintains a policy of non-discrimination with respect to race, religion, gender, national origin, political affiliation, disability, marital status or sexual orientation in compliance with all federal, state and local laws. Decisions with regard to recruitment, hiring, and promotions for all positions will be made solely on the matching of individual qualifications to position requirements.

The College's Statement on Community and Diversity is a reaffirmation of Geneseo's commitment to equity of opportunity and the valuing of diversity. The Statement goes beyond the mere assurance of non-discrimination and equity. It reflects SUNY Geneseo's ongoing commitment to strengthening diversity as one of the premier undergraduate public liberal arts colleges in the United States.

College Guidelines for Appointment, Term Renewal, Continuing Appointment and Promotion

Lecturer

Requirements include an advanced degree as defined by the discipline or in some cases extensive practical experience in a professional field as with performing artists or writers. Teaching experience at the college level and some evidence of research, writing, publication, or creative activity in the arts are desirable. Continuing appointment shall not be granted to holders of this rank.

Instructor

Requirements include pursuit of a terminal degree as defined by the discipline or in some cases extensive practical experience in a professional field as with performing artists or writers. Teaching experience at the college level and some evidence of research, writing, publication, or creative activity in the arts are desirable.

Assistant Professor

Requirements include the earned doctorate or other terminal degree as defined by the discipline or in some cases extensive practical experience in a professional field as with performing artists or writers, and wherever possible some successful teaching experience, evidence of depth and breadth in mastery of subject matter, and clear evidence of on-going research.

Term Renewals

Requirements in the case of term renewals include increasing teaching effectiveness based upon evaluation by superiors, colleagues and students; evidence of on-going research presented in paper or article form, or in the case of the fine arts, performances, exhibitions, and the like; participation in professional organizations; and significant service to the department and college.

Continuing Appointment

Requirements include the earned doctorate or other terminal degree as defined by the discipline or in some cases extensive practical experience in a professional field as with performing artists or writers; demonstrated teaching effectiveness based upon evaluation by superiors, colleagues and students, including classroom visitation; evidence of growing expertise in subject matter; contributions to course design and curriculum development; evidence of recognized accomplishment in one's field that includes research and publications, or in the fine arts, performance activity or exhibitions; and significant departmental and college-wide service. Normally, at least three years of term appointment status shall be required before continuing appointment is granted.

Associate Professor

Requirements include the earned doctorate or other terminal degree as defined by the discipline or in some cases extensive practical experience in a professional field as with performing artists or writers; demonstrated teaching effectiveness based upon evaluation by superiors, colleagues and students, continuing expertise in subject matter; contributions to course design and curriculum development; evidence of significant research and publication (e.g. conference papers, refereed articles in important journals in the field, books or books-in-progress, textbooks, funded research activities) or creative activities in the arts (e.g. exhibitions, performances); participation in professional organizations; and significant service to the department and college. Usually, those who hold this rank will hold continuing appointment.

Professor

Requirements include the earned doctorate or other terminal degree as defined by the discipline or in some cases extensive practical experience in a professional field as with performing artists or writers; demonstrated evidence of consistent and superior teaching for a number of years based upon the evaluations of superiors, colleagues and students; continuing expertise in subject matter; significant contribution to course design and curriculum development; a track record, recognized by authorities in the field, of important research and publication or creative activity in such forms as books, articles, musical compositions, performances, or works of art; a demonstrated leadership role in service at the departmental, college community or national level. Usually, those who hold this rank will hold continuing appointment.

Passed by Faculty Affairs Committee, March 12, 1991

Published on page 247 of College Senate Bulletin, March 18, 1991

Passed with minor change in wording by College Senate, April 30, 1991

Adjunct Lecturers or Instructors

Minimum qualifications include a master's degree in the specific area of the course(s) s/he is requesting to teach and five years of professional experience in the area of the content of the course and demonstrated ability to teach courses at the undergraduate/graduate level, e.g., ability to apply theory to the assessment of and implementation of effective practice. Adjunct instructors/part-time faculty without terminal degrees must be evaluated by the Program Coordinators before being recommended to teach a course.

School of Education Guidelines for Renewal, Continuing Appointment, and Promotion

SUNY Geneseo policies concerning renewal, continuing appointment, and promotion are available on the Provost's website.

School of Education Policy for Submission of Supporting Materials for Renewal, Promotion and Tenure

A. A Note to the Candidate

After considering the materials you submit and coming to a consensus on the scores on Form H, the Committee must write paragraphs for each section of Form H. To write the justifications for Form H, we need specific information from you. The more specific the information you provide, the more precise the recommendation of the Committee. For example, if you have an article published in the most prestigious journal in your area, you should mention that fact and how the prestige of the journal is determined (98% rejection rate; cited more than others; the intended audience and circulation; etc.). You should emphasize your work since coming to Geneseo, but your total productivity is also of interest to the Committee. To better understand the information the Committee is seeking, refer to Form H and the Policies of the Board of Trustees.

B. Background Information

Candidates for renewal, promotion, or tenure are required to submit the following information to the Committee by the appropriate due date.

Cover letter of submission - Enclose the following materials for consideration for renewal, promotion, and tenure.

1. *Curriculum Vitae* (Will give the Committee the basic facts.)
2. *Course syllabi* (Will give the Committee basic information about the content of your courses.)
3. *A written statement of teaching experience, and of teacher effectiveness or increased effectiveness* (Will provide specific information on the courses you have taught, initiated, changed, or developed, and specific information on your teaching effectiveness or improvement in effectiveness as you see it. You could point out innovative techniques, intellectual rigor, or any of the items in A.1. and A.2. on Form H.)
4. *A written statement describing specific service to the Community, the Department, the College, and in the SUNY system.* (Will provide the committee with your evaluation of the

quality of your service to the college or the SUNY system, for instance, serving on NCATE committees, or your community service relevant to the profession.)

5. *A written statement describing specific contributions to the discipline, at the local, college, state, national and international levels.* (Will provide the Committee with your evaluation of the quality of your scholarly work, a description of your current work and the status of that work, and a description of your overall research program. Editor or reviewer comments would also be appropriate as evidence of the quality of your scholarly contributions to the discipline.)
6. *Copies of articles, manuscripts, proposals, or presentations* (Will give the Committee specific examples and evaluations of your professional work and writing.)
7. *In-class observations by one Personnel Committee member and an administrator.* (Optional: additional self-selected observations by peers)

C. Additional Information to Support Quality of Teaching

The following items are suggestions of means by which you may choose to systematically collect comments reflecting student opinion of your teaching effectiveness. The method you select may vary from semester to semester, but in all instances the method for gathering comments should be justified in your philosophy of teaching or philosophy of education. In addition, comments should reflect the opinions of every student in a class.

1. SOFI statements from students.
2. Results of an instrument designed by you to determine the effectiveness of teaching.
3. Evaluations by student teachers using an SOE approved instrument or one designed by you to determine effectiveness.
4. Written statements from students regarding research, advising, or other indicators of professional effectiveness.

D. Optional Additional Evidence in Support of Your Request

1. Additional letters in support of your request from inside and outside the college.

Passed by SOE 10/13/94

Revised 11/03/03

Updated 10/4/04

Updated 9/20/05

School of Education Observation Procedures

I. Understandings

- A. The procedure assumes the understood goal of quality teacher education as reflected in our Conceptual Framework of the SOE.
- B. The procedure is designed to provide objective evidence of teaching competency based on classroom observations viewed as part of the total teaching process:
 1. Planning
 2. Execution

3. Evaluation

- C. The procedure assumes that classroom observation per se is of little value unless it is accompanied by conferences with the candidate and examination of pertinent data to allow observation data to be seen in total context.

