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**College of Education Faculty/Staff Handbook**

## Revised: September 2014

**College of Education (COE) Faculty/Staff Handbook**

The Albany State University (ASU) College of Education (COE) Faculty/Staff Handbook presents both university and college policies and is prepared for informing COE faculty/staff regarding policy issues and approved best practices within the university/college. Its major purpose is to inform faculty/staff of important policies and procedures and to highlight available sources of support. For questions or additional information, please contact the Dean’s Office.

## 2014 Faculty/Staff Handbook Committee

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**I have received a copy of the College of Education Faculty and Staff Handbook.**

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **BACKGROUND AND MISSION**  **Conceptual Framework_College of Education_rev1-01** |  |
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Albany State University has been a catalyst for change in the region from its inception as the Albany Bible and Manual Training Institute to its designation as a university. Founded in 1903 to educate African-American youth, the University proudly continues to fulfill its historic mission while also serving the educational needs of an increasingly diverse candidate population. A progressive institution, Albany State University seeks to foster the growth and development of the region, state and nation through teaching, research, creative expression and public service. Through its collaborative efforts, the University responds to the needs of all of its constituents and offers educational programs and service to improve the quality of life in Southwest Georgia.

The primary mission of Albany State University is to educate candidates to become outstanding contributors to society. Offering Bachelor's, Master's and Education Specialist degrees and a variety of non-degree educational programs, the University emphasizes the liberal arts as the foundation for all learning by exposing candidates to the humanities, fine arts, social sciences and the sciences. Global learning is fostered through a broad-based curriculum, diverse University activities and the expanding use of technology.

A leader in teacher education, nursing, criminal justice, business, public administration and the sciences, Albany State provides a comprehensive educational experience with quality instruction as the hallmark of all of its academic programs. The University embraces the concept of "candidates first" as a core institutional value and is committed to "education on a personal level." The University advocates the total development of candidates, especially the under-served, and provides the wholesome academic environment in which candidates can study, learn and develop through their interaction with fellow candidates, faculty, staff, administrators, visiting scholars and community leaders.

Consistent with the core mission of the University System of Georgia, Albany State University exhibits the following characteristics:

1. a supportive campus climate, necessary services, and leadership and development opportunities, all to educate the whole person and meet the needs of candidates, faculty and staff;

2. cultural, ethnic, racial, and gender diversity in the faculty, staff and candidate body, supported by practices and programs that embody the ideals of an open, democratic and global society;

3. technology to advance educational purposes, including instructional technology, candidate support services and distance education;

4. collaborative relationships with other System institutions, state agencies, local schools and technical institutes, and business and industry, sharing physical, human, information, and other resources to expand and enhance programs and services to the citizens of Georgia.

With other state universities in the University System of Georgia, Albany State University shares:

1. a commitment to excellence and responsiveness within a scope of influence defined by the needs of an area of the state, and by particularly outstanding programs or distinctive characteristics that have a magnet effect throughout the region or state;

2. a commitment to a teaching/learning environment, both inside and outside the classroom, that sustains instructional excellence, serves a diverse and college-prepared candidate body, promotes high levels of candidate achievement, offers academic assistance, and provides developmental studies programs for a limited candidate cohort;

3. a high quality general education program supporting a variety of disciplinary, interdisciplinary, and professional academic programming at the baccalaureate level, with selected Master's and Education Specialist degrees, and selected Associate degree programs based on area need and/or inter-institutional collaborations;

4. a commitment to public service, continuing education, technical assistance and economic development activities that address the needs, improve the quality of life, and raise the educational level within the University's scope of influence;

5. a commitment of scholarly and creative work to enhance instructional effectiveness and to encourage faculty scholarly pursuits, and a commitment to applied research in selected areas of institutional strength and areas of need.

While Albany State University shares much in common with other state universities, it is dedicated to preparing leaders for underserved populations and is committed to the following distinctive purposes:

1. providing quality educational experiences for underserved populations in the region, state and nation;

2. promoting and preserving the historical and culturally distinctive traditions which define African-American culture;

3. offering a comprehensive array of programs in health care services, community development, human disabilities, cultural enhancement, business and economic development, international trade and entrepreneurship;

4. graduating marketable candidates not only through technologically advanced academic programs but also through undergraduate research, studies abroad, internships, service learning and developmental pre-professional experiences;

5. improving the quality of life of African-American males via the educational, research, intervention and service programs coordinated through the Center for the Study of the African-American Male.

**College of Education Background, Mission and Vision**

The College of Education is the second largest of the four Colleges that make up Albany State University and it continues to play a key role in the shaping of educational development in the Southwestern Georgia region.

**VISION**

To be the Educator Preparation Program of choice for teachers and other school professionals who desire to deepen their content and pedagogical knowledge; learn to integrate technology into the curriculum; and cultivate dispositions of leadership that promote educator effectiveness and student success.

**MISSION**

To prepare teachers and other school professionals who reflect on pedagogical and content knowledge, transform educational environments with research-based practices and skills, demonstrate culturally-responsive dispositions, and integrate technology into the teaching and learning process to improve educational opportunities for students.

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|  | **CONCEPTUAL FRAMEWORK**  **Conceptual Framework_College of Education_rev1-01** |  |
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The mission of Albany State University’s (ASU) EPP is to prepare practitioners who possess the knowledge, skills, dispositions and technological competence to improve the educational opportunities of candidates from diverse backgrounds in the schools and communities we serve. As such, preparation of candidates in ASU’s EPP is guided by the conceptual framework which emphasizes teaching for learning through performance-based preparation and is built on four core values echoed in the program’s mission - Reflection, Transformation, Culturally Responsiveness and Technological Competence. These core values are supported by current research as being relevant to best practices. Additionally, each is addressed in state, national, and appropriate discipline-relevant professional standards.

The framework is built on the foundation that professional depositions and standards-based knowledge must be infused within each value in order to prepare highly qualified professional educators. Throughout their programs of study, candidates are assessed on their ability to acceptably meet the expectations set forth by the EPP. Specifically, each must demonstrate the ability to: Reflect on Knowledge, Transform with Skills, Respond to Diverse Cultures with Dispositions, and Demonstrate Competence in Technology.

Each tenet of the conceptual framework has a supporting knowledge base of relevant theory, research, and best practices and a cluster of related competencies that are introduced, developed and practiced at the initial level and reinforced, mastered and accomplished at the advanced level. These core values of the conceptual framework under gird the curricula, instruction, field/clinical experiences, professional development and dispositions of all candidates. Hence, these core values and their related indicators are the cornerstones for preparing candidates who are capable of positively impacting the achievement of all P-12 learners.

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**The Professional Education Unit of Albany State University develops Teachers and Other School Professionals who meet**

**Unit Performance Standards identified in the Conceptual Framework.**

**Candidates: Reflect on Knowledge – Transform with Skills - Respond to Diverse Cultures with Dispositions - Demonstrate Competence in Technology**

**Completers: An ASU Professional Educator is a Reflective, Transformative, Culturally-responsive and Technologically-competent Practitioner**

**Initial Candidates/Completers - Unit performance standards are introduced, developed and practiced at the initial level.**

**Advanced Candidates/Completers – Unit performance standards are reinforced, mastered and accomplished at the advanced level.**

**UNIT PERFORMANCE STANDARDS**

**1. Reflective Practitioner:**

1a. Professional Knowledge - The candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of candidates by providing relevant learning experiences.

1b. Assessment Uses - The candidate systematically gathers, analyzes, and uses relevant data to measure candidate progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both candidates and parents.

1c. Communication - The candidate communicates effectively with candidates, parents or guardians, district and school personnel, and other stakeholders in ways that enhance candidate learning.

**2. Transformative Practitioner:**

2a. Instructional Strategies - The candidate promotes candidate learning by using research based instructional strategies relevant to the content area to engage candidates in active learning and to promote key skills.

2b. Assessment Strategies - The candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and candidate population

2c. Academically Challenging Environment - The candidate creates a candidate-centered, academic environment in which teaching and learning occur at high levels and candidates are self-directed learners.

**3. Culturally-responsive Practitioner:**

3a. Instructional Planning - The candidate plans using national, state and local school district curricula and standards, effective strategies resources, and data to address the differentiated needs of all candidates.

3b. Differentiated Instruction - The candidate challenges candidates by providing appropriate content and developing skills which address individual learning differences.

3c. Positive Learning Environment - The candidate provides a well-managed safe, orderly environment that is conducive to learning and encourages respect for all.

3d. Professionalism - The candidate demonstrates a commitment to professional ethics and the school’s mission, participates in professional growth opportunities, and contributes to the profession.

**4. Technologically-Competent Practitioner:**

4a. Integration – The candidate demonstrates understanding and the ability to integrate technology into curricula and administrative routines.

4b. Usage - The candidate demonstrates understanding and the ability to use multimedia tools and applications to conduct research and analyze data.

4c. Application - The candidate demonstrates understanding and the ability to apply technology in the teaching and learning process, collaborating and networking with colleagues to enhance professional growth.

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|  | **ADMINISTRATIVE STRUCTURE**  **Conceptual Framework_College of Education_rev1-01** |  |
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**Academic Affairs**

The Academic Affairs Unit of the University consists of all Academic Colleges. The four Colleges are:

* College of Arts and Humanities
* College of Business
* College of Education
* College of Sciences and Health Professions

The Graduate Studies program has been integrated into the each of the Colleges and their respective departments.

The Educator Preparation Program (EPP) consists of education programs housed in the following Colleges:

* College of Arts and Humanities
* College of Education
* College of Sciences and Health Professions

**Provost/Vice President for Academic Affairs**

The Provost/Vice President for Academic Affairs shall be a member of the faculty, a member of the Executive Council, and an ex-officio member of the Faculty Senate and all committees pertaining to academic matters. He/she serves as the President's chief advisor on matters relating to faculty appointments, promotions, tenure, curriculum review and development of new programs. He/she shall supervise and coordinate all instructional programs including continuing education, and shall be responsible for maintaining academic standards. He/she shall be administratively responsible for academic support functions including the library, candidate records and registration.

