

PART-TIME FACULTY GUIDE



Columbus State University

Department of Teacher Education

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COMPILED BY

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“...To Achieve Excellence by Guiding Individuals as They Develop the Proficiency, Expertise, and Leadership Consistent with Their Professional Roles”

**COLLEGE OF EDUCATION AND HEALTH PROFESSIONS
COLUMBUS STATE UNIVERSITY
Columbus, Georgia 31907-5645**

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INTRODUCTION

OVERVIEW

The Columbus State University Department of Teacher Education has a rich tradition of providing excellent service to students. The knowledge, interest, and skills acquired in classes equip students with the skills needed to be successful teachers in a variety of settings. As students graduate to alumni status and roles of community leadership, we want them to remember their education classes as some of their most rewarding and helpful experiences while at Columbus State University. To accomplish these ideals, we continue to strive for excellence.

This handbook will:

1. Provide a basis for part-time instructor orientation;
2. Serve as a reference point for program area procedures;
3. Serve as a departure point for evaluation of existing procedures;
4. Serve as a base for expansion of written departmental policies and procedures;
5. Enhance efficiency and consistency.

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COLUMBUS STATE UNIVERSITY MISSION STATEMENT

In addition to the University System of Georgia Mission Statement and the Core Mission Statement for State Universities, Columbus State University has the following select mission:

To achieve academic excellence through teaching, research, creative inquiry, and student engagement. To achieve excellence in the student experience and prepare individuals for a life of success, leadership, and responsibility through community awareness, engagement, and service to others. To achieve recognition as a leader in community development, regional economic development, and public-private partnerships.

Vision Statement

Columbus State University provides world-class education and assures student success through creative inquiry and community, regional, and global partnerships.

Program/Service Mix

To meet the diverse needs of its clientele, Columbus State University offers a mixture of liberal arts and professional programs at the associate, baccalaureate and graduate levels. An exemplary general education program is the foundation of all undergraduate degree programs. Columbus State University also provides a strong learning support program to serve those students under-prepared for the rigors of university work. The university responds to the needs of under-served populations by providing new academic programs, offering off-site instruction and utilizing distance-learning technologies.

Columbus State University judiciously uses its financial resources in developing and implementing credit and non-credit programs. In addition to meeting the general educational needs of its students, the university continues to identify and support programs and services for which a reputation for excellence has been and/or will be developed.

These select mission areas include:

- the fine and performing arts;
- science, mathematics, and technology education;
- regional economic and community development;
- international education and exchange;
- educator preparation.

Columbus State University offers a variety of services to stimulate the intellectual, cultural, physical and social development of its students. Services are student-oriented and are directed

toward successful recruitment, advisement, retention and placement. Research, consultation and other outreach efforts enhance the region as well as the institution; these efforts are supported and encouraged.

The management of all Columbus State University programs and services reflects a competent, confident and caring commitment to the development of the students, the institution and the region.

Columbus State University
Educator Preparation Conceptual Framework

College of Education and Health Professions Mission Statement

"...To Achieve Excellence by Guiding Individuals as They Develop the Proficiency, Expertise, and Leadership Consistent with Their Professional Roles as Teachers, Counselors, and Leaders."

To fulfill its mission statement the College of Education and Health Professions at Columbus State University prepares highly qualified teachers, counselors, and leaders to accomplish high levels of P-12 student learning. Demonstrating excellence in teaching, scholarship, and professionalism, educators continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. In an environment that promotes democratic ideals and practices, COEHP faculty guide individuals in this developmental process.

The following visual model represents the key features of the Educator Preparation Conceptual Framework. The circle represents the continual process of acquiring, integrating, refining, and modeling excellence in teaching, scholarship, and professionalism. The arrows represent the interdependence of these qualities. The result of efforts to achieve excellence in teaching, scholarship, and professionalism will be improved student learning at the P-12 and university levels, ultimately resulting in closing the achievement gap among various demographic groups of students.



Teaching

Excellence in teaching embodies the use of best practices to improve student learning in diverse P-12 classrooms as well as at the university level. Within the learning community in the College of Education and Health Professions, faculty employ best practices in the preparation of teachers, counselors, and leaders. The ideas and activities that constitute best practices include the use of a variety of tools and strategies to address the needs of diverse learners and the extensive integration of technology to enhance teaching and learning. Faculty model best practices for candidates who then apply similar ideas and activities in P-12 schools and classrooms. Teachers collaborate within communities of learning as they continually seek feedback from peers, mentors, and students and reflect upon the efficacy of their practice. Leaders support and

contribute to excellence in teaching by creating and maintaining safe, civil, healthy, and intellectually stimulating school environments that promote high levels of P-12 student learning. Counselors improve student learning by promoting the academic, career, and social development of students. These efforts by teachers, counselors, and leaders lead to accomplished P-12 teaching and improved learning for all students in all school settings.

Scholarship

Scholarship is systematized knowledge that is accurate, authoritative, relevant, and thorough. Scholarship combines theoretical knowledge with practical applications. Scholars operate within communities of learning as peers, collaborators, mentors, and leaders who construct, critically examine, and reflect upon knowledge and skills. Scholars seek out and explore multiple viewpoints, embracing diversity as it enriches their intellectual lives and positively impacts their professional performances. Scholars actively engage in a life-long learning process, continually acquiring, integrating, refining, and applying knowledge and skills to achieve excellence in teaching and to improve P-16 student learning.

Professionalism

Professionalism comprises a body of knowledge, a set of beliefs, an array of actions or behaviors, and ethical standards that members of a profession agree are the core of their practice. The professional educator demonstrates in-depth knowledge of a field of study and strives to meet its highest standards as represented by the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, the National Board for Professional Teaching Standards (NBPTS) Core Propositions, the Council for the Accreditation of Counseling and Related Programs (CACREP) School Standards, the American School Counselor Association (ASCA) Standards, the Interstate School Leaders Licensure Consortium (ISLLC) Standards, the Standards for Advanced Programs in Educational Leadership (SAPEL), and/or specialty association standards. The professional educator is an active member in the learned societies and professional organizations that set the code of ethics and performance standards for their field. Ultimately, the professional educator is a scholar who models professionalism for students and fosters the development of the knowledge, skills, and dispositions in students which allow them to acquire, integrate, refine, and apply knowledge meaningfully throughout their lives.