II. Steps

- A. Announcement by the Faculty Personnel Committee in late October or projected recommendation areas for which observation would be pertinent:
 - 1. Renewal of term appointments
 - 2. Tenure appointments
 - 3. Promotion to rank
- B. Faculty being considered for renewal, tenure and promotion should arrange for observations in the semester prior to submission. Faculty desiring the observation procedure should notify the SOE Dean by mid-semester and receive in return specific details of the procedure and checklists to be used.
- C.
 - 1. The candidate should provide the observer with the following:
 - a. a copy of the syllabus for the observed class
 - b. an instructional plan for the total class period (minimally topic, objectives, procedures, and evaluation)
 - c. copies of handouts or prepared overheads to be used in the observed class
 - d. (optional) information not on syllabus about how students were prepared for session e.g., a visit, copy of a reading, or a prior handout.
 - 2. Observation reports should be shared with the candidate within two weeks of the observation.
 - 3. The observation reports should be submitted by the candidate along with other supporting materials by the due date.

Passed by the SOE 10/13/94

School of Education Review Procedures

The procedures for the Personnel Committee will be as follows:

INDEPENDENT REVIEW

- 1. Each member of the Committee will independently review the materials submitted by each candidate.
- 2. Each member of the Committee will complete Form H based on his/her assessment of the candidate's materials. In filling out Form H, the evaluator will record notes to support the numerical ratings and bring these notes to the meeting at which the candidate performance is scheduled to be discussed. The notes will be provided to the Committee member who completes Form H on the candidate.

FACULTY PERSONNEL COMMITTEE REVIEW

- 1. Individual Committee members' numerical ratings from Form H will be reported and averaged.
- 2. Discussion of the reasoning members used to justify numerical ratings will take place. The discussion will especially attempt to resolve any wide discrepancies in the scores among members.

During or after discussion members may choose to change their initial ratings. If there are changes, new average ratings will be determined.

3. After sufficient discussion, a member of the Committee will make a motion suggesting the Committee's recommendation on the case of the candidate.

In cases of promotion, the Committee may recommend to support or not to support the candidate's application for promotion.

In cases of continuing appointment, the Committee may recommend to support or not to support the candidate's application for continuing appointment.

In cases of renewal, the Committee may recommend to support the candidate for a two-year renewal, to support the candidate for a one-year renewal, or not to support the candidate's application for renewal.

4. Committee members will vote in accordance with voting procedures described in Robert's Rules of Order. A secret ballot may be called for in accordance with the procedure described in the School of Education Plan of Governance, Special Rules, Voting Procedures, i.e., any single member of the Committee may require that a vote be conducted by written ballot.
5. A tenured member of the Committee will be selected to be responsible for drafting Form H on behalf of the Committee. Committee members will share information that can be used in the preparation of Form H and that will support the Committee's recommendation.
6. A final review of the candidate's materials will be made by the Committee. Members will make suggestions that will be shared with the candidate as to how the presentation of materials can be improved to better support the application for promotion, continuing appointment or renewal.
7. The draft of Form H will be reviewed by the Committee members. Needed revisions will be made.
8. The Committee Chair will write a letter to each candidate communicating the Committee's decision on the candidate's application.
9. One or more members of the Committee will agree to meet with each candidate to discuss his/her materials and share suggestions of the Committee as to how the candidate might plan to meet the Board of Trustee's criteria for future renewal, promotion or continuing appointment. Especially in cases of a recommendation for one-year renewal, the Committee members will share concerns and suggest ways that the candidate might strengthen his/her case in the future. While the Committee will assure that a member is available to discuss these matters with candidates, it is up to the candidate to decide whether (s)he wishes to meet and discuss these matters with a Committee member.

Policy on Classroom Observations

Guidelines for classroom observations are as follows:

1. Candidates for contract renewal are required to submit at least two classroom observation reports, one from a member of the Personnel Committee and one from the Dean of the SOE. Members of the Personnel Committee will be assigned to complete observations. Candidates may include other peer observations but can't substitute these for required observations.
2. The procedures outlined in the School of Education observation procedures must be followed.

3. Following the observation, the faculty observer completes a write-up of the observation which is given to and discussed with the candidate. The prose observation write-up will follow the outline specified in "Criteria for Consideration in Observation of Teaching." The peer observation becomes the property of the candidate who has sole control over its disposition.
4. Each observation must be signed by the candidate to indicate that it has been read, discussed, and released to the Faculty Personnel Committee. This does not indicate agreement with the contents of the write-up.
5. A copy of both the Personnel Committee and administrative observations will be submitted by the candidate with other supporting materials.
6. The candidate may request a meeting with the Personnel Committee to discuss the observations or may submit a written rejoinder with the observation write-ups.

Passed by SOE 10/13/94

Revised 10/28/03 in accordance with the Plan of Governance of Fall 2003

Revised 9/20/05 in accordance with the Plan of Governance of Fall 2005

Criteria for Consideration in Observation of Teaching

Instructor:

Topic:

Class:

Students: (Program, Number Present)

Date:

Location:

Observer:

Objectives/Purpose (see attached instructional plan):

- ◆ clear
- ◆ met

Intellectual Rigor:

- ◆ design and content of course (syllabus)
- ◆ expectations of students
- ◆ testing and assignments meaningful
- ◆ well-versed in discipline's latest development
- ◆ integrates research interests into class materials

Methods:

- ◆ appropriate to objective(s)/purpose and content
- ◆ type(s)

Classroom Performance:

- ◆ effectiveness of teaching style
- ◆ well-organized class period

- ◆ clearly presented material
- ◆ stimulation of active learning
- ◆ stimulation of critical thinking/questioning
- ◆ helps students reach course expectations

Responsiveness to Students:

- ◆ in (and out of) class
- ◆ provides helpful feedback to promote learning
- ◆ sensitivity to diversity among students
- ◆ atmosphere--respect, rapport, and group dynamics
- ◆ handling errors, handling of criticism

This write-up should be in a prose format following the above outline.

Passed by SOE 10/13/94

Tips for Preparing Materials for Renewal, Continuing Appointment, or Promotion

1. Prepare a substantive, concise, organized, up-to-date, reviewer-friendly portfolio.
2. In developing your self-reflective narrative, try to capture your distinctive contributions in the three areas of teaching, scholarship, and service. Different people have different emphases, in part because of differences in length of service. For example, when you first arrive, you might discuss how you are meeting your basic responsibilities and making plans for professional growth. But after you have been here several years, you might address how you are contributing to course development and establishing a track record of scholarship and research. Your narrative should reveal the depth of your thought as well as illustrate how you are becoming a reflective teacher, scholar, and community member in higher education. In addressing teaching, establish yourself as a reflective teacher, show how you engage students actively in your classes, and discuss how you use student evaluations and formal or informal feedback to improve instruction.
3. Use an economical mode of packaging your portfolio. Choose materials judiciously to convey the extent and level of your accomplishments as a teacher, scholar, and member of the college community. Examples of student performance (with names removed) can be included, if analyzed or explained to show their relevance. Portfolios should be viewed as a continuous record of your accomplishments up to receiving continuing appointment. Do not assume that evaluators are familiar with previous submissions. Explain any inconsistencies in the evidence you are providing. This is especially important for the College Personnel Committee,.
4. Edit and proofread your materials carefully. Become familiar with and use the institutional terminology reflected in the attached materials and the Provost's guidelines. The Provost will issue additional guidelines at the college-wide meeting.
5. Syllabi should include:
 - Official course descriptions
 - Learning outcomes
 - Unit Conceptual Framework alignment
 - Program Conceptual Framework alignment