**Academic Deans of Colleges**

The Dean shall be the chief administrative officer of the respective College. He/she shall be a member of the University faculty and an ex-officio member of the Faculty Senate and all committees pertaining to the matters of the respective school. Each Dean shall report to the Vice President for Academic Affairs. The Dean shall coordinate and supervise all instructional programs through respective departmental chairs. The Dean shall guide the faculty in the development of new courses, programs, and goals pertaining to his/her school, and submit the same for approval by the Faculty Senate. He/she shall make recommendations to the Vice President for Academic Affairs regarding all appointments, promotions, raises and dismissals of the faculty and staff in various departments in the school after consultation with the respective departmental chairs. The Deans may teach a course during an academic year. The course may be taught at his/her discretion or upon request from the President through the Vice President for Academic Affairs.

The College of Education is headed by an Academic Dean. This Dean is also responsible for leadership of the Educator Preparation Program at Albany State University.

**Departmental Chairpersons**

A department is a subdivision within a college and is organized for the purpose of providing instruction and conducting research and development in a specific academic field. A chairperson who shall be a member of the departmental faculty shall head each department. He/she shall be responsible for implementing instructional details in the department including scheduling classes, assigning faculty to teaching, advisement and other departmental activities. He/she shall make recommendations for appointments, promotions, and raises for faculty and staff in his/her department. He/she shall be in regular consultation with the departmental faculty in all matters related to instruction, new courses, programs, research, and other matters pertaining to the effective operation and enhancement of the department. Annually, the chairperson shall meet with each faculty member individually to discuss and evaluate the faculty member's performance, goals, professional growth and other achievements and provide a written copy of the evaluation to each faculty. Based on these evaluations, he/she makes recommendations for raises, promotions and tenure for each faculty member in the department. A department Chairperson shall be an associate member of the Faculty Senate.

The College of Education consists of two academic departments:

* Educational Leadership
* Teacher Education

Each department is headed by a departmental chairperson.

The Chair of the Department of Teacher Education is the designated liaison to convey information to Chairs and Program Coordinators within the EPP.

**Program Coordinators**

A program is a subdivision within a department and is organized for the purpose of providing instruction and conducting research and development in a specific academic field. A coordinator who shall be a member of the program faculty shall head each program. He/she shall be responsible for assisting the departmental chairperson in implementing instructional details in the program including scheduling classes, assigning faculty to teaching, advisement and other program activities. He/she shall be in regular consultation with the program faculty in all matters related to instruction, new courses, programs, research, and other matters pertaining to the effective operation and enhancement of the program.

The College of Education’s academic departments include the following programs:

* Educational Leadership
  + Educational Leadership and Administration
* Teacher Education
  + Early Childhood Education
  + Middle Grades Education
  + Special Education

Each program is headed by a program coordinator.

**The Faculty**

The faculty includes the President, the Provost/Vice President for Academic Affairs, the Academic Deans, Departmental Chairpersons, Program Coordinators and the instructional faculty.

**Categories of Employment**

* + 1. **Full-time faculty**
       - A Full-Time Standing Appointment designates an appointment that is full-time, tenurable, and for which no ending date is specified.
       - A Temporary Standing Appointment designates an appointment that is full-time, non-tenurable, and for which an ending date is specified. However, the contract may be renewed annually upon the discretion of the Department Chair and Dean.

### Part-time faculty

* + - * Selected by department chair to teach specific coursework and must meet qualifications through documented appropriate graduate coursework and/or evidence of exceptional expertise in the area of teaching responsibility.

### Clinical faculty

* + - * P-12 school personnel and professional education faculty responsible for instruction, supervision, and/or assessment of candidates during field experiences and clinical practice

### Graduate faculty

* + - * Application approved through the COE Graduate Council.

### Personal Service Contracts

* + - * Must be approved in advance of a consultant providing services

**EPP/COLLEGE GOVERNANCE**

The EPP/College of Education is governed according to the following governing bodies:

**Continuous Program Improvement (CPI) Team** - The Continuous Program Improvement (CPI) Team is the overall approval body of the EPP. The Team consists of the EPP Deans, EPP Chairs, EPP Coordinators, EPP Faculty, Director of Unit Assessment (Chair), the Director of Field and Clinical Experiences, the Certification Officer/Director of Admissions and Off-Campus Programs, and the Certification Secretary. The CPI Team meets routinely to monitor EPP operations, and to review and approve EPP policies, procedures and curriculum changes.

**Executive Leadership Team** - The College of Education Executive Leadership Team is the overall approval body of the COE. The Executive Leadership Team receives from and makes recommendations to the Dean for final action. The Executive Leadership Team is comprised of the following positions: Dean, Office Manager, Chair of the Department of Educational Leadership, Administrative Assistant to the Chair of the Department of Educational Leadership, Chair of the Department of Teacher Education, and Administrative Assistant to the Chair of the Department of Teacher Education.

**Educator Preparation Program Leadership Team** – Matters related to instruction, new course development, programs, research, and other matters pertaining to the effective operation and enhancement of programs, field and clinical experiences, assessment, certification, the Curriculum Resource Center, off-campus programs, online instruction and other policies and procedures are the responsibility of the Educator Preparation Program’s Leadership Team. The Leadership Team brings forth recommendations from the department/program faculty to the Educator Preparation Program and is comprised of the following positions: EPP Deans, EPP Department Chairs, EPP Program Coordinators, Director of Unit Assessment, Director of Field and Clinical Experiences, Certification Officer/Director of Admissions and Off-Campus Programs, Director of the Curriculum Resource Center, Director of Online Learning and Technical Support, and off-campus liaisons.

**Educator Preparation Program Advisory Board** - The Educator Preparation Program has an Advisory Board, chaired by the Dean of the COE, comprised of the EPP Leadership Team, undergraduate and graduate candidates, and community partners (public school administrators, public school teachers, the regional two-year and technical colleges, and community members). This Advisory Board is charged with making recommendations to the EPP. The Dean of the College of Education will seek nominations for the community partners and will appoint EPP representatives to two-year terms based on input from the EPP members. The intention is to ensure that representation from appropriate stakeholder groups is appropriate, invested and regularly attends meetings.

**Departmental Advisory Boards** - Each Department in the EPP also has an Advisory Board comprised of representatives from the EPP Advisory Board. The goal of the departmental Advisory Board is to provide input regarding school community needs and programming related to the specific department. The Departmental Chairs will seek nominations for the community partners (existing members of the EPP Advisory Board) and will appoint Departmental Advisory Board representatives to two-year terms based on input from the departmental members. The intention is to ensure that representation from appropriate stakeholder groups is appropriate, invested and regularly attends meetings. The Advisory Boards also provide assistance in disseminating information about the Educator Preparation Program.

**Educator Preparation Program Assessment Team** – The EPP Assessment Team consists of the Director of Unit Assessment (Chair), the Director of Field and Clinical Experiences, the Certification Officer/Director of Admissions and Off-Campus Programs, and the Certification Secretary. The Assessment Team meets routinely to monitor the Unit and Program Assessment systems; works collaboratively with the deans, department chairs, program coordinators and faculty both in the COE and the broader EPP to develop, design/redesign assessment instruments; on-going development of EDUC 2199, EDUC 5199 and the implementation of Live-Text. The Assessment Team works collaboratively with and advises the Dean on matters involving accreditation, assessment and certification. The Certification Secretary provides administrative support to the Assessment Team.

**Educator Preparation Program Field and Clinical Experiences Team** - The EPP Field and Clinical Experiences Team consists of the Director of Field and Clinical Experiences (Chair), the Certification Officer/Director of Admissions and Off-Campus Programs, Chair of Teacher Education, the Director of Unit Assessment and all EPP coordinators. The Team works to ensure the quality and effectiveness of all COE field-based experiences and has the capacity to make policy recommendations to the College regarding field-based experiences. The Dean serves on the committee on an as-needed basis.

**Educator Preparation Program Admissions/Certification Team** - The EPP Admissions/Certification Team consists of the Certification Officer/Director of Admissions and Off-Campus Programs (Chair), Chair of Teacher Education, the Director of Unit Assessment and all EPP coordinators. The Team works to ensure the application processes for admission to the EPP (at both university and unit levels) is clear and comprehensive. The Team also has the capacity to make policy recommendations to the College regarding admissions. The Team also works to ensure the certification process is clear and comprehensive and has the capacity to make policy recommendations to the College regarding certification. The Dean serves on the committee on an as-needed basis.

**FACULTY GOVERNANCE**

A significant and integral responsibility of faculty governance is maintained by the University’s Faculty Senate. It’s overall mission is to ensure shared governance (faculty governance) at the university. Embodied in the language throughout the Board of Regents’ Policy Manual is the notion of meaningful faculty involvement in decision and policy issues at the university.

**Shared Governance**: Shared governance is the set of practices under which college faculty and staff participates in significant decisions about the operation of their institutions. (American Federation of Teachers)

A strong tradition of shared governance is essential to the excellence of any institution of higher learning. Therefore, the purpose of the Faculty Senate is to ensure that the institution’s faculty has the means to give effective advice with respect to the question of academic policy and institutional governance with particular emphasis upon the highest quality in matters of curricula, degree requirements, instructional standards, and grading criteria, and that the appropriate means of giving such advice is through an elected faculty senate. As such, the Senate shall execute the requests of the General University Faculty and make recommendations to that body about those matters, which must be voted on directly by the General University Faculty.