In the College of Education and Health Professions, excellence in teaching, scholarship, and professionalism has multiple layers.

- Faculty exhibit scholarship in theoretical and practical pursuits in their area of expertise; model excellence in teaching through the use of pedagogical best practices based on current research; seek feedback from colleagues and students; reflect upon the efficacy of their practice; generate and disseminate new knowledge within their disciplines; and collaborate within communities of practice in schools, the university, professional organizations, and the community.
- Teacher, counselor, and leader candidates give their best scholarly efforts in coursework across the university; display intellectual curiosity and a desire to learn; apply models of

best practices within their fields or disciplines to bring students from diverse P-12 settings to high levels of learning; seek feedback from peers, mentors, and students; reflect upon the efficacy of their practice; collaborate within communities of learning among their peers, with university faculty and cooperating teachers, and within professional organizations; and model scholarship for the students in their schools and classrooms, inspiring young people to learn through their example.

Ultimately, the professional educator believes in the transforming role of education in human lives and strives to improve the learning of all P-16 students by achieving excellence in teaching, scholarship, and professionalism.

Alignment of Conceptual Framework with INTASC Principles and NBPTS Standards

Learning Outcomes (Teaching):

- Teachers employ best practices which lead to improved student learning. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8; NBPTS Standards 1, 2, 3)
- Teachers use technology to enhance teaching and learning (InTASC Standards 4,7, 8; NBPTS Standards 1, 2, 3)
- Teachers use a variety of tools and strategies to address the needs of diverse learners (InTASC Standards 1, 2, 6, 8; NBPTS Standards 1, 2, 3)
- Teachers continually reflect on their practice (InTASC Standard 9; NBPTS Standard 4)
- Teachers collaborate within communities of learning (InTASC Standard 10; NBPTS Standard 5; CACREP School Standard B)
- Counselors and leaders create and maintain safe and supportive school environments that promote accomplished teaching and high levels of learning (CACREP School Standard A)
- Counselors improve student learning by promoting the academic, career, and social development of students (ASCA Standards I, II, III)

Learning Outcomes (Scholarship):

- Teachers, counselors, and leaders know their fields and are able to apply their knowledge to help students learn (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8; NBPTS Standards 1, 2, 3; CACREP School Standard A)
- Teachers, counselors, and leaders continually construct, examine, and reflect upon knowledge and use that knowledge to improve teaching and learning (InTASC Standard 9; NBPTS Standard 4)
- Teachers, counselors, and leaders are members of multiple learning communities (InTASC Standard 10; NBPTS Standard 5; CACREP School Standard B)
- Teachers, counselors, and leaders understand and build upon the diversity of students, families, and communities (InTASC Standards 2, 5, 10 ; NBPTS Standard 1; CACREP School Standard A)

Learning Outcomes (Professionalism):

- Teachers, counselors, and leaders know and can explain important principles and concepts delineated in professional, state, and institutional standards (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NBPTS Standards 1, 2, 3, 4, 5)
- Teachers, counselors, and leaders can apply professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate student learning (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NBPTS Standards 1, 2, 3, 4, 5)
- Teachers, counselors, and leaders reflect the dispositions delineated in professional, state, and institutional standards (InTASC Standards 9, 10; NBPTS Standards 1, 2, 3, 4, 5)
- Teachers, counselors, and leaders are members of learned societies and professional organizations (InTASC Standards 9, 10; NBPTS Standards 5)
- Teachers, counselors, and leaders focus on student learning (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NBPTS Standards 1, 2, 3, 4, 5; CACREP School Standard A)

CSU POLICIES AND PROCEDURES

PART-TIME FACULTY

It is the responsibility of the appropriate department chair to advertise and carry out preliminary screening of prospective part-time faculty. The appropriate dean is responsible for approving a pool of qualified part-time faculty in those disciplines for which such a need exists or is anticipated. The Vice President for Academic Affairs is responsible for approving employment and the rate of compensation for part-time faculty.

QUALIFICATIONS

The qualifications for part-time faculty appointment are generally the same as for full-time appointment as defined by the Board of Regents of the University System of Georgia (see Appendix A). The qualifications should also meet the standards prescribed by the Southern Association of Colleges and Schools.

PROCEDURES FOR EMPLOYMENT OF PART-TIME FACULTY

1. With the approval of the dean, department chairs will be authorized to advertise for prospective part-time faculty in local and/or regional publications.
2. The department chair will initially screen all applications, which must include official academic transcripts from all institutions at which degrees were conferred or relevant course work was completed. Upon employment of part-time faculty, original copies of the transcripts should be placed on file in the office of the Vice President for Academic Affairs.
3. The department chair will forward to the dean recommendations for appointment of individuals to the part-time faculty pool.
4. The dean will submit to the Vice President for Academic Affairs a recommendation for appointment to the part-time faculty and will indicate an effective date and suggested rate of compensation. Following the approval of the Vice President for Academic Affairs, the prospective part-time faculty member will be included in the active pool.
5. At such time that it is necessary to assign a part-time faculty member to a specific course, the dean or department chair will execute the Part-time Faculty Services Agreement for the appropriate academic semester only. Should teaching responsibilities be assigned in subsequent semesters, a separate Part-time Faculty Services Agreement will be executed for each semester. (Employment of a part-time faculty member in a given semester implies no commitment regarding future employment of that individual.)
6. It is the responsibility of the department chair, based upon evaluation of part-time faculty and the anticipated needs of the department, to recommend to the dean annually the reappointment of individuals to the part-time faculty pool. All recommendations for changes in the rate of part-time faculty compensation will be part of the reappointment process.