- Assignments, readings, projects
 - Schedule of examinations and grading policies
 - Bibliography of additional readings to show intellectual rigor
 - Syllabus additions required by the School of Education
6. Be sure to schedule the appropriate observations. You may, if you wish, include peer observations in addition to the required observations by the Personnel Committee and Dean. Provide the observer with a lesson plan and related handouts, visuals, readings, or assessments to attach to his or her report.
 7. Indicate how research interests are integrated into teaching as one indicator of intellectual rigor.
 8. Describe work related to theses, projects, directed studies, comprehensive exams, conference presentations or research with students and student organizations as an indicator of your responsiveness to students.
 9. Describe work as an advisor as an indicator of your responsiveness to students.
 10. In the teaching narrative, describe how student feedback (as well as suggestions from peer or administrator observations) has been used to improve instruction..
 11. Indicate if articles listed under publication on your curriculum vitae have been peer- or editor-reviewed as well as journal acceptance rates, if obtainable. You may include work in progress.
 12. Describe how service has been pursued at both the School of Education level and the College level as well as in public arenas and professional organizations.
 13. Consult with others who have been through the process several times; ask if you can see their portfolios.
 14. Each step or level is an independent part of the process.
 - SOE Personnel Committee
 - SOE Dean
 - College Personnel Committee (for continuing appointment and promotion only)
 - Provost
 - President

Student Evaluation of Faculty Instruction (SOFI)

Online Course Evaluation

SOFI (Student Opinion of Faculty Instruction) instrument. Geneseo uses an online system to collect this data. During the last two weeks of the semester, students will receive an e-mail directing them to the SOFI website. Students log in using their Geneseo username & password.

Each semester, students are asked to comment on the instruction they received in their courses via the Online Course Evaluation. The online SOFI's are anonymous; the faculty member you evaluate will not

be able to determine your identity. You only provide your Geneseo login to sign in so the system can provide with the links to your courses. Your login is not connected to your actual SOFI submission

The Office of Institutional Research is responsible for administering the SOFI's. Please contact the Director, Dr. Julie Meyer Rao, if you have any problems accessing or completing the SOFI's using the online system. She will work on your problem as soon as possible and respond to you with a solution.

If you have concerns about the SOFI process, students should contact the Student Association. Faculty are directed to the Faculty Senate.

Faculty Responsibilities

Faculty Attendance

All members of the faculty are expected to attend faculty meetings as called by the President of the College and all regularly scheduled departmental/school meetings as called by the Dean of the School of Education.

Each instructor has the responsibility for meeting all his/her classes at regularly scheduled times and locations. Permission to hold a regular scheduled class off campus must be obtained from the Dean of the College. Every class must meet during the final examination time assigned to it on the Final Examination page of the *Master Schedule*. Any request to alter the final exam week class session must be made in writing and approved in advance by the Dean of the School of Education and the Dean of the College.

Requests from faculty to be absent from campus for professional reasons must be submitted to the Dean of the School of Education at least three (3) days prior to such absence (see *Absence and Coverage Plan Approval Form* in Appendix), which is also available from the Provost's website. Requests for such faculty absences shall be approved only for the following reasons:

1. where a faculty member is giving a paper or chairing a session at an annual meeting of his/her discipline
2. where the faculty member is engaged off campus on official business of SUNY Geneseo
3. where a department or division chair/dean/director (or designee) must represent his/her department or
4. where a faculty member is engaged in consultation of a nature beneficial to his/her continued growth in his/her discipline, with the permission of his/her Dean and the Provost

If a faculty member is absent due to illness on consecutive teaching days, any intervening non-teaching days must be reported as sick days (i.e., sick on Monday and Wednesday, also sick on Tuesday). Sick days are indicated on the Faculty Sick Leave Report submitted monthly to the Human Resources Office.

Per Academic Affairs Policies and Procedures

Syllabi

Each faculty member is required to prepare for each course an outline (or syllabus) subject to reasonable changes as circumstances demand, which will contain the following information and will be made available (as either a paper copy or an electronic version) to the students during the first week of the semester:

1. an outline of the sequence of the course and the topics to be covered in the course;
2. a reading list, texts, and/or materials required;
3. grading procedures;
4. test dates including date and time of the final examination [see "Master Schedule" and "Final Exam Sessions" below];
5. schedules for assignments, experiments, and projects;
6. descriptions and due dates of papers the student will write for the course.

Students who request a paper copy of the syllabus will be provided with one by the instructor.

Per College Senate Fall 2008

Copies of the course outline shall also be placed in department files." See also Academic Affairs, Section XII of *Policies and Procedures*.

The School of Education has adopted a template syllabus that includes specific requirements relevant to the operation of the department. School of Education syllabi must include:

- course rationale
- conceptual framework strands and outcomes
- chart that identifies the official course learning outcomes aligned with conceptual framework outcomes and professional standards
- NCATE disclaimer statement
- Key Assignments statement
- LAST policy statement
- Students with Disabilities statement
- Retake of Practicum and Student Teaching statement, if applicable.

Directions and a template for syllabi are in the Appendix.

Passed by SOE, Spring 2005

Assessment

The School of Education has developed an assessment system that reflects the conceptual framework and incorporates candidate proficiencies and faculty expectations as outlined by professional and state standards. The assessment system collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations.

The assessment system is managed by the Assessment Office. The Assessment Office provides program faculty with aggregated data on candidate performance for analysis and evaluation to facilitate decisions regarding program improvement. Assessment results are shared with faculty, candidates, and the Teacher Education Advisory Committee.

Assessment decisions regarding a candidate's performance shall be based on a variety of assessment measures that are fair, accurate, and consistent with College, School, State, and professional standards. Candidates should be assessed frequently and in a variety of ways to accurately reflect their performance, and should be provided with frequent feedback to inform them of their progress.

Submission of Assessment Rubrics

Courses have designated key assignments that are to be evaluated with associated assessment rubrics. Faculty are required to share these rubrics with candidates at the beginning of the course, return a

completed rubric with the assignment to the candidate, and submit a completed rubric to the Assessment Office within a week of the submission of grades at the end of the semester.

Recommendations for Offering Online Courses

- Instructional support in the use of online courses should be provided to students prior to or at the outset of the course.
- All learning outcomes from official course outline must be met.
- Usual academic rigor needs to be maintained.
- The instructor should be provided and take advantage of support from CIT.
- Course must meet college requirements for ADA compliance.
- Access to the course syllabus should begin one week before the start date of the course.
- Courses need to run within a college specified schedule to facilitate registration and posting of grades.
- Assessments should be clearly defined and have posted rubrics where appropriate.
- Instructors should attend a myCourses online courses training prior to start of the *initial* course.
- Courses must follow the conceptual framework of the School of Education.
- Faculty should have both virtual office hours and live on-campus office hours (when at all feasible).
- All posted readings and materials should be in the .pdf format (even if it is in .doc format) and never in .docx format to insure student accessibility to readings and materials.
- Faculty who teach online should be proficient in the available online delivery methods.
- Faculty who teach online course should be observed using criteria comparable to live teaching observations and appropriate for online teaching. Observers can be given *limited* access rights to online courses.
- An honor code splash screen that the student must read and agree to before proceeding to the course and tests should be implemented by CIT.