**Faculty Senate**

The University faculty, through the Faculty Senate, executes legislative duties pertaining to the general educational policies of the University. See the approved Faculty Senate Constitution and By-Laws for details regarding faculty governance.

a. The designated ex-officio members of the Faculty Senate shall be the President, the Vice President for Academic Affairs, the Vice President for Fiscal Affairs, the

Vice President for Candidate Affairs, the Vice President for Institutional Advancement, the Library Director, the University Registrar, Department Chairs, the Deans of Colleges. See the Faculty Senate Constitution and By-Laws for a complete listing.

b. The Faculty Senate shall consist of not fewer than 31elected members and the designated ex-officio members. Minimally, the elected membership shall consist of one representative for each four faculty members in each College, with no College or academic unit or department being without a representative. The representation shall be recalculated each year. Elections shall be held during the Spring Semester.

c. During any year, half of the elected faculty members shall be serving the first year of their two-year terms and the other half shall be serving the second year of their two-year terms. (Annually, half of the Faculty Senate members are elected for a two-year term).

d. The Faculty Senate, on behalf of the University faculty, shall be responsible for advising and recommending to the President, policies pertaining to the academic areas (and other matters that affect academics) of the University. See the Faculty Senate Constitution and By-Laws for complete details of the Faculty Senate’s purpose, duties, and responsibilities.

e. The Senate shall approve or disapprove curricula changes recommended by Departments and Schools of the University.

f. The Faculty Senate shall have authority to establish committees, standing or otherwise, to assist the Senate in discharging its duties.

g. The Faculty Senate shall meet on a regular monthly basis during the academic year.

h. At the direction of the University faculty, the Faculty Senate shall consider any concern of interest to the faculty or a department or College, and make recommendations or express an opinion with reason thereto, to the university faculty, to the President, and through the President, to the Board of Regents or the Chancellor.

i. Should the President veto any action of the Faculty Senate, the President shall send a written notice of the objection to the Senate within thirty days after receipt of the action. The Senate shall then accept the veto, construct a compromise action, or return the action to the President for consideration. The procedure for appeal of the President's decision shall be the same as that provided for individuals’ appeals under Article IX of the Bylaws of the Board of Regents.

j. Subject to the approval of the Chancellor and the Board of Regents, the Faculty Senate shall make rules and regulations for its own governance and for that of the candidates; provide such committees as may be required; prescribe regulations regarding admission, dismissal, discipline, scholarship, classes, course of study, and requirements for graduation; and make such other regulations as may be necessary for maintaining high educational standards.

k. The Secretary of the Faculty Senate is elected annually by a majority vote of the senators in the April meeting. The Secretary shall prepare, process, keep and disseminate to the President, Senators, administrators, Deans, Chairs and any other academic officer as necessary, the minutes of each meeting for appropriate administrative action. A copy of minutes of each meeting shall be sent within five working days following the meeting to the Chancellor via the President.

**Faculty Rights Under Academic Freedom**

The common and primary commitment of every faculty member at Albany State University is respect for the following rights:

1. the right of all to search for truth and knowledge without obstruction or restraint
2. the right of all to attempt to persuade by reasoned argument or peaceful processes and
3. the right of all to form judgments based on full and free exploration, exposition, and discussion without reprisal from any individual, office or agency.

**COE ELECTED AND STANDING COMMITTEES**

The College of Education consists of the following Elected and Standing Committees:

1. **Graduate/Grievance Council**

The College of Education Graduate/Grievance Council is charged with ensuring the COE graduate policies and procedures adhere to the overall policies and procedures established by the University. The Council has the additional responsibility of reviewing and approving graduate faculty status and graduate candidate status. Lastly, the Council is charged with ensuring the COE grievance policies and procedures adhere to the overall policies and procedures established by the University, and ensuring faculty and candidates who experience issues or concerns within the COE have a fair and unbiased means to seek resolution to these concerns. Members are appointed by the Dean to serve on a two-year rotating basis. The chair of the committee is elected at the first meeting of the newly appointed Committee and serves for the two years of his/her appointment.

1. **The Promotion and Tenure Committee**

The Promotion and Tenure Committee is charged with ensuring the COE promotion and tenure policies and procedures adhere to the overall policies and procedures established by the University. The Committee provides on-going oversight of the promotion and tenure evaluation process. This committee has the additional responsibility of providing general training, advice and recommendations to candidates (present or future) seeking promotion and/or tenure. Members are elected by the faculty of the College of Education to serve a one-year term. The chair of the committee is elected at the first meeting of the fall semester to serve for the academic year. Only tenured faculty may serve on the Promotion and tenure Committee. The Dean and Chairs are not eligible for membership.

1. **Recognition and Awards Committee**

The College of Education Recognition and Awards Committee is charged with ensuring the COE faculty, staff and candidates are appropriately recognized for their accomplishments. The Committee has the additional responsibility of ensuring faculty and candidates have a means to express general concerns or make suggestions/recommendations to improve college morale and operations. Members are elected by the faculty of the College of Education to serve a one-year term. The chair of the committee is elected at the first meeting of the fall semester to serve for the academic year.

1. **Search Committee**

The College of Education Search Committee is charged with ensuring the COE fully complies with all Board of Regents, University and College policies and procedures regarding hiring new faculty and staff. Members are appointed by the Dean to serve on a two-year rotating basis. The chair of the committee is elected at the first meeting of the fall semester to serve for the academic year.

1. **Research and Scholarship Committee**

The College of Education Research and Scholarship Committee is charged with ensuring the COE faculty, staff and candidates are appropriately engaged in professional development activities and partnerships with stakeholders. The Committee has the additional responsibility of ensuring Unit activities are appropriately communicated to University Communications for publication. Members are elected by the faculty of the College of Education to serve a one-year term. The chair of the committee is elected at the first meeting of the fall semester to serve for the academic year.

**Meeting Minutes**

No later than two weeks following all college, departmental or committee meetings, minutes should be submitted to the Office Manager for posting in LiveText**.**

**Membership**

No later than two weeks following the first meeting of the academic year, the newly elected Chair of each respective Committee should submit a list of membership and their applicable roles to the Office Manager for posting in LiveText.

**COE Annual Calendar**

The COE provides college-specific meetings and due dates and should be used as a guide for the scheduling of college, departmental and committee meetings. The COE Annual calendar is maintained by the Office Manager. All meetings should be scheduled in consultation with the Office Manager.

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|  | **ACADEMIC PROGRAMS**  **Conceptual Framework_College of Education_rev1-01** |  |
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Albany State’s EPP consists of the following academic programs:

**Teacher Preparation**

* Early Childhood Education (undergraduate and graduate programs/certification only option)
* English Education (undergraduate and graduate programs/certification only option)\*
* Health and Physical Education (undergraduate and graduate programs/certification only option)\*\*
* Math Education (graduate program advanced certification only)\*\*
* Middle Grades Education – English/Language Arts; Science with a designation in Biology, Physics, or Chemistry; Mathematics; Social Science with a designation in History or Psychology (undergraduate and graduate programs/certification only option)
* Music Education (undergraduate program/certification only option)\*
* Science Education (undergraduate and graduate programs/certification only option)\*\*
* Special Education (undergraduate and graduate programs(undergraduate and graduate programs/certification only option))

**Other School Professionals**

* Educational Leadership
* School Counseling\*

**Endorsements**

* English Speakers of Other Languages (ESOL)
* Gifted
* K-5 Mathematics
* K-5 Science
* Online Teaching
* Reading
* Teacher Leader
* Teacher Support Specialist

\* Denotes programs housed in the College of Arts and Humanities

\*\* Denotes programs housed in the College of Science and Health Professions

\*\*\*Denotes programs currently undergoing the approval process

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|  | **PERSONNEL POLICIES AND PRCEDURES**  **Conceptual Framework_College of Education_rev1-01** |  |
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**Employment Procedures**

The most significant decision that any unit makes is who will join the team. However, it is imperative that the decisions be made in regards to the needs of the Unit, as well as the policies and procedures defined by the Board of Regents and University. To ensure that searches are conducted to uphold the standards of academic quality and collaborative leadership, the College utilizes a College-wide search committee. Because the majority of the work that the committee has to do is to assess and evaluate candidates’ academic credentials, teaching prowess, and scholarly potential, all members of the committee will be expected to fully participate in all activities relating to the hiring of a faculty/staff. In the event that the COE Search Committee is charged with conducting a search for a staff position, a member of the College’s support staff may be appointed for that particular search.

1. Composition of the COE Search Committee

1. Each academic department will recommend to the Dean two candidates to serve on the committee.
2. The Dean appoints members to the COE Search Committee. The Dean may appoint members to the COE Search Committee from outside of the College. Care should be given to appoint an external member with knowledge and or responsibility for a teacher preparation program housed in either the college of Arts and Humanities or Science and Health Professions.
3. All appointments to the Committee are made by the Dean and confirmed by the College’s Leadership Team.

2. Conducting a Search

1. Department chairs and the departmental secretaries initiate the HR process for hiring when filling existing/vacate positions.
2. All departments should ensure that the Dean, Chair of the COE Search Committee and the Dean’s Administrative Specialist have access to view the search in the HR portal.
3. Once the position has been posted, the department notifies the Dean’s Administrative Specialist to move the search to the COE Search Committee.
4. The Dean reviews the goals for the search with the Chair and charges the committee to carry out the search on behalf of the College.

3. Role of the Chair of the College’s Search Committee

1. Convene the Search Committee in a timely manner and share the charge for the committee received from the Dean.
2. Create an evaluation rubric comprised of requirements enumerated in the job description.
3. Evaluate candidates and conduct phone interviews with qualified applicants.
4. Compile the assessments of candidates and forward recommendations for campus interviews to the Dean in a timely manner.
5. Work with respective department secretary and chair (member of the committee) to develop candidate’s interview schedule.
6. Ensure that all candidates are treated equitably in the hiring process.

**Faculty Responsibilities**

The faculty responsibilities are prepared in accordance with Board of Regents policies. Assignments may include both instructional and non-instructional activities. A faculty member in the College of Education is expected to do the following:

* Support the mission and programs of the College and University appropriate to one’s role.
* Demonstrate integrity and high standards of ethical and professional behavior.
* Be collegial, collaborative, humane, respectful of diversity, and sensitive to others, including candidates, staff members, other faculty, and professional colleagues in the field.
* Continue to grow as a professional through reflective practice, active learning, and engagement.

**Academic Assignment**

Recognizing the interconnectedness of the professional domains of teaching, research, and service/outreach/engagement, the following domains are appropriate to the faculty member’s job description and academic assignment:

***1. Teaching, Advising, Curriculum and Instructional Development***

a. Subject Competence. Faculty member must have full command of the subject and an understanding of its relationship to other areas of knowledge. Course content must be current.

b. Course Design. Syllabi must follow the established common syllabus guidelines and include: up-to-date bibliography (within 10 years); professional competencies to be developed in the course; assessments and rubrics that are part of the Candidate Assessment Plan, calendar of topics, due dates, exams, etc;

c. Course Presentation. Course materials must be presented clearly and coherently in a manner that stimulates the interest and involvement of candidates and challenges their abilities. Regular course attendance is expected of the faculty member. No alterations to course location, length of time or mode of delivery should be made without the proper approval from the Department Chair charged with assigning the respective course;

d. Advising. The faculty member must be accessible to candidates and provide knowledgeable, accurate and helpful advice in a timely manner. Advising hours must be clearly posted. The faculty member must work with the number of advisees expected in the faculty member’s program.