PART-TIME FACULTY RESPONSIBILITIES

Just as students have obligations to meet the course and classroom requirements, part-time faculty have equally important responsibilities to the students. They include, but are not limited to, the following:

1. Part-time faculty should make available to students a reasonable amount of time for academic counseling and guidance. They should maintain regularly scheduled office hours or be available before or after class periods to meet with students.
2. Regular attendance at classes is required of all part-time faculty members. When a faculty member must be absent from class or is unable to meet office hours or other professional obligations because of illness, emergency, or professional responsibilities away from the campus, that faculty member, or someone representing him or her, should call or meet with the department chair. In the event the chair cannot be reached, the dean should be notified. The chair or the dean is then responsible for making provisions for the class or activity and for timely notification of students and colleagues affected by the change in responsibilities. Department or school faculty and administrators may develop policies or procedures requiring action by the faculty member beyond that required by this policy. The faculty member should receive the approval of the department chair or dean if the time or place for a class meeting is to be changed.
3. Part-time faculty should maintain a fair and impartial evaluation policy and procedure. This entails a consistent grading practice, including the prompt return of exams, papers, quizzes, and other student work. Students should be permitted to examine their own quizzes, exams, and other work after they have been evaluated and graded. Part-time faculty should also keep accurate attendance records for each class, since these are occasionally subject to audit by external agencies and financial aid officers.
4. Part-time faculty should provide the students with a course syllabus. The syllabus should include clear statements of policies on matters such as pop quizzes, term papers, absences, make-up exams, office hours, exam dates, grading policies, and general course requirements. The faculty member should be familiar with the University System grading policy which is contained in the Faculty Handbook.

NOTE: The following statement is to be included in course syllabi or in some way distributed to students at the beginning of the semester:

***ADA Accommodation Notice:** If you have a documented disability, as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504), the Americans with Disabilities Act (ADA) and subsequent amendments, and would like to request academic and/or physical accommodations, please contact the Office of Disability Services in the Schuster Student Success Center (Room 221), 706-507-8755 as soon as possible. Course requirements will not be waived, but reasonable accommodations may be provided as appropriate.*

5. Part-time faculty should adhere to the policy on Final Exam Week which states that no Columbus State University personnel will schedule other activities which require the student to participate during scheduled study days or final examination time. Also, students should not be permitted to take final examinations at a time other than the regularly scheduled date unless they have the permission of the instructor and the department chair. Classes will meet during the scheduled final exam period, even if no exam is required.
6. Part-time faculty should be timely in submitting materials to the Registrar. These include a Class Audit Roll which is issued following the close of schedule change and late registration. These rolls, with changes indicated by the faculty member, must be returned to the Registrar electronically by the specified date. At the end of the semester, grade sheets should be submitted electronically to the office of the Registrar. Instructions with a reminder of due dates accompany materials for submitting grades. These are sent to instructors by the registrar before the exam periods.

ORIENTATION AND EVALUATION OF PART-TIME FACULTY

At the time of initial employment, the Human Resources Department shall provide orientation to appropriate business and fiscal matters for all part-time faculty members. Academic orientation shall be the responsibility of the school and academic department. (See Appendix B for Checklist for Part-time Faculty Orientation.)

Supervision and evaluation of instruction is the responsibility of the department chair. Part-time faculty instruction should be evaluated by methods used for the evaluation of instruction of full-time faculty, to include the results of the *Students' Evaluations of Faculty* questionnaire. See Appendix D for the Teacher Education Part-time Faculty Evaluation Form.

ACADEMIC FREEDOM

Academic freedom refers to the rights and responsibilities essential to the task of scholarship in its broadest sense. It extends to the entire academic community, including faculty, students, administrators, and the institution itself. While many rights and responsibilities may be shared simultaneously by every member, the expression of academic freedom requires complementarities and civility. Access to appeal procedures and to conflict mediation is a basic component of academic freedom available to all members of the academic community.

I. Faculty

All members of the faculty are entitled to freedom in the classroom in teaching their subjects in accordance with the highest ethical standards of their profession. In presenting material pertaining to the subject being taught, and in presenting their views regarding this material and its subject, faculty will make a reasonable effort to acknowledge the existence of diverse views.

As teachers, faculty members encourage the free pursuit of learning by their students. Faculty hold before them the best scholarly standards of their disciplines, demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guides and counselors. They foster honest academic conduct and assure that evaluation of students reflects their true merit. Faculty respect the confidential nature of the relationship between instructor and student, avoid any exploitation of students, and acknowledge significant assistance from them. Faculty protect student's academic freedom while exercising their own.

Any member of the faculty is entitled to freedom in the conduct of research and in publication of results, within the context of Board of Regents of the University System of Georgia guidelines as stated elsewhere in this handbook.

As colleagues, faculty have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of associates. In the exchange of critiques and ideas they show due respect to associates and respect for the ideas of others. They acknowledge academic debts and strive to be objective in the professional judgment of colleagues.

As members of the institution, faculty seek above all to be effective teachers and scholars. Although they should observe the stated regulations of the institution, provided these do not contravene academic freedom, faculty retain the right to criticize and seek revision. Finally, faculty accept a share of responsibilities for the governance of the institution.

As members of the community, faculty have the rights and obligations of any citizen. They measure the urgency of these obligations in light of their responsibilities to their students, their discipline, their profession, and their institution. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty have a particular obligation to promote conditions of free inquiry and to advance public understanding of academic freedom.

II. Students

Students have the right to learn and to inquire. They have a right to examine and discuss questions of interest, to take stands on issues, and to support causes, by orderly means that do not impede the collegial process of learning.

Students have corresponding obligations to be honest in performing their academic work, to be punctual in their assignments, and to cooperate in the process of teaching and learning. (See Columbus State University Handbook for details regarding students' rights and responsibilities.)

III. The Institution

Columbus State University, within the context of the policies of the Board of Regents of the University System of Georgia, has the authority to determine on academic grounds who may be admitted to study, what may be taught, how it may be taught, and who may teach. Administering these fundamental freedoms involves all members of the academic community.

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act of 1990 (ADA) is a comprehensive mandate for elimination of discrimination against individuals with disabilities. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services, and telecommunications.

The Act is divided into five titles: Title I affects private sector employment; Title II covers state and local governments, both as employers and service providers; Title III, which governs private sector public accommodations and transportation services, affects colleges who lease space to private entities such as on-campus restaurants or bookstores, or which own off-campus property used for public purposes; Title IV requires common carriers of communication services to provide certain telecommunication services to hearing and speech impaired individuals; Title V contains miscellaneous provisions, including a prohibition against retaliation, and authority for the courts to award attorney's fees.

The ADA is patterned after Section 504 of the Rehabilitation Act of 1973. For all sections of the Act the term "disability" is comparable to that of "handicapped individual" in the Rehabilitation Act. A person with a disability is an individual with (1) a physical impairment that substantially limits one or more life activities; (2) a record of having such an impairment; or (3) regarded as having such an impairment. The Act also prohibits discrimination against an individual based on his or her association with an individual with a disability. Specifically excluded from the ADA's protection are persons with certain sexual behavior disorders, and persons with substance use disorders resulting from current illegal use of drugs.