Suggested Methods of Engagement

- Face-to-face office hours
- Live Office Hours online
- Blogs
- Forums
- Wikis
- Live Chat
- Skype
- Peer Review through Dropbox & Teams features
- Webinars
- Links to student produced YouTube videos
- Papers and responses submitted via Dropbox feature of myCourses
- Tracking of course reading downloads

All these forms of engagement can be assessed/evaluated and have rubrics associated with them, at the instructor's discretion.

Recommendations

Recommendation: Links through multiple points of entry to Online Courses (Department, Office of the Dean, Master Schedule Pages, etc.).

Recommendation: Courses should be registered through SUNY Learning Network.

Faculty Development

The School of Education encourages and supports the continued professional development of all faculty through the mentoring of new faculty, reasonable course loads to ensure adequate time for scholarship and service, and provision of reimbursement for travel to professional conferences. Continued professional development is also recognized through the awarding of Discretionary Salary Increases.

Travel Reimbursements

The School of Education will allow up to \$500 per fiscal year (July 1-June 30 travel) for reimbursement to full-time faculty and staff to attend or present at conferences. The process for requesting travel reimbursement is as follows:

1. Supply a copy of the conference information which shows the date(s) and place of the conference. The preferred method is a cover sheet of the conference booklet, but in the absence of such a booklet, an e-mail from the conference coordinator with this information will be accepted.
2. Supply a copy of your presentation acceptance letter.
3. Fill out the “advance travel approval” form which indicates the purpose of travel, date and time you will depart, the date and time of your return, where the conference is being held, and what you will use your reimbursement monies for. ****Please note that travel reimbursement requests need to be encumbered in advance of your actual travel dates, or the administration will not approve reimbursement .**
 - If you would like to include airline costs in your reimbursement amount, please note that you **must** follow college policy, using authorized travel agents, OR YOU WILL NOT RECEIVE FUNDING FOR YOUR AIRLINE TRAVEL. (Reimbursements for Foundation funds, i.e., Research Travel Grants, do not have to follow these procedures.) Travel agents for SUNY Geneseo are Albany Travel – Clifton Park (office hours: Mon-Fri 8:00 a.m. – 5:00 p.m.). Phone numbers are 800-774-0655/518-292-9020, with after hours emergency service at 888-565-9172. Procedures are as follows:
 - a. Contact the travel agent and indicate that you are calling to make arrangements for state travel purposes.
 - b. Obtain the appropriate pricing and flight information.
 - c. Give the information to the designated secretary. The approved travel requisition will be forwarded to the Travel Office and a trip # will be assigned.
 - d. Once the trip # is received, make a second call to the travel agent, providing them with the trip #. The appropriate account will be charged directly to the College. If the amount is in excess of \$500, you will have to reimburse the School of Education account for the difference.
 - e. A copy of the itinerary will be faxed to you. Please provide designated secretary with a copy of this itinerary.
4. When you have completed your travel, please submit all original receipts. Please make sure that your receipts indicate a “zero balance” due.

Additional travel support is available through the Office of Sponsored Research [<http://www.geneseo.edu>] and through United University Professions (UUP) [www.nysuup.lmc.state.ny.us]. A Travel Request Form is included in the Appendix.

Discretionary Salary Increase

(Note: This policy applies to Faculty members; a separate policy applies to staff members)

(Note: Items 5, 6, 8 and 9 below were rescinded at a the request of the Personnel Committee and the Executive Committee)

1. Eligible candidates are identified by the Provost's office early in September of each academic year in which Discretionary Salary Increases (DSI) are to be granted. The Provost's list will identify the pool of eligible candidates.
2. Eligible candidates will be notified as soon as the Provost's list is available.
3. Eligible candidates will be asked to submit a list of their accomplishments covering the academic year (whichever academic year is in question) in the order of Form H. Form H will be emailed to each faculty member when he or she is notified of being eligible for DSI.
 - a. Although weightings are present on Form H, candidates will not be asked to quantify items on their lists. However, in their considerations, persons evaluating candidates' requests will take into account the relative weightings, which reflect the relative importance of the categories to the mission of SUNY Geneseo.
 - b. Eligible members will be responsible for submitting DSI requests at or before the deadline established.
4. The Faculty Activity Summary Report from the academic year in question will also be taken into consideration in the deliberations regarding discretionary salary increases. These forms are filled out by every faculty member and submitted to the Dean of the School of Education (SOE) in May of each academic year. The forms for eligible faculty members will be provided by the Office of the Dean of the SOE for consideration in deliberations regarding discretionary salary increases.
5. The Personnel Committee will review the requests of each eligible member and Faculty Activity Summary Sheet for the purpose of determining which eligible candidates merit receiving a discretionary salary increase. The Personnel Committee will not rank order the candidates.
6. The Personnel Committee will forward its recommendations to the Executive Committee and the designated secretary of the School of Education within at least one week of receiving candidates' materials.
7. The deadline for receipt of candidates' list by the office of the SOE shall be established as 4:00 p.m. on September 19th in any given academic year. If the deadline falls on a weekend, the deadline shall be considered to be 4:00 p.m. Friday of the week preceding September 15. Materials shall be submitted to designated secretary.
8. Following the deliberations of the Personnel Committee, materials will be forwarded to the Executive Committee and the Dean of the School of Education for their deliberations.
9. The Executive Committee will review the recommendations of the Personnel Committee and categorize the candidates into three categories: (1) highly recommended, (2) recommended, and (3) recommended if funding is available. These recommendations will be forwarded to the Dean of the School of Education for his deliberations.

Any member of the Executive Committee or Personnel Committee shall absent themselves upon discussion of that member's discretionary request.

Mentoring

All new faculty shall be mentored during their first term of appointment by a tenured faculty member.

The School of Education's Faculty Mentor Program is designed to provide each new faculty member with the kind of personalized support and guidance they need to fulfill their professional potential. The senior faculty members who serve as mentors respond directly to the needs and interests of the new faculty with whom they are paired. Mentors are available not only to answer specific questions, but, more fully, to introduce new faculty members to the college community, to acclimate new faculty members to the values of the institution, and to assist new faculty members in the process of envisioning and advancing toward the next stages of their professional development.

Mentoring relationships provide the new faculty member with an experienced person of whom to ask questions about the procedures and policies of the School of Education in an informal and confidential setting. These might include questions about the process and content of portfolios for renewal and continuing appointment, the constitution and function of various committees, advice about publication, service, advisement, curriculum, and other such matters.

All full-time faculty are paired with a faculty mentor until tenure is achieved at the college. The formal mentoring relationship extends through continuing appointment. Mentors normally are paired with new faculty from a different academic field; cross-disciplinary mentoring enacts the kinds of interdisciplinary cooperation and collaboration that are hallmarks of faculty culture on our campus. At the beginning of each academic year, the Dean will evaluate the mentoring relationship consulting both mentor and mentee.

The most rewarding mentoring relationships evolve when the two faculty members openly communicate their individual needs and expectations to each other, then work together to set goals for the year. Mentoring pairs are encouraged to attend faculty development programs designed specifically for their benefit and social functions.