Providing welcoming, supportive, and accurate advising to candidates is a shared valued in the College of Education. In the criteria and procedures used at Department and College levels to conduct reappointment, promotion, and tenure reviews in the College of Education, the College faculty members have set standards for advising which should assume the following:

* The faculty member contributes to candidate learning and professional development through an active role in advising, with role determined by programmatic assignments and needs.
* The faculty member is consistently accessible to candidates when appropriate
* The faculty member provides consistent and accurate advice to candidates and is knowledgeable about programs, policies, and procedures.
* The faculty member is considered by candidates and colleagues to be a helpful and conscientious advisor.

***Faculty Office Hours for Advising***

To maintain accessibility to advisees, current, and prospective candidates, all College of Education faculty are expected to maintain at least 10 hours of regularly scheduled office hours each week over four days. These office hours are for face-to-face advising, phone conferences, and email contacts. When a faculty is teaching an online course, a maximum of 1.5 hours per online course may be used for online advising hours. Faculty members are asked to identify those scheduled hours to be posted on the faculty member’s door and used to create a departmental master schedule. When a faculty member is unable to meet regularly scheduled office hours, the Chair and appropriate administrative assistant is to be informed and a notice placed on the faculty member’s door.

***Assignment of Advisees***

Advisees are assigned to faculty members by Department Chairs and/or Program Coordinators.

***Candidate Advising Overview***

The College of Education strives to provide advising services to candidates that are accurate, supportive and helpful. In the College of Education, advising is a shared responsibility among all faculty. Departmental advisors provide academic advising for both undergraduate and graduate candidates. Off-campus liaisons provide advising for students enrolled in their respective programs of study.

Advising procedures for graduate candidates, including those in online programs, vary by program area, academic department, and the level of the candidate. Candidates in advanced Master's degree programs receive advising services from program coordinators and/or individual department advisors.

Each Department maintains copies of program of study sheets that reflect the catalog requirements for all academic programs. Requirements are subject to change, in the event of a change candidates will remain with the requirements that were valid upon their formal admission to their program of study.

Program of study sheets are an important guide both for the candidate and for the advisor. A copy of the planning sheet, with notes about program progress and the student’s signature, is maintained in each candidate’s record and updated by the advisor on a regular basis. The advisor records all contacts, recommendations, and decisions.

***Candidate Academic Petitions***

Occasionally special circumstances make it impossible for candidates to follow established academic requirements, procedures, and deadlines. Exceptions are sometimes granted by the University through the Academic Petition process.

e. Supporting Candidate Research. The faculty member is expected to serve on undergraduate and graduate research committees to the level expected by others in the faculty member’s program and to respond to candidate work in an effective, timely, and reliable manner.

f. Curriculum and Instructional Development. The faculty member is expected to contribute to the development of the curriculum in an effective manner.

***2. Scholarly Research, Creative, and Other Professional Activities***

The faculty member is expected to expand the knowledge base in his/ her field by conducting research, generating new knowledge and synthesizing and integrating knowledge.

a. Publications. College of Education promotion and tenure and annual evaluations call for faculty members to engage in publication activities that are related to the faculty member’s field of expertise and/or to the overall field of Education.

b. Presentations at Professional Meetings. College of Education promotion and tenure and annual evaluations call for faculty members to make national and/or state conference presentations on a regular basis.

c. On-going Agenda for Research, Scholarly and Creative Activities. Faculty members are expected to demonstrate on-going agenda for research, scholarly and creative activities by having works-in-progress.

***3. Service to the University, the Public, and the Profession***

a. Contributions to the Administration and Governance of the University. The faculty member must demonstrate involvement in the faculty governance structure and participate in on-going program, departmental and College deliberations.

b. Public Service. Faculty members are expected to provide service to practitioners and to the community; and to describe that service in the Annual Report.

c. Service to the Profession. Membership and involvement in professional organizations relevant to the discipline are expected of all tenured/ tenure-track faculty members.

**Faculty Load/Faculty Load Report**

Faculty in the Department of Educational Leadership are considered graduate faculty and have an expected teaching load of nine (9) credit hours per semester.

Faculty in the Department of Teacher Education are considered to be a combination of graduate and undergraduate faculty and have an expected teaching load of nine (9) credit hours/twelve (12) credit hours per academic year.

Faculty load reports are completed each semester once registration has closed. The Faculty Load Report should contain all teaching, research and service activities in which the faculty is engaged.

**Faculty Schedule Cards**

Faculty Schedule Cards are to be completed each semester based on the faculty member’s load, class schedule and available office hours. The Faculty Schedule Card is to be posted outside the faculty member’s office.

**Faculty and Committee Meetings and Activities**

The College of Education utilizes consistently scheduled meetings of the faculty and committees to govern the Unit. All faculty and staff are expected to attend all meetings for which he/she has been invited. If unable to attend, the faculty/staff member’s immediate supervisor is to be informed immediately.

Meetings and Activities faculty and staff may expect to participate in may include, but are not limited to the following: recruitment, Campus Visitation, New Student Orientation, Advising, CPI Meetings, Departmental/Program meetings, Committee meetings, PENning Ceremony, Graduation, and University assemblies (Faculty/Staff Conference, Honors Day, Homecoming, Founders Day, etc.).

**Faculty Development Overview**

The College of Education holds high expectations for faculty and commits to high levels of support. Faculty development opportunities are available through the College of Education and Title III. The College of Education Professional Development Committee strives to discern the overall, as well as individual needs of faculty/staff/candidates and design and implement activities accordingly.

The Center for Teaching and Learning assists faculty by promoting teaching and learning excellence, supporting the integration of learning technologies, and encouraging scholarly teaching. The Center supports the university's mission of teaching, research, and service to the greater metropolitan region and beyond.

The Office of Research and Sponsored Funds provides institutional approval for all extramural proposal submissions, accept grants, sign contracts on behalf of the University, and provide administrative support to compliance committees such as the Institutional Review Board for Research with Human Subjects. The Office also offers a wide range of services to support the development of extramural proposals for research and creative activity and to assist faculty in the management of projects. Consultation services include: funding source strategies; development of research ideas; proposal and budget strategies; budget development; and proposal review. Additionally, the following online services are offered: electronic forms; funding opportunities; faculty expertise database; funding announcements.

**Change of Personal Data**

The Human Resources Department must be notified of any changes in name, address, telephone number, or bank for direct deposit. Also, notify the departmental administrative assistant with changes of personal data.

**Faculty Absence**

Faculty members are expected to hold classes for the entire semester on the days scheduled on the Academic Calendar. You must inform your Department Chair of any necessary absences and classes not held by requesting in ADP of filling out a Faculty Absence Form if the date for submission has passed (after the 15th of each month). If you miss a class due to professional conferences or other professional reasons, it is your responsibility to make certain your class is covered.

**Faculty Resignation/Termination**

In the event that a faculty or staff resigns or is terminated from employment, written notice is expected. Faculty members are expected to complete the remainder of the period covered by their academic contract. Staff members are expected to render a two-week notice. The official University clearance process must be completed and all university property accounted for prior to departure from the University.

**Travel**

When university employees travel on official university business, they are required to have an approved ***Travel Authorization Request*** prior to time of departure. With the approval of the department chair, faculty members can often be reimbursed for the costs of travel on official university business. Such reimbursement must be included in the request. In order to assure coverage by workmen's compensation, an authorization should be filed whether you are being reimbursed for the costs of travel or not. Reimbursements are issued when you submit, on completion of travel, documentation of the expenses totaling up to the amount specified and approved in the initial request.

***International Travel***

International travel for official University business requires specific approval by the Provost or his/her designee prior to the commencement of the travel. International travel requests should be prepared well in advance to allow time for processing.

***Travel with Students***

Faculty are encouraged to collaborate with students and expose them to professional development opportunities. If travel with a student or with a group of students is expected, the following must be done:

* Receive appropriate approval from Chair and Dean.
* Secure appropriate funding for student expenses either through Student Activities or the Department/College. If full funding cannot be obtained, students must be informed in writing prior to travel what their anticipated expenses will be.
* Complete copies of the Travel Authorization Request for each student traveling prior to travel.
* Create a travel manifest for the party traveling and submit to the ASU Police Department prior to travel.
* Reimbursements for students should be requested upon return and are issued when you submit, on completion of travel, documentation of the expenses totaling up to the amount specified and approved in the initial request.

**Outside Employment / Conflict of Interest**

Employees are prohibited from engaging in outside employment or activities which are deemed to constitute a conflict of interest or other interference with the employee's duties. An employee who proposes to engage in

(a) any outside professional employment;

1. any continuing business activity; or
2. any outside activity which could result in a potential conflict of interest (for example, teaching at another university)

Faculty members are required to annually report in writing the particulars of the employment. These reports are made on an Outside Employment Form from the Department of Human Resources. Reports shall be submitted through the chair and dean to the Provost.

An employee who engages in outside activities cannot normally expect to use University equipment, facilities and services. The use of these resources will be allowed only on a non-interference basis to the extent that (1) no more than normal depreciation of equipment is experienced and that (2) the use of facilities and services will not result in added expenses to the University.

**Supplemental Compensation**

The University makes amendments to faculty/department chairs contracts and staff letters of hire to accommodate the important work that faculty, department chairs, and staff perform in addition to their regular duties performed outside the normal work hours. Where applicable, amendments in the academic or fiscal year contracts of faculty, department chairs, and exempt staff are made for additional pay from grants, contracts and other sources of sponsored funds; and such contract amendments at the University are governed by the following policies and procedures:

Amendment requests for supplemental compensation on sponsored programs must meet all of the following criteria:

1. The Office of Research and Sponsored Programs (ORSP) and Office of Budgets and Contracts (OBC) have received written approval from the funding agency (agencies) authorizing payment of supplemental compensation as part of the award documents.