In the area of employment, the ADA prohibits discrimination against a "qualified individual with a disability" in regard to job application procedures, the hiring, advancement, or discharge of employees, compensation, or other terms, conditions, or privileges of employment. "Qualified individual with a disability" means an individual who, with or without reasonable accommodation can perform the essential functions of the position that such individual holds or desires. Employers must make "reasonable accommodations" for persons with disabilities unless to do so would constitute "undue hardship" on the covered entity.

State and local government facilities, services, and communications must be made accessible to persons with disabilities in a manner consistent with the requirements of Section 504 of the Rehabilitation Act of 1973. With respect to public accommodations, physical barriers in existing facilities must be removed, if removal is "readily achievable." Individuals who feel they have been discriminated against may file complaints with the Attorney General or bring private lawsuits against the offending entity.

ATTENDANCE POLICY

1. Attendance Policy

Attendance policy is ordinarily established by individual faculty. If an instructor does not provide a written attendance policy statement during the first week of classes, a student is permitted to accumulate a total of nine hours of absences in a three credit-hour course, or the equivalent in courses carrying other credit hours. Regular attendance at class or laboratory is a student obligation. Students are expected to account to individual instructors for absences and, at the discretion of the instructors, to make up all work missed because of absence. Students absent from a previously announced quiz or test may be given a zero on the quiz or test. To be permitted to take a final examination at a time other than the date and time published on the Web at <http://academics.colstate.edu/exams/>, students must have permission of the instructor and the dean of the college offering the course.

2. Excessive Absence Policy

Anytime during the semester a student exceeds the total number of hours of absences allowed, an instructor may drop the student for excessive absences with a grade of WF. Students may regain admittance to a course only by permission of the instructor. A student auditing a course who fails to meet class participation and assignment requirements or who exceeds the total number of allowed absences may be dropped from the course by the instructor and assigned a grade of W.

3. Absence for Military Duty

Military reservists who are called to active duty or active duty military personnel who receive change-of-station orders during an academic semester may officially withdraw with a full refund of matriculation fees upon showing official orders. Those who have completed sufficient work may be awarded a grade and credit or an I (Incomplete) grade.

4. Course Withdrawals

Students who wish to drop a course after the last official day of schedule change must officially withdraw from the course. Students must withdraw using the Integrated Student Information System (ISIS) on the university's Web. Prior to the W grade deadline as published on the Web under Registration Information on the Class Schedules page, a grade of W will be assigned by the registrar unless a grade of WF has already been assigned by the registrar for excessive absences. A grade of WF will be assigned when a withdrawal form is received in the Office of the Registrar after the deadline. A student may appeal the assignment of a WF grade by submitting to the Office of the Registrar documentation of non-academic hardship. Students may not withdraw from a required learning support course with a grade of W while remaining in degree level courses. To remain in degree level courses, the grade in the learning support course must be a WF and would be considered a learning support attempt. A grade of W will not affect a student's GPA. However, withdrawing from classes could affect a student's future enrollment status, especially for those receiving financial aid. It is the student's responsibility to determine the impact withdrawing from classes would have on academic standing and degree progress.

Refer to the CSU [Academic Catalog](#), Academic Regulations, for additional information regarding course withdrawal.

5. Administrative withdrawal

An academic dean may withdraw a student from a course when, in consultation with the instructor, the dean determines that the student has not satisfied the prerequisites for the course.

EQUAL OPPORTUNITY POLICY

To further its goal of equal employment opportunity for all employees and prospective employees without regard to race, color, religion, sex, age, national origin, disability, or any other basis prohibited by applicable law, the institution states as its policy the following:

- It is the policy of Columbus State University to, in accordance with all applicable laws, to recruit, hire, train and promote persons in all job titles without regard to race, color, religion, sex, age, disability or national origin, or any other basis prohibited by applicable law.
- All employment decisions shall be consistent with the principle of equal employment opportunity, and only valid qualifications will be required.
- All personnel actions, such as compensation, benefits, and transfers, will be administered without regard to race, color, religion, sex, age, disability, or national origin, or any other basis prohibited by applicable law.

President's Statement on Diversity (5/01)

Columbus State University values and is committed to diversity in the workplace. We take pride in our diverse student and employee population and recognize that our success depends on the talents and strength of individuals with different backgrounds.

A principle foundation of diversity is promoting equal opportunity within the institution. Columbus State University is committed to equal opportunity in employment and it is our policy, in accordance with all applicable laws, to recruit, hire, train, and promote persons without regard to race, color, religion, sex, age, disability or national origin, or any other basis prohibited by applicable law. All employment decisions and personnel actions shall be consistent with the principle of equal employment opportunity.

In order to promote our diversity and equal opportunity objectives we have a plan which includes an established recruiting process designed to insure equal opportunity standards, review of employment actions for fairness, a resource for equal opportunity conflict resolution and communication with leadership regarding related issues.

We need and encourage the support of all employees in promoting an environment of diversity and equal opportunity. Columbus State University expects employees and students to work and learn in an atmosphere of mutual respect and inclusion. While a higher level of commitment is required of employees in a supervisory capacity, the commitment of the university as a team is crucial. We welcome your input and suggestions and appreciate your support.

GRADING SCALE

1. Grades

Columbus State University uses a 4.0 grade point system. Grades covered in GPA:

<u>Grade</u>	<u>Grade Points Per Semester Hour</u>
A	Excellent 4
B	Good 3
C	Average 2
D	Poor, passing 1
F	Failure 0
WF	Withdrawal, failing* 0

*WF is assigned when a student withdraws from a course after the W grade deadline or when an instructor drops a student for excessive absences.

2. Grades Not Averaged in GPA

I – Indicates that a student was doing satisfactory work but, for non-academic reasons, was unable to meet the full requirements of the course. The requirements for removal of an I grade are left to the instructor; however, if an I grade is not satisfactorily removed within the next 12 months, the grade I will be changed to the grade F by the registrar. A course with an unresolved I grade may not be repeated.

IP - Indicates that credit has not been given in a course that requires a continuation of work beyond the semester for which the student registered for the course. The use of this grade is approved for learning support courses, directed studies, internships, practica, project courses, and exit examinations. Students enrolled in a learning support course must re-enroll in the course. This grade cannot be substituted for an I grade.