Faculty Load

The majority of teacher education courses are taught by full-time faculty in accordance with workload limitations set by Commissioner's Regulations Part 52.21 (b) (2) (i) (h). Faculty loads and course enrollments are regulated to ensure that faculty shall have adequate time to pursue scholarship and service activities.

Teacher education tenure-track faculty may teach no more than 12 credit hours per semester of undergraduate courses, 9 credit hours per semester of graduate courses or 21 credit hours per academic year for a combination of undergraduate and graduate courses.

Non-tenure track faculty will be assigned 12 credit hours per semester. The guidelines for adjunct faculty supervising loads are as follows:

18 students per semester = 36 placements (half each quarter) = full load (4 courses)

Therefore, 9 students per semester = 18 placements (half each quarter) = ½ load (2 courses)

4.5 students per semester = 9 placements (4 one quarter, 5 the other quarter) = ¼ load (1 course)

Passed by SOE 2/16/2004

Every effort is made to maintain appropriate class size in 500-level courses during the academic year.

School of Education Divisions

There shall be five divisions in the School namely:

1. Foundations and Childhood education
2. Early Childhood with Childhood Education
3. Childhood with Special Education
4. Adolescence Education
5. Literacy Education

PURPOSE: To identify professional units that serve as vehicles for continuity, collaboration, cooperation, and communication relative to each program's graduate and undergraduate certification standards as shown in the table below.

Divisions	Undergraduate Program	Graduate Program
Foundations and Childhood Education	Childhood Education	Multicultural Education
Early Childhood with Childhood Education	Early Childhood and Childhood Education	Early Childhood
Special Education	Childhood with Special Education	
Adolescence Education	4-year Program/ Liberal Arts Degree	Master's degree Programs/ Fifth Year Adolescence Programs
Literacy Education	Teacher Education Degree	Literacy Program

Course Responsibilities: Divisions shall hold primary responsibilities for the designated courses as shown in the table below:

Divisions	Undergraduate Program	Graduate Program
Foundations and Childhood Education	INTD 203 U/Social foundations of American Education CURR 316 Teaching Science and Mathematics to Children CURR 317 Social Studies and Curriculum Integration EDUC 214 Dimensions of Teaching and Inquiry EDUC 326 Classroom Management in the Elementary School	Teaching in Multicultural Education

	EDUC 250 Foundations of Bilingual Education EDUC 399 Directed Study H&PE 350 Health & safety Issues in the Schools	
Early Childhood with Childhood Education	ECED 351 ECED 352 ECED 353 ECED 355 EDUC 354 Family and Community EDUC 399 Directed Study	Early Childhood
Childhood with Special Education	SPED205 (Adolescence) SPED 231 SPED 234 SPED 319 SPED 382 SPED 383 SPED 385 SPED 391 SPED 399 Directed Study CURR 320 The Arts and Career Education in the Community	
Adolescence Education	INTD 300 INTD 301/various INTD 302/various EDUC 204 Dimensions of Teaching and Inquiry EDUC 303 Field Experience (Adol. Ed.) EDUC 340 Student Teaching-Middle Sch. EDUC 350 Student Teaching-High School Education EDUC 399 Directed Study	Master's degree Programs/Fifth Year Adolescence Programs
Literacy Education	CURR 213 Reading and Writing Processes CURR 313 Classroom Reading and Literacy EDUC 215 Foundations of Literacy in the Secondary School EDUC 399 Directed Study	Literacy Program

Note: -New courses as they come on line will be included in the appropriate division.
-The Dean's office will update yearly

Division Coordinators Appointment

The division coordinators shall be appointed in accordance with the following procedures:

1. During the second semester prior to the ensuing academic year, each division shall recommend to the Dean a divisional member to be appointed as the division coordinator.
2. Upon the consultation with the Provost, the Dean shall appoint such person recommended by the appropriate division to the coordinators position for a term of three years.
3. In the case that the Provost or the Dean declines a recommendation by the division, then upon consultation with the Provost, the Dean shall name a faculty to the position for a period of one year.
4. The appointment of persons to the coordinators' position shall be conducted during the last semester of the incumbent's term.
5. Incumbent coordinator on leave (sabbatical or long term sick leave) shall be replaced on a temporary basis by a faculty member in the division. The Dean shall appoint the interim coordinator who shall serve until the return of the incumbent.
6. Faculty holding dual appointments may not serve as coordinators of both their divisions in the same term.

Note: The recommendation for appointment will take place during the April 2009 division meeting. Appointments will be made in May with term to begin in Fall 2009 Semester.

Division Expectations

Division coordinators shall ensure that:

1. Promote collegiality among all faculty in the program
2. Hold meetings once a month with faculty
3. Hold program meetings for candidates once a semester
4. Coordinate the submission of SPA report(s)
5. Submit program change/development proposals to appropriate committees
6. Orient and mentor all faculty who teach courses in the program/or are members of the division
7. Determine what program data should be collected
8. Review and summarize end of year division reports
9. Recommend data-driven program changes to appropriate committees
10. Coordinate creation and updating program handbooks

Divisions & Faculty

Please note that faculty who need to offer assistance or instructional services for other divisions will be expected to do so but not at the detriment of their primary division.

FOUNDATIONS & CHILDHOOD (Graduate-Teaching in Multi-Cultural Ed.)

1. Jane Morse _Coordinator
2. Linda Steet
3. David Granger
4. Katie Rommel-Esham

EARLY CHILDHOOD with CHILDHOOD (Graduate- Early Childhd.)

1. Leigh O'Brien
2. Katie Sugarman

3. Mary Jensen (Coordinator)
4. Pat Barber (Dual appointment)
5. Don Marozas (Dual appointment)

SPECIAL EDUCATION

1. Don Marozas
2. Mike Rozalski
3. Linda Ware
4. Pat Barber
5. Liz Hall (Coordinator)
6. Susan Salmon
7. Annmarie Urso

LITERACY EDUCATION (Graduate)

1. Ernie Balajthy
2. Sharon Peck Coordinator
3. Brian Morgan
4. Maria Liwanag
5. Cheryl Kreutter

ADOLESCENCE (Graduate-English, French, Spanish, Math, Social Studies)

1. Dennis Showers (Science) Coordinator
2. Kelly Keegan (English)
3. Ann Marie Lauricella (Social Studies)

School of Education Meetings

To ensure meeting times for divisions and program committees during the academic year, the following meeting schedules shall be implemented starting Spring Semester 2009. The meeting time is 3:30 to 5:00 PM.

Meeting Schedule

First Monday of the Month ---	SOE meeting
Second Monday of the Month---	Divisional meetings
Third Monday of the Month---	SOE standing committees meetings
Fourth Monday of the month---	Executive Committee meeting

- Note:
- 1) Committees can schedule and hold additional meetings at other times as needed
 - 2) No classes or office hours should be scheduled for regular faculty during this time, Mondays between 3:30 to 5:00 PM.
 - 3) Regular faculty are expected to attend meetings of their respective committees or groups

Student Related Policies

Advising

All candidates will be provided faculty advisors who assist and support candidates on a regular basis throughout their academic career. Program benchmark requirements are established and published by all teaching certification programs to ensure program quality, coherence, and desired program outcomes.

Candidates must maintain an established minimum standard of performance to remain in the program, except in cases where the appeals committee allows for an exception. Candidates will be informed, on a semester basis, when their academic performance falls below the established standard. Candidates with persistent academic problems should be referred to the Assistant to the Dean, who will monitor and document their progress through the program. Commendable candidate performance will also be noted and recognized.