2. Funds are available as a separate line item in the budget on a grant, contract, etc., that have been awarded to the University.

3. An amendment for supplemental compensation is permitted when the work is carried in addition to a normal full work load, no other qualified person is available to carry the work as part of his/her normal work load, and the additional duties do not interfere with performance of regular duties.

4. An amendment for additional compensation for staff is subject to Section 5.3.2 of the BOR Business Procedures Manual on Extra Compensation, most notably that “the tasks must be outside of the employee’s regular department” and the attached Supplemental Compensation Form must be completed.

5. An amendment for additional pay may not exceed 10% of the institutional academic salary or 7.5% of institutional fiscal salary per semester.

6. An amendment for additional pay during the summer is not applicable to faculty who may earn up to 33.3% of the academic year salary. Department chairs and other 12-month employees, including exempt staff members, may have contract amendments for additional summer compensation up to 10% of their institutional fiscal salaries from sponsored funds, except Title III and other internal funds.

7. All time and effort of the employee (departmental and overload) are documented and certified as needed to satisfy requirements of the University, USG BOR, funding agencies, etc.

Procedures:

1. Each employee requesting an amendment must complete the prescribed Supplemental Compensation Form that must be reviewed and approved in advance of the performance of the activity.

2. Employees should make requests for contract amendments at the beginning (within the first 10 business-days) of the academic year or each semester, Fall and Spring, as applicable.

3. Retroactive applications are not allowed.

4. Employees receiving supplemental compensation shall be paid through the institutional payroll. Such compensation shall be subject to existing IRS regulations as to taxability and/or withholding taxes. However, supplemental compensation does not add to earnings used for retirement calculations and no retirement deductions are taken from supplemental compensation.

5. Additional funds may not be requested on projects that are not on schedule. Carryover funds may not be used to supplement pay.

**Overload Pay**

In the event that a faulty teaches a load in excess of his/her assigned load, overload compensation will be provided. The amount of compensation is equivalent to the salary provided to part-time faculty and is based on degree level, course level and teaching mode. Overload pay is divided over the semester into equivalent months and is paid with the faculty member’s regular salary.

**Summer Employment**

All faculty members are hired on a ten-month contract. An additional contract may be offered for summer employment. Faculty members may teach up to three courses during the summer semester. Faculty who teach during the summer semester are expected to assume all faculty responsibilities associated with other semesters of employment (advising, office hours, departmental/committee meetings, etc.)

**Classroom Accidents**

Any accident or other incident that creates the potential for harm in your class should be documented and forwarded to the department chair or immediate supervisor.

**Worker’s Compensation**

The Georgia Workers' Compensation Law provides for compensating faculty who are accidentally injured and disabled as a direct result of their employment, regardless of the question of negligence. The Department of Human Resources is responsible for the overall administration of the plan.

**Employee Tuition Assistance Program (TAP)**

This program is designed to provide eligible employees the opportunity to improve their job-related skills and to improve their education by attending classes at institutions in the USG System. Eligible, full-time employees may enroll.

**Employee Assistance Program**

The University System of Georgia contracts with providers to offer a variety of employee assistance programs to address substance abuse, stress, anxiety, cultural pluralism, team-building, etc. The program is free to all University faculty and staff and is confidential.

In isolated cases, a Department Chair or Dean may require a faculty or staff member to seek participation in an EAP activity as part of a professional development plan. In this case, the specifics of EAP sessions will not be revealed to the College, but participation and satisfactory completion of the specific requirement will be reported.

**Progressive Discipline**

It is the expectation that the faculty and staff of the College of Education abide by all written policies and procedures. Should a faculty or staff member not abide by agreed upon policies and procedures, a progressive discipline plan will be implemented that may include the following elements:

1. verbal discussion
2. written reprimand (COE files)
3. written reprimand (COE files, Academic Affairs, HR)
4. limited opportunities for summer employment
5. Professional Development Plan
6. suspension
7. termination

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**Professionalism**

All COE faculty members are representing the College as well as the discipline and the profession. Thus, it is important that all are a positive example for candidates. The highest professional standards should be maintained when interacting with classes, individual candidates, peers and other stakeholders.

**Teaching Excellence**

The College of Education hires faculty because each has the academic background and the commitment to excellence in teaching that is the hallmark of the College. This ensures that current, accurate, useful, research-based content pertaining to content matter will be presented to candidates.

A primary aim of the COE is that candidates be challenged and that both candidate and teacher excellence be consistently upheld. Excellent teaching goes beyond requiring the memorization and recognition of facts; including also application, synthesis, and evaluation of concepts and the development of professionals who are lifelong learners and display proficiencies along the spectrum of Bloom’s Taxonomy.

**Preparation of the Syllabus**

In an attempt to ensure quality education and comply with syllabus guidelines, an updated

syllabus for your course(s) should be prepared each semester the course is taught. Providing each student with a detailed syllabus at the beginning of the course is a requirement. As the syllabus is prepared, keep in mind that the syllabus represents what you intend to cover in your course. As such, it is imperative that you are absolutely clear as to what you expect of your candidates in terms of both attendance and performance. The weighting of papers, exams, the grading scale, dates when assignments are due, and any other expectations are essential elements of your syllabus.

There are several sources for requirements and suggestions for creating strong course syllabi.

The Course Outline, previously approved at the university level, is the starting place for creating an individualized course syllabus. It provides the framework, standards, objectives, illustrative activities, and required assessments for all sections of the course.

Current Curriculum standards established by state and national professional organizations should be reviewed in order to update the standards and course objectives to be listed in the syllabus.

SACS (Southern Association of Colleges and Schools), the accrediting organization for the University, requires syllabi to have the following elements:

Goals or objectives for student learning outcomes

Requirements for the course

Course content

Methods of evaluation

Objectives

Outline of the course content

Assignments

Evaluation and grading policy

Textbook, materials, bibliography

Class attendance and other policies

Specific reference to Code of Student Academic Integrity

Additional College of Education requirements include:

Instructor contact information: name, office location, office hours, phone, email

The Catalog description of the course

Close alignment with the approved Course Outline

Alignment of objectives and student learning outcomes with the Conceptual Framework and professional standards (GAPSC Rules, CAEP, InTASC or NBPTS, GACE, CCore or GPS, SPA)

Key Assessments and rubrics

Calendar outlining due dates for key topics, activities, assignments, clinicals, tests, etc.

Final Exam date and time (often not the regular class time or day)

Inclement weather policy

Diversity Commitment statement

Technology statement

Religious and disability accommodations

Student course evaluation process and confidentiality

Credit hour statement

Other policies and procedures as established by the instructor

**LiveText**

LiveText is the technology used to support the Unit Assessment System. All faculty are encouraged to use LiveText for each course. Faculty teaching courses that contain key program assessments must use LiveText and require candidates to submit key assessments in LiveText. Key assessments must be graded in LiveText.

**Course Assessments/Key Assessments**

Course should include assessments which are free from bias. Every effort should be made to ensure assessments are clear and that candidates understand specific requirements. Rubrics and scoring guides should be made available to the candidate prior to completion of the assessment.

Key assessments should be completed in LiveText and graded accordingly. Program Unit Assessment Reports should be completed for each key assessment according to the timeline established in the Unit Assessment Plan.

**Meeting Classes**

State regulations require that classes meet a specified amount of time for each assigned credit. Consequently, classes should meet for the entire period for which they have been scheduled, through and including the Final Exam Week. This also means being on time and meeting for the entire period. Faculty members may not cancel classes; in the event that extraordinary circumstances require a faculty member to miss a scheduled class, the department chair should be notified ASAP. Finding a replacement for teaching your class or holding a virtual class session is usually the most appropriate action to take. If this is not possible, arrangements must be made to make up for the lost class time. Courses may not end prior to the end of the term except in exceptional circumstances, and then only with written advance approval from the Dean.

**University Closing/Cancellation of Classes**

Individual faculty may not cancel classes due to inclement weather. In the event of a hurricane or other emergency, classes may be cancelled only if the university is officially closed. Cancellations are announced on the University website and on local radio stations and TV channels. Classes may also be canceled during special University ceremonies, such as Honors Convocations.

**Faculty Evaluation**

Each term, candidates evaluate their faculty. The assessment is to be conducted during the last three weeks of the course, except in summer when it is conducted during the last week. Departmental offices are responsible for providing faculty with assessment packages. A volunteer candidate will administer the instrument to the class*. Faculty are* ***not*** *to be present in the classroom while candidates complete the evaluation*. The candidate then returns the envelope to the appropriate COE department office on each campus. The Office of Academic Affairs scans the surveys and produces a report for each class that is forwarded, along with candidate comments, to the faculty member.

The College requires a Peer Review of teaching. The COE has established its own procedures for this review.

Faculty members are also evaluated annually by the department chair. Further information about this evaluation process can be obtained from your chair.

**Service**

All faculty members are expected to participate in service activities at a level appropriate to their programs. For purposes of promotion and tenure, evidence of commitment to service may be demonstrated through contributions to the effective functioning, administration and development of department, college, or university programs and committees and, if assigned, externally, through uncompensated use of scholarly knowledge or creative talent in the work of the public schools, professional organizations, community agencies, other such nonprofit or public organizations, and in the community. The state mandates that Universities provide services to the public schools.

**Scholarship and Research**

Research is an essential component of the university's mission and, generally, a faculty member's assignment will include a proportion of effort for departmental research, in an amount to be determined by departmental priorities. The form of this activity will typically include the development of new insights or results appropriate to the field, and the presentation of those insights or results for peer evaluation by others in the discipline. What is critical is the demonstration that you are an active and creative participant in the growth of knowledge of your field.

Much of the research in the College of Education involves human subjects; and Federal Regulations mandate that no educational, training or research activities involving HUMAN and/or ANIMAL subjects may take place at any location without prior review and approval from the appropriate committee, the Institutional Review Board (IRB).

The IRB has been formally designated to review and monitor research involving human subjects and has the authority to approve, require modifications in (to secure approval), or disapprove research. This group review serves an important role in the protection of the rights and welfare of human research subjects. The IRB uses a group process to review research protocols and related materials (e.g., informed consent documents and investigator brochures or surveys). The necessary number of copies of the IRB application form is submitted to the Division of Research & Graduate Studies, Sponsored Research. Research must be approved by the IRB before it can be conducted. This includes graduate candidate research in field projects, pilot work, advanced seminars, and dissertations as well as your own research.