W – Indicates that a student was permitted to withdraw without penalty. Withdrawals without penalty will not be permitted after the W grade deadline except in cases of hardship as determined by the assistant vice president for academic affairs. A W grade may also be awarded in the case of credit by examination courses and for excessive absence when auditing a course.

S - Indicates that credit has been given for completion of degree requirements other than academic course work. These are limited to student teaching, clinical practica, junior seminars, internships, college success courses, Regents' Test remediation courses, exit examinations, and senior projects as specified in the course descriptions section of the catalog.

U - Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. These are limited to student teaching, clinical practica, junior seminars, internships, college success courses, Regents' Test remediation courses, exit examinations, and senior projects as specified in the course descriptions section of the catalog.

V – Indicates that a student audited a course. Students may not change from audit to credit status or vice versa after the first week of the term.

K - Indicates that a student was given credit for a course through examination.

NR – Indicates grade not reported by instructor.

EMERGENCY ACTION PLAN

A. STUDENT HEALTH INSURANCE

Columbus State University does not presently require students to have health insurance; however, the University does offer a student health insurance policy for a reasonable price. All students are encouraged to have some type of health insurance coverage. Students who do not have coverage can secure information regarding the group student health and accident insurance program from the Student Health Center at (706) 568-2039. The Student Health Center is located in the Health and Student Center across from the Clock Tower.

B. EMERGENCY ACTION PROCEDURE

1. Initial Action

- a. When an injury, accident and/or sudden illness occurs:
- b. Do not move the victim, unless you are sure that movement will not produce additional harm to the victim.
- c. Perform emergency action steps:
 - Check the victim
 - Call 911 if life threatening
 - Call University Police (568-2022), they are the “first responders” for the campus.
 - Care for the victim within the scope of your training/certification
- d. Send and/or take students with non-life threatening problems to the Student Health Center (507-8620).
 - You may allow a fellow student to accompany the injured or sick student to the Student Health Center
 - You may call CSU University Police for assistance in transporting students at 568-2022
 - You may deem it necessary to dismiss your class and personally attend to the problem
- e. All accidents/emergencies should be reported to the University Police. They will complete a report with your assistance and/or the student’s assistance.
- f. Follow up with appropriate telephone calls and/or visits with the student, Director of Student Health Services, and University Police.
- g. Complete a departmental Accident Report by completely describing the event and securing necessary witness information.
- h. Discuss the event and action taken with the Department Chair for Teacher Education.
- i. File your report for future reference (Teacher Education Departmental Office). You should retain a copy.
- j. Perform additional tasks as deemed necessary and/or advisable.

2. Life Threatening Situations (911)

If the victim is unconscious, call 911 immediately. Sometimes a conscious victim will tell you not to call an ambulance, and you may not be sure what to do. Call 911 if you perceive the situation to be immediately life threatening and if the victim:

- a. Is or becomes unconscious.
- b. Has trouble breathing or is breathing in a strange way.
- c. Has chest pain or pressure.
- d. Is bleeding severely.
- e. Has pressure or pain in the abdomen that does not go away.
- f. Is vomiting or passing blood.
- g. Has seizures, a severe headache, or slurred speech.
- h. Has injuries to the head, neck or back.
- i. Has possible broken bones (action contingent).
- j. Appears to have been poisoned.

3. Additional Considerations

- a. Fill out an accident report regardless of how minor an injury may appear to be.
- b. Do not involve a student in any activity which is not a legitimate part of the class being taught.
- c. Do not leave your class unattended. Students should not begin activities until you are present. When you leave the activity area, all students should also leave the area. Also, if applicable, the teaching area should be locked and/or secured.
- d. Substitute teachers and changes in any class procedures should be approved by the Chair of the Department of Teacher Education.
- e. If a student is injured in your class, work with the student toward completion of class expectations if feasible.

MOTOR VEHICLE REGULATIONS

Motor vehicles parked on the campus require a parking permit.

Part-time staff or faculty members working on a semester basis will be issued a special parking permit renewable each semester. Permits may be obtained at University Police in the Health and Safety Center.

If it becomes necessary to operate an unregistered vehicle on campus, a temporary parking permit must be obtained from University Police. Temporary permits are free and can be issued for up to a three-week period without renewal.

Designated parking areas are provided for visitors, faculty, and students. Parking is not allowed on university roads and drives. The speed limit on all roadways and in all parking lots at CSU is 15 mph. Pedestrians have the right-of-way at all times. No Parking areas and Loading Zones are designated by yellow curbing or posted signs.

Vehicles not parked in appropriate spaces are subject to tickets and-or towing.

Cars may be towed from the campus if blocking traffic or for any condition that creates a safety hazard. Any fee or release charge must be paid by the owner.

Faculty members cannot park in designated visitor spaces or in any reserved spaces.

Dependent members of the sponsor's family attending school and driving the sponsor's vehicle must park in the Student Parking Lots.

The University Police will assist faculty and staff members whose vehicles need a battery jump to start and when keys are locked in the vehicle. Vehicle owner/driver must be present and will be required to sign a responsibility release form prior to services being rendered. The telephone number for assistance is 568-2022.

SEXUAL HARASSMENT POLICY

Columbus State University is committed to creating and maintaining a University community in which all persons can work and learn together in an atmosphere free of all forms of harassment. Therefore, sexual harassment within the Columbus State University community is expressly prohibited.

Each member of the academic community at Columbus State University is expected to respect the dignity and worth of all other members of the community and to refrain from any conduct that could give rise to a charge of sexual harassment. Persons who engage in sexual harassment shall be subject to disciplinary action, to include dismissal when warranted.

1. Definition

Sexual harassment is created by unwelcome sexual advances, requests for sexual favors or other conduct of a sexual nature when:

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or status in a course, program or activity.
- Submission to or rejection of such conduct is used as a basis for a decision affecting an individual's employment or participation in a course, program or activity.
- Such conduct reasonably interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive working or academic environment.

Regardless of intent, it is the effect and characteristics of behavior, which determine whether the behavior constitutes sexual harassment.