GPA Requirement

Candidates are expected to earn a cumulative grade point average (GPA) of 2.75 to qualify for admission to School of Education programs, to remain in the programs, and to be eligible for student teaching.

1. Students must be fully admitted to the SOE before they take Block IV courses in Childhood, Childhood with Special Education or Early Childhood programs; they must be fully admitted to the SOE before they take Block III courses in Adolescence programs. Candidates already fully admitted prior to Block IV (Childhood/Childhood with Special Education/Early Childhood) or III (Adolescence) must maintain a 2.75 GPA to progress into these Blocks.
2. At any point, if a student's GPA drops below 2.75 (s)he will have one semester to bring it above 2.75 or be suspended from Education coursework until the GPA meets the requirement. The student will be automatically referred to the retention program for consideration of a grace period or to consider other academic alternatives. Candidates in Childhood, Childhood with Special Education, and Early Childhood programs whose GPA (after completion of Block IV) drops below 2.75 (overall) must appeal and be granted permission to continue into Block V.
3. Candidates must have a cumulative GPA of 2.75 in order to be admitted to student teaching. They must also have a 2.75 in their chosen concentration and in certification and major courses. Candidates whose GPA is lower than 2.75, but at least 2.5 (cumulative average), may use the appeals process at this point.
4. Candidates who meet the overall and concentration/major GPA (2.75) but not the 2.0 GPA in the semester prior to student teaching may be considered for student teaching through the appeals process.
5. Candidates who meet the overall GPA requirement, but not the concentration requirement, may be considered for student teaching through the appeals process.

Writing Requirement

The School of Education writing requirement is the successful completion of EDUC 354. The specific assignment associated with the writing requirement is the home/school newsletter.

Inquiry Portfolio Requirement

Early Childhood, Childhood, and Childhood with Special Education certification programs require an “inquiry portfolio” as a prerequisite to student teaching. The portfolio must contain 1) a cover sheet, 2) table of contents, 3) dividers, 4) statement of philosophy, 5) rationale, and 6) artifacts. The purpose of the portfolio is to provide candidates with a process for assessing, reflecting, and evaluating their own preparation through documentation of their professional growth toward the mastery of the knowledge, skills, and dispositions necessary for achieving novice status of a teacher as 1) scholar, 2) constructivist educator, and 3) reflective practitioner.

Portfolios must be reviewed by program faculty before a candidate may be admitted to student teaching.

Candidates in Adolescence programs complete a practicum portfolio as part of EDUC 204, which is evaluated by a common rubric.

Field/Clinical Experiences

Teacher education candidates are required to participate in at least 100 hours of field experiences in a variety of settings that prepare them to work effectively with diverse learners in order to be eligible for student teaching. Student teaching includes two seven-week placements during the fall or spring semester. Candidates are allowed one re-take of a practicum or a student teaching placement.

Faculty (including part-time faculty) are assigned to supervision duties in accordance with College, School, and State regulations. For more information concerning student teaching requirements, consult the *Student Teaching Handbook*.

Licensure Test Remediation

Candidates who fail licensure tests are contacted by the Admissions and Retention Office in the School of Education to develop a plan for academic support and remediation.

Referrals, Progress Reports, and Commendations

Candidates who are having difficulty in a course should be referred to the Admissions and Retention Office to develop a plan for academic support and remediation. Once a candidate has been referred to Admissions and Retention, a Progress Report form should be submitted by the referring faculty to document candidate progress. A copy of the referral and progress report forms are in the Appendix.

Candidates who demonstrate commendable performance should be recognized with the submission of a Commendation Form, which will be placed in the candidate’s permanent file. A copy of the commendation form is in the Appendices.

Grade Appeals

The Ella Cline Shear School of Education follows SUNY Geneseo's grade appeal policy for the College. In addition, the Dean of the School of Education will convene a three-member panel of program faculty to review all appeals. The three-member panel will review all circumstances surrounding the candidate's appeal. The panel is authorized to set aside the admission and retention policies in special cases.

Student Non-Academic Grievance Procedures

Purpose: To provide an avenue for students to be heard and have their non-academic grievances resolved by the SOE:

Students who have a grievance and are unable to resolve it through a normal problem-solving process are able to file a formal grievance with the Dean of the School of Education. At this point, the Dean will work with the teacher candidate and person/persons involved to bring the issue to resolution. If the issue is not resolved within the School of Education, the student is encouraged to meet with the Dean of the College.

Procedure:

1. A student with a grievance against a faculty or staff in the SOE shall file his/her grievance with the Dean.
2. All student grievances shall be documented by the Dean.
3. Upon receipt of a grievance, the Dean shall conduct a fact-finding review within a reasonable time period.
4. Upon completion of the fact-finding review, the Dean shall proceed to resolve the issue in a reasonable way between the student and the faculty or staff.
5. The Dean shall document and keep records of all resolutions.
6. The Dean shall report annually to the Executive Committee

Student Attendance

Students are expected to attend all classes. Furthermore, the College recognizes that students hold primary and ultimate responsibility for their academic performance and accomplishment. Students are expected to recognize the importance of regular class attendance and to complete satisfactorily all requirements of all courses in which they are registered. Student attendance in classes on religious holidays is governed by New York State Education Law, and students who do not attend classes on certain days because of religious beliefs should refer to the policy on page 44 of this bulletin.

Undergraduate Bulletin 2010-2011

Holding Papers from Previous Semesters

Faculty must maintain all unreturned graded papers, tests, reports, and other materials used in the computation of a student's final course grade through the sixth Friday of the semester following the term in which the final course grade was issued.

A student may appeal or request review of a grade through the fourth week of the semester following the grade's issuance. The faculty member must, in this case, retain all relevant unreturned papers, tests, reports, etc. for that student until the appeal process is complete.

Per *College Senate Minutes, April 1996*

Appendix A

Travel Request Form

Departure Date: _____ Time: _____

Return Date: _____ Time: _____

Destination: _____

Purpose of Travel: _____

Reimbursement will be used for:

Registration _____ Lodging/Meals _____

Airline _____ Mileage _____
(# of miles one way)

Other _____

APPENDIX B

DIRECTIONS FOR COURSE SYLLABI

COURSE TITLE: The course title on the top right hand box serves as an example for faculty. Please write in the correct course (your course) title here.

COURSE DESCRIPTION: Copy the course description from the college bulletin here.

COURSE PREREQUISITES: Please write in here any course prerequisites as described in the college bulletin.

COURSE RATIONALE: Leave this portion as is unless you need to make slight changes in the narrative to suit your course description.

This course infuses the constructivist approach to teaching and learning in which teacher candidates use their prior knowledge and social contexts to interact and develop relevant knowledge, skills and dispositions to become teachers committed to improve the lives of students through education. This course is consistent with the following Geneseo core values:

1. Geneseo mission to develop socially responsible citizens with skills and values important to the pursuit of an enriched life and success in the world; and
2. The School of Education mission to prepare future teachers to be reflective, critical thinkers, adept at problem solving, and committed to the development of communities of inquiry to ensure that all students have the opportunity to learn the skills necessary for a productive life and responsible citizenship.

Consistent with SUNY policies, regulations of the New York Department of Education, NAEYC standards, and with the School of Education Conceptual Framework, this course will provide candidates the opportunity to acquire the knowledge and skills, and dispositions pertinent to the specific learner outcomes listed below.

CF= Conceptual framework of the Unit. You must have this column completed.