To further ensure that COE faculty members are in compliance with the Federal Regulations, it is the policy of the University and the College that all faculty members be certified in the area of human subject research by reviewing the self-guided course, Human Participants Protection Education for Research Teams.

**Promotion and Tenure Process**

The promotion and tenure process is a collegial process involving both faculty committee and administrative reviews. Both promotion and tenure decisions represent an evaluation on the part of the University of the faculty member's total value to the University and potential for the future as evidenced by past performance. This requires not only a consideration of the candidate's fulfillment of assigned responsibilities in research, teaching, and service, but also an evaluation of the individual's ability to effectively fulfill the responsibilities of membership in the university community. Promotion and tenure awards are a measure of recognizing and protecting professional excellence in an individual’s academic career.

**Developing a Promotion and Tenure Timeline**

Setting a timeline or schedule to follow in a year-by-year format can be very helpful. Your department chair can help you create a Promotion and Tenure Timeline as a logical extension of your annual assignment and your program’s needs and expectations.

Please refer to the most current University Promotion and Tenure Policy for the most updated and comprehensive information on this topic.

**Faculty Honors and Awards**

***Teacher of the Year Award***

The Teacher of the Year Award is presented each year by the University and the College to a ranked faculty member who has been nominated and selected by members of the faculty and candidate body. The recipient of the University award receives this honor at the annual Honors Convocation.

***Researcher of the Year Award***

A Researcher of the Year Award is made to a tenured or tenure-track individual. The basis of the award is the quality and quantity of the research, scholarly, and creative activities conducted while a member of the faculty.

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**Grading System**

Final grades are submitted at the end of the semester to the Office of Academic Services and Registrar, and these are made a part of a candidate’s permanent record. Copies of final grades are sent to the candidates, available in Banner for departmental chairpersons, and released to the parents and guardians upon approved request. The official grades with their meanings and quality points follow:

"A" EXCELLENT: Four quality points are allowed for each semester credit hour.

"B" GOOD: Three quality points are allowed for each semester credit hour.

"C" SATISFACTORY: Two quality points are allowed for each semester credit hour

"D" LOWEST PASSING GRADE: One quality point is allowed for each semester credit hour.

"F" FAILURE: This mark indicates poor scholastic work or failure to officially withdraw from the course. In such cases, candidates must take the required courses at the next opportunity. Candidates may repeat an elective course if desired. No quality points are allowed.

"I" This symbol indicates that a candidate has completed the major portion of the requirements for a given course, but for reasons beyond expected control, such as illness or family emergency, could not complete the course requirements. Normally, incomplete grades must be removed by the end of the first semester following the awarding of the incomplete. If an "Incomplete" is not satisfactorily removed after two semesters of matriculation, the symbol "I" will be changed to "F". To remove an “Incomplete”, the candidate must secure a permit from the Office of Academic Services and Registrar and submit it to the instructor. The instructor will execute a Request to Remove an Incomplete form and submit it to the Office of the Vice President of Academic Affairs for approval.

“IP” The “IP” symbol indicates that credit has not been given in courses that require a continuation of work beyond the semester for which the candidate signed up for the course. The use of this symbol is approved for dissertation and thesis hours and project courses. Candidates may enroll in and take courses in which the “IP” symbol is awarded for up to three successive terms. With the exception of Learning Support courses, this symbol cannot be used for other courses. If the candidate has not completed the course(s) after successive terms, the candidate must request and be granted approval to re-enroll in the course(s) by the Department Chair, Dean and Vice President for Academic Affairs. This symbol cannot be substituted for an “I” (incomplete).

“W” This symbol indicates that a candidate was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the midpoint of the total grading period.

“WF” This symbol indicates withdrawal with penalty.

“S” This symbol indicates that credit has been given for completion of the degree requirements for work other than academic course work. Use of this symbol is approved for dissertation and thesis hours, candidate teaching, clinical practicum, internship, proficiency requirements in graduate programs courses. Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval and requested by the Vice President for Academic Affairs.

“U” This symbol indicates unsatisfactory performance in a candidate’s attempt to complete degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, candidate teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Exceptions to the use of this symbol for academic course work must be submitted to the Chancellor for approval by the Vice President of Academic Affairs.

“V” This symbol indicates that a candidate was given permission to audit a course. The candidate may not transfer from audit to credit status or vice versa during the semester.

***Grade Change***

The Instructor will complete three original copies of the grade change form and forward to the Department Chair. The Department Chair will forward the three copies with original signatures to the Grade Appeal Committee. Following the decision of the review panel and approval of the Dean, the three copies of the request with original signatures should be forwarded to the Provost/Vice President of Academic Affairs for approval before the grade is changed in the Registrar’s Office.

***Grade Point Average***

The grade point average is the ratio of quality points earned to the number of credit hours attempted. The grade point will be calculated for each candidate at the end of each semester and will be printed on the grade report as follows:

1. The term grade point average is the number of grade points earned for the term divided by the number of credit hours attempted for that term.

2. The cumulative grade point average is the number of all grade points earned divided by the total number of hours attempted.

3. Incomplete “I” grades are not calculated in the grade point average until the “I” is removed.

**Grade Sheets, Posting of Grades and Records**

Faculty members are expected to consistently maintain grades and attendance in Desire to Learn (D2L) throughout the semester.

Grade sheets are provided to each faculty member through Banner prior to the last week of class. Please follow the instructions included on the grade sheet and return the signed grade sheet to the appropriate administrative assistant. A copy of the accompanying gradebook which reflects the assigned grade is also required to be submitted. Grades are posted online for individual candidate access, usually within two days of grade due date. Be sure to keep your copy of the class grade sheet and all supporting documentation for at least one academic year.

**Academic Honesty**

ASU is committed to a policy of honesty in academic affairs. Academic irregularities frustrate the efforts of the faculty and serious candidates to meet University goals. It is the responsibility of all to discourage academic irregularities by preventative measures and by insuring that appropriate action is taken when irregularities are discovered. Thus, ASU has an honor code requiring a faculty member, candidate, or staff member to inform the appropriate faculty member when there is reason to believe an academic irregularity is occurring in a course. The faculty member's duty is to pursue any reasonable allegation, taking action where appropriate.

**Plagiarism Detection Software**

Information Technology has licensed turnitin.com for use at ASU. Turnitin is the most widely recognized and trusted resource for preventing internet plagiarism. If a faculty decides to use turnitin as a plagiarism detection tool, this must be noted in the syllabus.

**Faculty/Staff/Candidate Grievance Policy**

Grievances arising from academic activities require a written request for a conference with the faculty member. If unsatisfied, the candidate may request further discussion in a department conference. Grades shall not be changed except by the faculty member, and grievances involving the judgment and discretion of a faculty member shall not proceed beyond the conference unless the candidate can demonstrate malice on the part of the faculty member.

Course –based complaints involve grade disputes, concerns about faculty or candidate behavior in the classroom, etc. The following steps should be followed for all course-based candidate complaints:

* 1. If the complaint is made directly to the instructor of record, the Grievance Form should be completed and a copy forwarded to the instructor’s Department Chair.
  2. The faculty/instructor should attempt to resolve the matter. This does not imply that the instructor should in any way conform to the wishes of the candidate, but that the instructor listens to the complaint and attempts to reach a resolution. The interaction should be documented using the Candidate Complaint form.
  3. If the matter is not resolved between the faculty/instructor and the candidate, the candidate should be referred to the Department Chair for an appointment.
  4. Prior to the appointment, the Department Chair should review the Candidate Complaint form, consult with the faculty/instructor and then meet with the candidate.
  5. The Department Chair should document this interaction and make a determination. The resolution should be forwarded to all involved parties.
  6. The Dean will review the Grievance process in the case of appeal of the Chair’s resolution.
  7. The resulting file will be retained in the Dean’s Office and available for review by the faculty/instructor and Department Chair at any time.

If a candidate approaches a staff member about a concern in a course, the staff member should advise the candidate to contact the faculty/instructor. The complaint process should proceed accordingly.

If a faculty/staff/candidate has a complaint that is not course-based, the candidate should be referred to their respective Department Chair. The Department Chair should begin at step #5 and proceed accordingly.

The overall purpose of the protocol for handling grievances is to ensure that candidates and faculty/staff members have access to due process. In instances wherein the candidate or candidates is/are currently enrolled in a course and there is an issue with the faculty, every effort should be made to ensure that candidates do not encounter retaliation from the faculty member. If a candidate raises concerns about retaliation, candidate complaints should be reviewed while protecting the identity of the candidate. If there are concerns about retaliation, the process should be handled at the Dean’s discretion with input from the COE Leadership Team.

**Course Overrides**

Enrollment caps have been set for all courses. Adding additional candidates above the cap requires the signature of the faculty member assigned to teach the course and/or the department chair.

**Course Substitutions**

In cases where a candidate cannot enroll in a required course, a course substitution may be sought. Every effort should be made to ensure the course meets similar objectives and contains similar content as the required course. Course substitutions should be sought prior to candidate enrollment in the course.

**Class Rolls**

Class rolls are provided in Banner and should be reviewed the first week of class. Since the drop/add period is still in effect during the first week of classes, you should once again review your roll during week two.

### Attendance Verification

### Attendance verification is a mandated administrative responsibility and requires the participation of all academic instructors. The mandate comes from the University. Instructors are to log into Banner and click the link to Attendance Verification. If a candidate is not attending the instructor should check the box and the candidates name will be moved to the drop section. The candidate is not automatically dropped. The instructor should check the attendance during the first full two weeks and if the candidate attends they can be moved back into the attending section by checking the add box. We should advise all candidates to attend classes even if they are having issues with financial aid. All instructors are expected to maintain attendance records for the entire academic term for which the course is offered. Those attendance records should be retained along with grade books for 5 academic years.

**Religious Accommodation**

Candidates have the right to observe religious practices and beliefs. Candidates who wish to be excused from course work, class activities, or examinations in order to participate in religious observations must notify the faculty member in advance of their intention, and the faculty member must provide a reasonable opportunity to make up such excused absences.