2. Complaint Procedure

Any member of the Columbus State University community who believes that he or she has been sexually harassed is encouraged to bring the matter to the attention of the Affirmative Action/Equal Opportunity Officer or the director of human resources. Likewise, if anyone in a supervisory capacity is made aware of such a complaint, he or she must bring the matter to the attention of the Affirmative Action/Equal Opportunity Officer or the director of human resources. No person shall be reprimanded or discriminated against in any way for initiating an inquiry or complaint in good faith. Columbus State University's objective is to take whatever action may be needed to prevent, correct, and if necessary, discipline persons whose behavior violates this policy.

BEHAVIORAL MISCONDUCT

(Source: New Faculty Orientation, Dr. Terry Norris, Associate VPAA)

REGENTS STATEMENT -- 1903 Disruptive Behavior
(BR Minutes, 1968-69, pp. 166-168; 1970-71, p.98)

"Any student, faculty member, administrator, or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary or public service activity, or any other activity authorized to be discharged or held on any campus of the University System of Georgia is considered by the board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment."

DISORDERLY CONDUCT is explained in the CSU Student Handbook as follows.

- a. Behavior that disturbs the academic pursuits, or infringes upon the privacy, rights, or privileges of other persons is prohibited.
- b. No person shall physically assault or threaten any member of or visitor to the university community; nor shall any person haze or attempt to haze any member of the university community.
- c. Disorderly behavior on the campus or at functions sponsored by the university or any recognized university organization is prohibited.
- d. No student shall enter or attempt to enter any dance, social, athletic, or any other university-sponsored event without proper credentials for admission.
- e. Lewd, indecent, and obscene conduct and/or expression are prohibited.
- f. No person shall interfere with, or fail to cooperate with, any properly identified university faculty or staff personnel while these persons are in the performance of their duties. (CSU Student Handbook)

PREVENTION OF DISRUPTIVE CLASSROOM BEHAVIOR

1. Include in your course syllabus a general statement such as... "Students and course instructors share the responsibility for maintaining an appropriate, orderly, learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor may be subject to discipline in accordance with the procedures described in the Student Handbook."
2. Discuss your classroom behavioral expectations with the students during the first class meeting. Make sure that your expectations are reasonable (Would a panel of your colleagues and students be likely to support your expectations?).
3. Direct the students' attention to the ADA Accommodation statement in your syllabus, and remind them of their obligation to inform you of any disability that needs to be considered for a

written accommodation plan. (Students with disabilities are not excused from conduct policies.)

4. Be consistent in the application of your standards from day to day and from student to student.

PROTOCOL FOR DISRUPTIVE BEHAVIOR

1. Disruptive behavior in the classroom should be addressed immediately by the instructor.
2. The student should be told to stop the behavior and reminded of the instructor's policy.
3. If the student resumes his/her behavior, it is the responsibility of the instructor to (a) ask the student to leave for the respective class period and (b) tell the student to meet with both the instructor and the dean of students before the student may return to class.
4. Before the close of the business day, the instructor should provide a written record of the behavior to the dean of students who will share a copy with the student in question.
5. Should the student not follow the instructor's directions to leave class, the instructor may recess the class for 30 minutes during which time the instructor will contact the University Police Office and request an officer. Upon his/her arrival, the public safety officer will take charge of dealing with the student.
6. The university police officer will file an incident report, and the instructor will provide a written record of the behavior to the dean of students before the close of the business day.
7. As soon as is reasonably possible, the dean of students will meet with both the instructor and the student(s) to determine the best solution which may include dropping the student from the class.
8. Appeals may follow according to procedures outlined in the Student Handbook.

DEALING WITH DISRUPTIVE PERSONS

1. Remain calm.
2. Do not argue or shout.
3. Do not touch the person or his/her belongings.
4. Address the person by his/her first and last names.

(University Police Officers are available upon request to escort persons to their offices and/or automobiles after class.)

ACADEMIC MISCONDUCT

(Source: New Faculty Orientation, Dr. Terry Norris, Associate VPAA)

ACADEMIC MISCONDUCT is explained in the student handbook as follows.

The university recognizes honesty and integrity as central virtues of academic life and as fully necessary to its very existence. The university also recognizes and accepts that cooperation, discussion, and group studying outside of the classroom are essential elements of the academic experience, and that students may seek assistance in their studies, such as tutoring or peer review.

However, while such practices are acceptable and even encouraged, students must understand the parameters of accountability in their academic performance and need to respect the academic freedom of the faculty. Therefore, the following regulations are published in the interest of protecting the equity and the validity of the student's grades and degrees, and in order to assist the student in developing standards and attitudes appropriate to academic life:

1. During examinations no student shall use materials not authorized by the instructor.
2. No student or other person shall obtain and furnish to any other student materials which can be shown to contain the questions or answers to any examination scheduled to be given at any date in any course offered by the university.
3. No student shall knowingly receive and use materials, which can be shown to contain the questions, or answers to any examination scheduled to be given at any date in any course offered by the university.
4. No student shall receive or give assistance in preparation of any assignment, essay, laboratory report or examination to be submitted as a requirement for any academic course in such a way that the submitted work can no longer be considered the personal effort of the student submitting the work. In the case of tutoring, peer review and similar instances of assistance, a special effort must be made to retain this distinction and the integrity of the student's personal performance.
5. In some cases, tutoring may border on academic irregularity; in the case of course requirements for a grade, it is the student's responsibility to clarify the instructor's policy. If the student is uncertain as to the direction of the instructor, it is the student's responsibility to seek clarification from the instructor.
6. Plagiarism is prohibited. Themes, essays, term papers, tests, and other requirements for a grade, must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper, they must be appropriately acknowledged. Term papers, reports, reviews, or other assignments may not be purchased for submission in lieu of the student's own efforts.
7. Any person taking, or attempting to take, steal or otherwise procure in any unauthorized manner any material pertaining to the conduct of a class, including tests, examinations, laboratory equipment, roll books, etc., shall be in violation of these regulations.

CSU POLICY ON ACADEMIC MISCONDUCT

Faculty Responsibilities

Faculty are responsible for maintaining exams in a reasonably secure environment, proctoring exams, and accounting for the return of each exam that is distributed. Faculty are also responsible for informing students that plagiarism is prohibited and when direct quotations are used, they must be indicated, and when ideas of another are incorporated in the paper, they must be appropriately acknowledged. Faculty should communicate to students that themes, essays, term papers, tests, and other requirements for a grade, must be the work of the student submitting them and that such assignments may not be purchased for submission in lieu of the student's own work. While students are responsible for reading and understanding the student academic misconduct policies as specified in the Student Handbook, faculty are encouraged to direct students to acquaint themselves with those policies and to ask faculty for clarifications.