NAEYC= National Association for the Education of Young Children. Include in this column the appropriate SPA (Specialty Professional Association) standards. For example, if childhood candidates take this course, align with ACEI standards; if special ed, align with CEC standards; if social studies, align with NCSS standards etc.

LEARNER OUTCOMES: Charts for each course have been compiled and available in the NCATE outbox for your use.

ASSESSMENT: Include brief description of either the formal or informal assessment measures that you use for each of the learner outcomes. This column is a must.

CF OUTCOME	Professional STANDARD	LEARNER OUTCOME	ASSESSMENT
---------------	--------------------------	-----------------	------------

COURSE REQUIREMENTS: This is a guide! Place your own requirements here.

COURSE GRADING: This is the standard and must be included.

COURSE OUTLINE: Include your course outline in the format presented.

Date	Class Discussion And Activity	Required Reading Assignments & Assessment measures
------	----------------------------------	--

--	--	--

CONCEPTUAL FRAMEWORK: Include the conceptual framework flyer here.

DISCLAIMER STATEMENT: Include

National Accreditation: The Ella Cline Shear School of Education (SOE) is seeking to continue our national accreditation for its programs through the national Council for the Accreditation of Teacher Education (NCATE). Part of this accreditation process includes reviews of samples of teacher candidates' course work by professional societies and the NCATE Board of Examiners. Therefore, your course work may be selected and used as examples to demonstrate that the learning outcomes are being addressed and achieved in this course.

Please be advised that to ensure your privacy, names will be removed from the selected work. If you do not wish to participate in this process, please state your intent in writing to your professor or supervisor.

KEY ASSIGNMENTS STATEMENT: include if it applies to your course

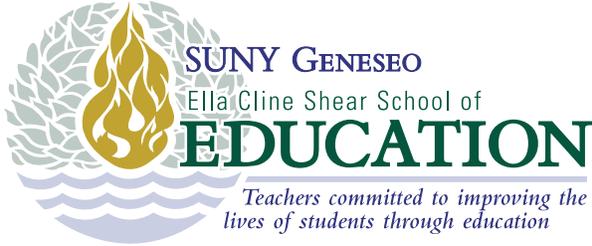
SOE WRITING REQUIREMENT: (successful completion of Educ 354 – specific assignment associated with the writing requirement will be the home/school newsletter)

RETAKE OF PRACTICUM AND STUDENT TEACHING STATEMENT: Include if it applies to your course

STUDENTS WITH DISABILITIES STATEMENT: Include.

BIBLIOGRAPHY: Include.

****SAMPLE****

	<p>The Teaching of Young Children: ECEd 351 Spring Semester, 2006</p>
---	--

Instructor:
Office: 221 A South Hall
E-Mail:

Office Phone:
Office Hours: Wednesday 2:00 – 4:00
Friday 10:30-11:30/by appointment

COURSE DESCRIPTION

COURSE PREREQUISITES

COURSE RATIONALE

This course infuses the constructivist approach to teaching and learning in which teacher candidates use their prior knowledge and social contexts to interact and develop relevant knowledge, skills and dispositions to become teachers committed to improve the lives of students through education. This course is consistent with the following Geneseo core values:

3. Geneseo mission to develop socially responsible citizens with skills and values important to the pursuit of an enriched life and success in the world; and
4. The School of Education mission to prepare future teachers to be reflective, critical thinkers, adept at problem solving, and committed to the development of communities of inquiry to ensure that all students have the opportunity to learn the skills necessary for a productive life and responsible citizenship.

Consistent with SUNY policies, regulations of the New York State Department of Education, NAEYC standards, and with the School of Education Conceptual Framework, this course will provide candidates the opportunity to acquire the knowledge and skills, and dispositions pertinent to the specific learner outcomes listed below.

CF OUTCOME	PROFESSIONAL STANDARD	LEARNER OUTCOME	ASSESSMENT
A1, C1	1a, 5a	Demonstrate knowledge of the usefulness and limitations of different historical approaches to understanding child development	

A2, C1, C2	3b	Demonstrate understanding of methods, techniques, and technologies used to gather developmental data and of criteria for their selection and use	
A1, C1, C2	1a, 3a	Demonstrate understanding of the role of child development theory/research in establishing a basis for observation and assessment of young children	
B2	1b, 3b	Recognize individual variation and cultural diversity in learners and make allowances for differences in styles and rates of learning when assessing children's developmental and learning needs	
B1, C1	2a, 3a, 4a, 4b	Recognize the nature of developmentally appropriate practice for infants, toddlers, and preschool children	
B1, C1, C2	1c, 3a, 4a, 4b, 4d	Use documented observations of children's play behaviors to plan play experiences and interactions that can clarify further an assessment of children's development	
C1, C2	1a, 3b, 5d	Plan and develop a thorough and professional case study of one child, using appropriate data sources	
B1, C1, C2	1c, 2b, 3b, 4a, 4b, 4c, 4d	State for all developmental areas (cognitive, social, emotional, physical, aesthetic, and linguistic) the educational implications of their data collection in terms of curriculum or teaching adaptations and/or communications with the family that would benefit the child	
C2	5a, 5d	Explore and reflect on their own experiences of teaching young children and the range of career options in early childhood education	

REQUIRED TEXTS, READINGS, AND MATERIALS

COURSE REQUIREMENTS

1. Group participation & presentation. (20%)
2. Class participation (which requires attendance). (5%)
3. Short reflective paper. (10%)
4. Oral interview. (5%)
5. Individual assignments. (5%)
6. 4 Quizzes. (25%)
7. Final exam. (30%)

COURSE GRADING PROCEDURES

Grading scale is based on percentage of total points earned:

- 95% - 100% -- A
- 90% - 94% -- A-
- 87% - 89% -- B+
- 83% - 86% -- B
- 80% - 82% -- B-
- 77% - 79% -- C+
- 73% - 76% -- C
- 60% - 72% -- C-
- 57% - 59% -- D

COURSE OUTLINE

Date	Class Discussion And Activity	Required Reading Assignments & Assessment measures
------	----------------------------------	--

*****PLEASE INCLUDE HERE YOUR OWN ITEMS SUCH AS*****

- Descriptions of assignments (briefly)
- Points of Interest (e.g. when advisement starts, etc.)
- Policies for the course (e.g. regarding late submissions, etc)

CONCEPTUAL FRAMEWORK FLYER

DISCLAIMER STATEMENT

KEY ASSIGNMENTS STATEMENT

SOE WRITING REQUIREMENT (successful completion of Educ 354 – specific assignment associated with the writing requirement will be the home/school newsletter)

RETAKE OF PRACTICUM AND STUDENT TEACHING STATEMENT

STUDENTS WITH DISABILITIES STATEMENT

BIBLIOGRAPHY

APPENDIX C

FORM H

JUSTIFICATION FOR CONTRACT RENEWAL, PROMOTION, OR CONTINUING APPOINTMENT

Date: _____

CANDIDATE'S NAME _____

Name of Person Submitting Evaluation _____

ACTION CONSIDERED (only one action per form)

Term Contract Renewal from _____ to _____

Continuing Appointment effective _____

Promotion from _____ to _____

A. INSTRUCTION (Total Weighting for Instruction = .5)

1. Intellectual Rigor (Weighting = .2) _____ x .2 = _____

Assess the intellectual rigor represented by the candidate's 1) design of courses, 2) content of courses, and 3) expectations of students, in testing and other class assignments. Are courses taught at the appropriate level of difficulty? Is the candidate well versed in the discipline's latest developments and able to integrate research interests into class materials?