**Candidates with Disabilities**

Registration with the Office for Candidates with Disabilities (OSD) is a voluntary process. In order for candidates to be guaranteed appropriate academic adjustments for their disabilities, they must register with the OSD. Faculty members are responsible for insuring that candidates with disabilities who request reasonable accommodations receive them.

**Bringing Children to Class**

Because of safety and liability issues, minor children are not permitted in class or in the hallways during class time.

**Misconduct**

Candidate misconduct may take the form of failure to comply with a faculty member's rules as established for the administration of exams, class time, and for assignments (e.g., cheating, plagiarism). Assuming that you have informed your candidates of guidelines and rules (e.g., on the syllabus, verbal directions), the following approach is to be followed. 1) Meet with the candidate individually and seek further explanation; 2) If you believe a problem exists which compromises the standards you have set forth for the class, inform the candidate and department chair in writing. The candidate may contest the charges of misconduct, which can result in a hearing at the department, college, and university levels. Be certain that all candidates understand expectations of their conduct in class. In an effort to protect the rights of all parties, document events. Remember, **clarity within the syllabus** goes a long way in protecting all parties.

**Communication Devices (cell phones, pagers, beepers, etc.)**

To enhance and maintain a productive atmosphere for education, personal communication devices are to be disabled during class sessions. Faculty members and candidates should silence all electronic communication devices before entering class. Due to safety regulations, faculty/staff and candidates may not be requested to turn electronic devices completely off.

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**Textbooks**

Textbooks are ordered through each respective administrative assistant approximately ten to twelve weeks prior to the start of the term. Textbooks must be ordered through the University Bookstore.

In conjunction with the Affordable College Goal, faculty are encouraged to work with the ASU Library to learn more about open access texts for utilization in their courses.

**Office Supplies and Teaching Aids**

Faculty will be able to acquire all necessary supplies and teaching aids (e.g., computers, office supplies, audio/visual) by requesting them through the designated department representative. During the course of the semester, please allow at least one week when requesting special equipment and teaching aids not available in the classroom.

The University provides for web-assisted and distance learning course delivery using D2L as its resource for classroom support.

**Copying**

Faculty members are limited to making 50 copies per incidence on departmental copiers. All large files needing to be copied must be submitted to Word Processing. It is strongly suggested that class materials are placed in D2L or LiveText for student retrieval.

**Library Services**

Library services are provided. The libraries offer a wide range of reference and informational services, including instruction on the use of all ASU library collections and those of the other USG libraries. Faculty may also use the library services to place materials/assignments pertinent to the course on reserve for candidates.

**The Curriculum Resource Center**

The CRC Center is located on the second floor, east wing, of the ACAD building, Room 287. It is resource center facility for candidates and faculty members.

**Parking Decal**

A parking decal may be obtained from the ASU Police Department.

**The RAM Card Center**

The RAM Card Center issues the official picture identification card for the University community. It is the policy of ASU that all faculty members obtain and carry the ASU Card. The RAM Card is used primarily for identification and for using University services, such as the library, computer labs, recreation facilities, computer labs, etc.

**Keys**

All faculty members are provided keys to their respective office, as well as a key to gain entry into the suite to which he/she is assigned. Entry into other locked locations may be gained by seeking assistance from the respective administrative assistant. Keys should not be duplicated. In the event that keys are lost, the faculty member’s chair and administrative assistant should be notified immediately.

**Office/Classroom Maintenance**

If furniture and other room items are rearranged during class, please see that the room is returned to its original placement. It is courteous to erase boards and pick up any trash so the room is ready and neat for the next class. Pushing chairs under tables gives the room a neat appearance and leaves the room in a safer condition. Any problems with the conditions of the classroom should be reported to the designated COE or department representative.

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The ASU Police Department website is continually updated with current safety information.

Any accident or incident which creates a safety hazard in your classroom should be documented and reported to your department chair or immediate supervisor. Standardized forms for this purpose may be obtained through your department/academic unit/campus security.

**In the event of a Fire, Bomb Threat, Hazardous Material Spill, or Similar Emergency:**

* **ACTIVATE FIRE ALARM SYSTEM LOCATED ALONG EXIT ROUTES.** If the alarm is sounding, turn off all hazardous experiments or procedures before evacuating. If possible, take or secure all valuables, wallets, purses, keys, etc.
* **EVACUATE THE BUILDING USING THE NEAREST EXIT OR EXIT STAIRWAY. DO NOT USE ELEVATORS.** Individuals requiring assistance should proceed to the designated area of rescue and seek assistance from other evacuees to notify emergency personnel of their location.
* **CALL 911 FROM A SAFE AREA** and provide name, location, and nature of emergency.
* **REMAIN AT A SAFE LOCATION AT LEAST 100 FEET FROM THE BUILDING** until you are told to re-enter. Do not impede access of emergency personnel to the area.

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**Drop/Add**

Candidates may add a class during the first week of the term, and they may drop a class several weeks into the semester. Generally, when adding or dropping a class, the candidate will bring the faculty or department chair the drop/add form for signature.

It is the candidate’s responsibility to complete the necessary form to drop a class. If this is not done, faculty must assign the candidate a grade of “F” at the end of the semester.

**Withdrawal from a Class**

After the drop/add period, any candidate who withdraws from a class is fee liable. If the appropriate withdrawal form is filed during weeks 2-4 of the semester, the candidate will receive a “W.” Candidates dropping courses or withdrawing from the University after the eighth week of the semester will receive a grade of “F.”

Candidates matriculating at the University will be limited to a maximum of 16 semester hours of course withdrawal (drops) during the completion of their undergraduate degrees.

• Candidates who make changes to their schedules during the add/drop registration period will not be affected.

• Withdrawal hours associated with classes that are dropped due to documented extenuating circumstances will not be included in the 16 hour total.

• Candidates will receive a “WF” for course withdrawals identified after the 16 hour limit has been reached. There are financial and G.P.A. conditions associated with the “WF”.

• “W” grades will be awarded to candidates who withdraw from classes prior to the end of the schedule change deadline and to those candidates who are authorized to withdraw due to extenuating circumstances.

Candidates who find it necessary to withdraw from Albany State University must secure and complete withdrawal forms from the Office of Academic Services and Registrar and have them signed by the Vice-President for Candidate Affairs, the Vice-President for Fiscal Affairs, the Director of Financial Aid. The candidate is responsible for submitting one copy of the properly signed form to each of the above listed offices and for retaining a copy of the form for personal records. The Office of Academic Services and Registrar notifies instructors of a candidate’s official withdrawal after the University has received a properly signed form. Candidates entitled to a fee refund will receive a check from the Office of Fiscal Affairs.

***Hardship Withdrawal***

Candidates may be granted hardship withdrawals when non-academic emergency situations occur which prevent them from completing their coursework (e.g., severe medical problems, traumatic events and/or circumstances beyond their control that cause them to miss numerous classes). The hardship withdrawal should be requested prior to the end of the semester in which the hardship occurred. Hardship withdrawals are subject to the following restrictions:

• Hardship withdrawals can only be requested after the official withdrawal/drop period (after midterms) and until the last class day of the course. A candidate wanting to withdraw before mid-term must follow the regular withdrawal procedure.

• As a general rule, candidates are not eligible for hardship withdrawals in courses in which they have completed the course requirements (e.g., sat for the final exam or submitted the final project/paper/portfolio).

• Only in exceptional cases, fully supported by documentation, will a hardship withdrawal be permitted within a thirty (30) calendar day period after grades have been submitted. NO requests for hardship withdrawals will be considered after thirty (30) calendar days following the submission of final grades.

• Requests for hardship withdrawal must apply to all courses taken during the semester in question.

***Repeat Policy Statement (Undergraduates ONLY)***

The University provides an opportunity for candidates to repeat courses in which “D” or “F” grades are earned. The following stipulations apply:

1. Effective for all undergraduate candidates enrolled Fall Quarter, 1997 or after, only the first passing grade will be used to compute the GPA.

2. The first passing grade earned above “D” will be reflected in the cumulative GPA, in lieu of the immediate prior grade.

3. Grade(s) earned in any subsequent repeat of the same course will not be counted.

4. For potential graduates the form must be submitted to the Office of Academic Services and Registrar by the deadline date posted in the Graduation Planning Guide. Any forms submitted after the deadline will not be processed. Repeat policy is not applicable once candidate’s academic records have been graduated and only applicable toward completion of an initial bachelor’s degree.

5. In applying the criteria for determination of honors and other awards, all grades will be used in the calculations.

6. The Repeat Policy pertains only to courses taken at the attending university (Albany State University).

• Repeat policy –time limit for application – Within one year, two semesters of enrollment, after a grade of “D” or “F” is received in a course, the candidate must register for and complete the course. Upon completion of the repeated course, if a grade of “C” or better is earned, the candidate must submit the repeat policy form to replace the failure grade by the deadline in the following semester (which will be the same deadline date as that for removal of an incomplete).

• A candidate may repeat a course a maximum of two (2) times for the purposes of executing the repeat policy.

• After the third attempt of a course the repeat policy is null and void.

***Academic Standing***

A candidate is considered in Good Standing with the University as long as his/her Institutional cumulative GPA is at least 2.00. A candidate may be in good standing with an Institutional cumulative GPA of 2.00 but may be required to have a higher GPA for progression in a major or for graduation as determined by the major department.

***Academic Probation***

A candidate will be placed on academic probation at the end of any semester in which the Institutional cumulative grade point average falls below 2.00. A candidate who is placed on academic probation must meet with an academic advisor in the Advisement Center and his/her academic advisor in his or her academic department prior to registration and is restricted to registering for no more than four (4) courses, not to exceed 13 semester-hours. In addition, a candidate on probation, especially those on probation for the first time will be required to develop an academic success plan. A candidate will remain on probation until the cumulative GPA is 2.00.