Procedures for Handling Academic Misconduct

Faculty

When academic misconduct is suspected, the faculty member should note the time and place of the incident, note possible witnesses, and retain relevant documents. The faculty member should document why academic misconduct is suspected and inform his/her department chair. The matter should then be discussed with the student, preferably in the presence of department chair. If the faculty is the department chair, the college dean will act as the witness.

If after the discussion with the student the suspicion of academic misconduct is substantiated, the faculty member ordinarily determines the academic penalty to be imposed, if any. If an academic penalty is imposed, the faculty member should write a letter to the student within a reasonable time informing him/her of the academic penalty, the reason for the penalty, and the student's right to appeal to the Office of Judicial Affairs. If the student disagrees with the finding or the penalty, the case may be appealed by the initiative of the student. Students should remain in class when appealing.

The faculty member should construct a file and retain all original materials concerning the student's grade and the specific evidence of academic misconduct. A copy of the documentation supporting the charge of academic misconduct and a copy of the letter sent to the student should be forwarded to the Office of Judicial Affairs. The purpose of such notification is to enable administrative penalties to be imposed for repeat offenders, and the notification will not otherwise invoke consideration of administrative penalties. If there is an appeal, the file of original documents will be turned over to the Office of Judicial Affairs.

The faculty member may ask the Office of Judicial Affairs to seek administrative penalties in addition to the academic penalty. This would be accomplished by a written request to the Office of Judicial Affairs.

In cases where the faculty member does not wish to determine the academic penalty, the case may be forwarded to the Office of Judicial Affairs without assignment of an academic

penalty. In the event of a finding by the Student Rights and Responsibilities Hearing Panel of academic misconduct in the case, the panel will recommend actions as detailed in the Student Handbook.

Office of Judicial Affairs

The Office of Judicial Affairs will serve as a repository for records involving cases of academic misconduct.

In cases where the student acknowledges the misconduct and accepts the academic penalty, the student will be administratively placed on probation only, unless there is a previous incidence(s) of academic misconduct on file or the faculty member has requested a hearing before the Student Rights and Responsibilities Hearing Panel. All cases involving multiple incidences of academic misconduct will be referred to the Office of Judicial Affairs for handling.

The Office of Judicial Affairs will notify the appropriate parties so that a hold will be placed on grades for a specified period of time.

Student Rights and Responsibilities Hearing Panel

The primary functions of a Student Rights and Responsibilities Hearing Panel are to determine whether academic misconduct has occurred, and, if so, to recommend appropriate sanctions. In all matters heard by a Student Rights and Responsibilities Hearing Panel, the panel shall be furnished with a sealed letter indicating whether or not the student has a previous record of academic misconduct. This letter shall not be opened or reviewed by the panel unless and until academic misconduct has been determined, at which point the previous offense(s) will be considered in determining recommended penalties. In cases where the student has a record of academic misconduct, this letter shall provide the details thereof. The previous offense(s) may be considered for the awarding of a more serious sanction.

Academic Penalties

Academic penalties are the purview of the faculty member unless there is a successful appeal made by the student. When a faculty member chooses not to determine the academic penalty, the Office of Judicial Affairs will handle the case administratively, which may include referral to a Student Rights and Responsibilities Hearing Panel. Academic penalties are: (1) requiring additional work to demonstrate the student's technical competence in the area; (2) lowering the grade given for the assignment; (3) lowering the grade for the course; or (4) assigning an "F" for the course. Except for assigning an "F" for the course, penalties may be used in combination. However, the Faculty Senate has reviewed the matter and to promote both academic integrity and consistency recommends that an "F" be assigned for the course.

Administrative Penalties

Administrative penalties are: (1) probation; (2) suspension for a definite period of time; (3) expulsion without the possibility of readmission. Under all circumstances following a finding of a repeat academic misconduct, grades are held within the University until the student completes the period of suspension. Students who are suspended cannot have their grades

released.

Academic Appeals

Since educational institutions have the responsibility for protecting the educational purposes for which they exist, and for establishing safeguards to insure that those charged with violations of institutional standards on scholarship and behavior are accorded equal protection from unfair disciplinary measures, the following procedures have been established for the resolution of disciplinary problems.

PROCEDURES FOR ALLEGED ACADEMIC VIOLATIONS

The academic grievance procedure is primarily designed as a route to the resolution of academic or related differences concerning academic fairness, which may arise between a faculty member and a student within a particular course during a single semester/term. This procedure is not available to challenge university policy; although, an alleged improper application of policy may be considered. If there is uncertainty about the appropriate form or direction of a grievance in a particular case, the director of judicial affairs should be consulted. Students are responsible for maintaining the standards of academic performance established by the faculty for each course in which they are enrolled. Faculty members are responsible for informing the students in their classes of their requirements for each course that they teach, including attendance policies and methods for course evaluation. Examination situations should be clearly defined, as well as requirements for outside projects or papers, and plagiarism should be carefully defined.

TIMELINESS OF GRIEVANCE

Grievances should be addressed in a timely fashion. Academic grievances should be initiated within the semester/term the problem occurs or within the first ten (10) university working days of the next semester/term. The Grievance Review Board may consider extenuating circumstances for any exception to this time limitation. Those circumstances must be beyond the control of the student such as hospitalization or military assignment.

INFORMAL ACADEMIC GRIEVANCES

Any student who has an academic fairness complaint with a faculty is encouraged, but not required, to meet with the faculty and/or the faculty member's department chair seeking to resolve the problem informally at the lowest level.

Faculty have a responsibility to post and maintain regular office hours and to make special appointments to meet with students, answer questions concerning course material and attendance records, share the record of a student's grades in the course, explain how particular grades were derived, and to answer questions about examinations within a timely fashion. The faculty is the best authority to explain course requirements and to settle misunderstandings about grades.