1 2 3 4 5 6 7 8 9 10
minimal fair good superior outstanding

(Insert Justification of Rating Here)

2. Classroom Performances (Weighting = .2) _____ x .2 = _____

Assess the candidate's performance in the classroom. How effective is the candidate's teaching style(s)? Are the class periods well organized to present material clearly to students? Does the candidate stimulate students into active learning and critical questioning? Does the candidate help students to reach course expectations?

1 2 3 4 5 6 7 8 9 10
minimal fair good superior outstanding

(Insert Justification of Rating Here)

3. Responsiveness to Students (Weighting = .1) _____ x .1 = _____

Assess the responsiveness of the candidate to students, both in and out of class. Is the candidate readily available for student assistance? For responsible advising? Does the candidate provide helpful feedback to promote learning? Is the candidate sensitive to meeting the needs of a diverse student population? Has the candidate been involved in any of the following: direction of independent study, thesis supervision, inclusion of students in research projects, academic meetings, creative projects and/or field trips?

1 2 3 4 5 6 7 8 9 10
minimal fair good superior outstanding

(Insert Justification of Rating Here)

B. CONTRIBUTIONS TO THE DISCIPLINE (Weighting = .35) _____ x .35= _____

Assess the candidate's standing in the appointed discipline relative to rank, teaching load, and stage of career. Consider the range of research and/or creative activities and public expressions that the candidate's discipline requires of active scholars or creative artists. This should include a combination of some of the following: published books, monographs, articles, book reviews, textbooks, musical, compositions, works of art, creative projects and performances, exhibited work, receipt of grants and awards, fellowships, consultancies, seminar and workshop leadership, conference and workshop attendance (particularly chairing sessions, delivering papers, and serving as a respondent).

1 2 3 4 5 6 7 8 9 10
minimal fair good superior outstanding

(Insert Justification of Rating Here)

C. PROFESSIONAL AND PUBLIC SERVICE (Weighting = .15) _____ x .15= _____

Assess the candidate's degree of commitment to service, within and beyond the college community relative to the number of years at the college. Has the candidate served extensively on college-wide committees? Has the candidate found useful outlets for professional expertise in community service? Has the candidate served professional bodies on the regional, national, and/or international level?

1 2 3 4 5 6 7 8 9 10
minimal fair good superior outstanding

(Insert Justification of Rating Here)

Final Numerical Rating (total of A1, A2, A3, B & C) _____

D. ADDITIONAL COMMENTS

Insert additional comments here.

E. RECOMMENDATION

Recommended _____

Not recommended _____

**F. SIGNATURE(S) OF DEPARTMENT/SCHOOL CHAIR/DIRECTOR/HEAD OR
DEPARTMENT/SCHOOL COMMITTEE**

DEFINITIONS

Content Knowledge: The candidate's mastery of the subject matter

Pedagogical Knowledge: The candidate's class performance

Content Skills: Candidate's ability to convey subject matter information

Pedagogy Skills: Candidate's ability to apply instructional strategies to assist learners

Professional Stance: Candidate practices behavior characteristics of a developing career teacher;

General professionalism-meets professional and ethical standards identified by his/her professional learned society, including confidentiality, initiative, dependability and accountability.

Responsibility-demonstrates reliability and takes responsibility for his/her own behaviors.

Reflection- demonstrates a commitment to reflective inquiry, teaching practice, and awareness of the role as a teacher.

Proactive Engagement: Proactive engagement as Teacher

Belief that all students can learn

Enthusiasm for teaching and learning

Communication- communicates appropriately and works collaboratively

Proactive and responsive to needs of school community

Diversity: Welcoming diversity; treats all people with dignity and respect

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Course of Action for retention:

Advisor Signature _____ Date _____

Student Signature _____ Date _____

Copies: Instructor _____ Student _____ File _____

Revised: 09/22/05

APPENDIX E

TEACHER CANDIDATE PROGRESS REPORT

Ella Cline Shear School of Education
Teachers Committed to Improving the Lives of Students through Education

Student _____ Program _____ Date _____

Referring Instructor _____ Course _____

Please comment on the following attributes of the candidate

1. Attendance: Punctual _____ Regular _____
Intermittent _____ Non-Responsive _____

2. Readiness for learning:

Brings appropriate materials to class:

Yes _____ Sometimes _____ No _____

Completes assignments on time:

Yes _____ Sometimes _____ No _____

Appears eager to learn:

Yes _____ Sometimes _____ No _____

3. Contribution to class discussions/activities:

Actively Contributes _____ Regularly Contributes _____

Rarely Contributes _____

4. Candidate's letter grade _____

OR,

Academic Progress: Exceeds _____ Meets _____ Does Not Meet _____

5. Instructor's general opinion of the candidate's progress in the course:

Instructor's Signature _____ Date _____

APPENDIX F

**TEACHER CANDIDATE COMMENDATION FORM
FOR EXCELLENCE IN PERFORMANCE**

Ella Cline Shear School of Education
Teachers Committed to Improving the Lives of Students through Education

Student _____ Program _____ Date _____

Referring Instructor _____ Course _____

**PLEASE EXPLAIN IN RELATION TO THE CONCEPTUAL FRAMEWORK WHY
THE CANDIDATE IS COMMENDED**

1. Candidate's exceptional grasp of the content knowledge of the course
2. Shows great depth of reflection and insight
3. Demonstrates high level of learner-centered practice
4. Demonstrates cultural sensitivity and responsiveness in interaction with others (peers, students, professionals)
5. Demonstrates highly effective use of research-based or innovative practices

Instructor's Signature _____ Date _____

APPENDIX G

Policy for Expenditures by the Faculty Activities Committee

1. **Marriage and births**

When the wedding of a full-time member of the School of Education faculty occurs, a card and gift of approximately \$25.00 will be given to the newlyweds.

When a child is born to the family of any full-time member of the School of Education faculty, a card and gift of approximately the value of \$25.00 will be given to the family.

2. **Retirements**

When a faculty member retires from the School of Education, a gift will be presented to the retiree. An amount of up to \$75.00 (for long-term service) will be provided from the School of Education funds.

3. **Secretaries/Graduate Assistants**

Each year at Christmas, the School of Education will present to each full-time, full-year secretary a card and monetary gift of \$100. Faculty are encouraged to individually recognize secretaries during Secretary's Week.

Each graduate assistant will receive in May a gift certificate of \$15 from a teacher supply store.

4. **Illnesses**

In case of the serious, extended illness of a full-time faculty member of the School of Education, a card and flowers of approximately the value of \$20.00 will be sent.

5. **Deaths**

When the death of a full-time member or a retiree of the School of Education occurs, a donation of \$25.00 in memory of our colleague will be presented to the organization or charity which is requested by the family.

When the death of a student in one of the School of Education Certification Programs occurs, a donation of \$15.00 in memory of the student will be presented to the organization or charity which is requested by the family.

If an organization or charity is not requested by the family, a donation will be made on behalf of the School of Education to the Geneseo Foundation in memory of our colleague or student.

6. **Additional Circumstances**

At the discretion of the Sunshine Committee, cards and/or gifts will be sent to full-time members, graduate assistants, retirees, members of other departments whom faculty of the School of Education may recommend.

7. **Dues**

Dues for the academic year will be \$30.00. Dues may be paid in full at the beginning of the academic year, or may be paid in two equal installments at the beginning of each semester.