A minimum of 12 hours must be completed by part-time candidates by the end of the first two semesters. They will be expected to complete one- half of the credit hours designated under each academic year. A candidate who fails to meet the minimum standards will be placed on academic probation. He may be considered making satisfactory progress if he completes at least six hours, with a minimum grade point average of 2.0 for the semester. If the candidate does not meet the minimum standards after the additional semester, he may be suspended for one semester. If a candidate elects to change his major or course of study after completing 76 semester hours, the institution will reconsider the candidate’s adherence to the maximum time frame and reevaluate, on an individual basis, for an additional year on the maximum time frame. Only one major course of study change will be considered for increasing the maximum time frame.

***Academic Transition Policy-Undergraduate Candidates***

A. Candidates who have earned less than 60 semester-hours and whose cumulative GPA’s do not meet the minimum required by their chosen academic majors will be required to meet with their advisors to develop academic success plans which may require change of majors. These candidates will:

• no longer be classified as a major in the area for which they no longer qualify

• not be able to take upper division (3000 and 4000 level) courses in the major

• no longer be able to apply for an audit

B. Candidates who have achieved 60 hours or more and whose cumulative GPA’s do not meet the minimum CGPA required by their academic majors will be required to meet with their advisors to develop academic success plans which will likely require the candidates to change their majors.

The chair will evaluate the candidate’s academic record to determine, among other things, if the possibility exists for the candidate to bring the cumulative GPA up to the minimum required. From this session the candidates will be given one of the following options:

• Probationary status (this classification comes with limitations on the courses candidates may take – No upper-level courses!). Only candidates with cumulative GPA’s close enough to the minimum requirement (1 or 2 tenths of a point) and who have additional core courses to take will be allowed this status.

• Requirement to change to another major. Chairs will assist the candidate with this process.

The purpose of this policy is to assist the candidate to either achieve acceptance into his or her preferred major or to help the candidate transfer out into a more suitable major. Candidates cannot be left in transition indefinitely.

***Academic Classification***

Candidates at Albany State University are classified at the beginning of each term based on the following earned hours:

Freshmen 0-29

Sophomores 30-59

Juniors 60-89

Seniors 90 & above

Special– College graduates who are not studying toward another undergraduate degree are classified as special candidates.

**S.W.A.G. List**

In an effort to encourage academic success, the College of Education has designed and implemented the following programs and practices:

a. Candidates with Academic Greatness or S.W.A.G. List – Implemented initially in Fall, 2010, the list recognizes candidates for each semester’s performance at 3.0 or higher. The list is divided between 3.0 – 3.49 and 3.5 – 4.0.

b. In recognition of candidates’ long-term high academic performance, the Dean’s S.W.A.G. List recognizes candidates who maintain a g.p.a. of 3.0 or above for all semesters enrolled in one full academic year.

**Candidate Attendance Policy**

Regular class attendance is expected of all candidates. Attendance requirements for each course are to be clearly outlined to the candidates at the beginning of the instructional period and included in the course syllabus. Candidates who anticipate being absent from class(es) should notify the faculty member(s) in advance. If this is not possible, contact should be made as soon as possible. The faculty member will determine the validity of the absence for the purpose of making up the work missed. Candidates who have unsatisfactory absences, as determined by the faculty member, are not entitled to make up work. Faculty members must allow a candidate who is absent for a University- approved reason the opportunity to make up work missed without any reduction in the candidate's final course grade as a direct result of such absence. Examples of University- approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the candidate's responsibility to give the faculty member notice prior to any anticipated absence, and within a reasonable period of time after an unanticipated absence, ordinarily by the next scheduled class meeting.

**Responsibility and Discipline**

ASU is dedicated to the intellectual, social, and moral development of candidates in order to provide responsible leaders who can work effectively in a democratic society.

Under the authority granted by the University System of Georgia, the University has the right and responsibility to determine who shall be admitted to the institution, the conduct or behavior acceptable to the institution, and under what conditions one may continue as a candidate. As a condition for admission to the University, candidates agree to abide by the policies and regulations of the institution. The president of the University has ultimate responsibility for candidate conduct and discipline. That responsibility shall be exercised through these procedures.

Every candidate is subject to federal and state law, respective county and city ordinances, and University rules and regulations. Violations of these laws, ordinances, or rules and regulations may subject the violator to appropriate disciplinary action by University authorities.

The president or approved designee shall have the authority, after notice to the candidate of the charges and a hearing, to expel or otherwise discipline any candidate who shall be found to have violated a rule or regulation of the University or any law or ordinance. The president or approved designee shall have the authority to order any candidate to cease and desist any activity which in the president’s or designee’s judgment disrupts the orderly operation of the institution. Any candidate failing to abide by the cease and desist order shall be subject to suspension pending a hearing. The conviction of a candidate for a criminal offense of a kind that interferes with the educational or orderly operation of the University or of a kind which, if the candidate were allowed to remain enrolled, would endanger the health, safety, or property of members of the academic community, shall be sufficient grounds for expulsion or other disciplinary action against such candidate.

Except as provided above, in all candidate violations of nonacademic rules and regulations, a candidate shall be afforded adequate notice of charges, a reasonable time to answer, a fair and impartial hearing and a decision. The final administrative appeal shall be to the president or approved designee who may make or accept determination of punishment.

**Student Government Association - Albany State University Dress Standard**

The university dress standard is designed to provide a basic guideline for the students, faculty, staff and administration of the institution to adhere to and strongly implement. By having these guidelines, this enhances the quality of the student's overall collegiate experience and helps holistically to build the morale of the University community.

With this dress standard, along with proper etiquette, it insures that students, faculty, staff and administration at Albany State University will meet the minimum provisions to help our ASU family strive in everyday life, whether it is in the moral, social, physical or educational realms.

Students, faculty and staff are encouraged to dress according to the following:

Classrooms, Dining Hall, Student Union, Student Center and University Offices- Modest, Casual, Neat, Business or Dressy Attire

Social/Recreational Activities, Residence Halls, Student Lounges- Trendy, Fashionable, Unrevealing attire in good taste

Examples of inappropriate attire include but are not limited to the following:

* Du rags, caps, hats, wrap caps and hoods in the classrooms, dining facilities or university offices including those in the student union building or student center (religious or cultural headwear is accepted).
* Midriffs, low-cut tops, revealing mesh, netted shirts, see-thru garments, cut off t-shirts , A-line t-shirts and undershirts in the classrooms, dining facilities, student union, student center or offices.
* Extremely short shorts, short dresses or short skirts.
* Bare feet, shower shoes and sleep wear (pajamas) are not permitted in any building on campus, except the bedroom of your residence hall.
* Sagging pants or sagging shorts are not permitted in the classrooms, dining facilities, student union, student center or offices.
* Clothing and accessories with derogatory or offensive messages either in words or photos are prohibited.
* Wearing hats or sunglasses while inside of a building (sunglasses prescribed by a physician are allowed).

At the discretion of the professors, in the classroom setting, he/she has the power and authority to deny admission into the classroom for violation of the dress standard. In addition to the professors, office staff may deny service, if attire is inappropriate.

SGA is requesting that administration, faculty and staff strongly implement the dress standard and at the same time adhere to it, in conjunction with the student body.

Samples of appropriate attire are on display in the student center, food court area.

**Students with Disabilities**

Albany State University is committed to achieving equal educational opportunities and full participation for persons with disabilities. It is the policy that no qualified student be excluded from participating in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity.

Students with disabilities must be ensured the same access to programs, opportunities, and activities at the University as all others. Existing barriers, whether physical, programmatic or attitudinal must be removed. There must be ongoing vigilance to ensure that new barriers are not erected.

The efforts to accommodate students with disabilities must be measured against the goal of full participation and integration. Services and programs to promote these benefits for students with disabilities shall complement and support, but not duplicate, the regular services and programs.

Achieving full participation and integration of students with disabilities requires the cooperative efforts of all departments, offices, and personnel. To this end, the University will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

Therefore, Albany State University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for qualified students with a disability. If you are a student with a verified disability, please contact the Office of Student Disability Services for accommodations or special assistance, New Student Center **(GREEN ZONE).** Ms. Velsenna King, Student Disability Coordinator can be reached at 229-903-3611 or Main Office 229-903-3610. This is the only office that can provide University accommodations. You must self-identify and register with the Office of Student Disability Services.

**Accessibility: The Key to Equal Opportunity**

Assurance of equal educational opportunity rest upon legal foundations established by federal law, specially the Rehabilitation Act 1973 including Section 504, and the Americans with Disabilities Act of 1990. By federal law, any person with a disability is any person who: 1) has a physical or mental impairment: 2) has a record of such impairment; or 3) is regarded as having such an impairment which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning.

**Plagiarism**

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarism and in violation of the Student Code of Conduct and Academic Responsibility. Plagiarism occurs when another person’s work, words, or ideas are represented as one’s own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author), or when another person’s work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly

giving or allowing one’s own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one’s own work for academic credit (i.e., work that has previously been submitted for academic credit).

If the faculty member or administration determines that plagiarism has occurred, the following disciplinary action will ensue, as per the student code of conduct:

**Possible Sanctions**: Restitution (if required); Probation; Recommended grade of “F’ in the course; Recommended grade of 0 on assignment; University suspension for not less than one year; Expulsion; Loss of Student Office/Leadership Position; Judicial Record Hold; Counseling.

Possible violations are also inclusive of cheating and fabrication. Please refer to your student code of conduct for comprehensive policy: **Value III. ACADEMIC INTEGRITY;**

Section 1. Academic Dishonesty and Section 2. Forgery, Dishonesty, Fraudulent Acts and/or Misrepresentation.

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**General Documents**

* Grievance Form
* Application for Degree Evaluation and Graduation - Audit
* Certification Information
* **Admission Documents**
* Admission to Teacher Education Application
* **Registration Documents**
* Registration Permit
* Add a Slot Form
* Override Form
* Change of Schedule
* Cohort Rotations – Undergraduate
* Cohort Rotations – Graduate
* Overload Request
* Transient Request
* **Field and Clinical Documents**
* Field and Clinical Experience Directions
* Field and Clinical Experience Policy
* Prep for Teaching & Student Teaching Packet
* Lesson Plan Template
* BSE Application
* Student Teacher Placement Form
* Clinical Experience Log
* Field Experience Letter to Cooperating Teacher
* Class Profile Sheet
* **Graduate Student Forms**
* Standard Petition Form
* Graduate Course Transfer
* Comprehensive Exam Application