Department chairs maintain an open door policy to talk with students. The department chair can assist the student in understanding university or system policy, can direct the student to the times a particular faculty will be available, or attend a meeting with both the student and the

faculty. The chair serves as an objective third party acting as a resource to both the student and the faculty. Chairs and deans are responsible for knowing and being able to explain student and faculty rights and responsibilities, as well as, grievance and appeal procedures. The chair will also supply each party with a Student Handbook referring the parties to the section on formal grievances and noting the filing deadline. If the deadline for filing a formal grievance is less than five (5) university working days away, the department chair may write a letter to the director of judicial affairs indicating that significant progress is being made in the informal handling of the case and that the deadline for filing the formal grievance should be extended by an additional ten (10) university working days.

If the department chair is not available within three (3) university working days or if the department chair is the faculty member with whom the student has a complaint, the dean of the college may act as a facilitator as described above. There is no required meeting with the dean.

FORMAL ACADEMIC GRIEVANCES

If the informal attempt fails or if the student does not wish to meet informally with the faculty member, the department chair, or the dean, the student may file a formal, written complaint with the director of judicial affairs. If the director of judicial affairs is away from campus or has a conflict of interest in the case, the complaint may be filed with either the assistant vice president for academic affairs or the assistant vice president for student affairs. Henceforth for the purpose of this policy, any of these three (3) administrators who receives a written complaint shall be referred to as the “Judicial Officer.”

Due Process for formal academic grievances at Columbus State University includes: 1. written notification of charges(s); 2. the opportunity to review evidence supporting the charge(s); 3. the opportunity to present evidence in response to the charge(s); 4. the right to have an advisor from the university community present during any hearing (sometimes an attorney—see Academic Grievance Policy Brochure, Advisors); and 5. unless time extensions have been granted, the right to a written decision based on the evidence within forty (40) university working days from the date of the filing of the formal grievance.

NOTE: For additional information see, the director of judicial affairs, the assistant vice president for academic affairs, the dean of students, or the judicial affairs web-site.

**THE DEPARTMENT OF TEACHER
EDUCATION
POLICIES AND PROCEDURES**

Department of Teacher Education

Location: Jordan Hall, Room 302
Office Hours: Monday – Friday; 8:00 am - 5:00 pm
Phone: 706-568-2255, 706-568-2256 or 706-568-2046
Fax: 706-569-3134
Chair: Deirdre Greer (greer_deirdre@columbusstate.edu)
Secretaries: Deirdre Brown (thomas_deirdre@columbusstate.edu)

Employment:

Employment for part-time faculty members will be dependent upon the needs of the College of Education and Health Professions on a semester-by-semester basis. Course offerings are subject to change each term. Assignments for part-time faculty will be made after full-time faculty members have been assigned full teaching loads for the term.

Student Registration:

Occasionally, part-time faculty members receive student requests for overrides into courses which have reached the maximum seating capacity. The number of students allowed in each class has been predetermined to provide for an optimum teaching and learning environment. The enrollment capacity for an undergraduate class is 30-35 students and 25 students for a graduate class. Please confer with the department chair before giving your consent to add a student to a course which has reached the enrollment capacity.

Course Syllabus

Each student should be provided with a copy of the course syllabus and projected course calendar at the first class meeting. An electronic copy of the syllabus should be provided to the department secretary prior to the first class meeting.

Part-time faculty members are required to use the template located in Appendix E to format the course syllabus. This template includes components which are required by the university and which will be reviewed by the accrediting agencies of the COEHP.

Course Calendar

Please review the CSU calendar to verify class meeting dates and to incorporate appropriate holidays into the course calendar. Final exams should be scheduled according to the university schedule.

Textbooks

Textbook orders are handled through the department. Faculty members who need a desk copy of a textbook should contact the departmental secretary to initiate the request.

Grading Policy

The instructor should include within the syllabus a clear explanation of the grading system to be used in the course.

Confidentiality

Grades are not to be distributed by telephone. Grades may be communicated via WebCT, or the instructor may collect email addresses from students and send grades to those addresses. Answering an email from an uncertain address (superman@mycom) with a student's first name (Joe) noted in the email is not recommended. Information regarding a student's progress should only be provided to the student. Policy states, **“DO NOT RELEASE ANY STUDENT INFORMATION, INCLUDING DIRECTORY INFORMATION, TO A THIRD PARTY. RELEASE OF STUDENT INFORMATION WILL RESULT IN LOSS OF ACCESS TO STUDENT RECORD INFORMATION. DISCLOSURE TO UNAUTHORIZED PARTIES VIOLATES THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA). YOU SHOULD NOT PROCEED UNLESS YOU ARE SPECIFICALLY AUTHORIZED TO DO SO AND ARE INFORMED ABOUT FERPA. IF YOU HAVE ANY QUESTIONS ABOUT FERPA, PLEASE CONTACT THE REGISTRAR'S OFFICE (568-2035).”**

Attendance Policy

The course attendance policy is established by individual faculty and should be included in the course syllabus. If an instructor does not provide a written policy statement during the first week of classes, a student is permitted to accumulate a total of nine (9) hours of absences in a three credit hour course without exclusion. A student may be allowed to make up a previously announced test at the discretion of the faculty member.

An instructor may exclude a student and assign the grade of “WF” upon accumulation of 10 or more hours of absences, or the equivalent in courses carrying fewer credit hours. The instructor may submit a WF through ISIS.

Student Assignments

Your syllabus should include a statement indicating the length of time that student assignments will be kept on file and what will happen to materials that are not retrieved during that period of time. (See syllabus template in Appendix E for a sample statement regarding this policy.)

Academic Misconduct and Classroom Behavior

Faculty members are responsible for informing students regarding the policies related to academic misconduct and expected classroom behavior. Please refer to the CSU policy included in the Student Handbook for additional information. (See syllabus template in Appendix E for sample policies on classroom behavior and plagiarism.)

Effective Fall 2007, CSU faculty may NOT require any student to submit their own work or to have their work submitted by a faculty or staff member to TurnItIn.com or to any other 3rd party plagiarism detection technology service. Faculty members may request that students voluntarily use such technologies to examine their own papers for learning purposes. Faculty may also utilize these technologies on their own by replacing the student's name with a dummy number and by removing all information from the paper that could personally identify the student. This directive comes as a result of a FERPA ruling from the U. S. Department of Education and with the endorsement of the BOR Legal Affairs Office.

Office Hours and Instructor Availability

All part-time faculty members should be accessible to students for a predetermined period of time before or after class or during specified office hours. These hours should be defined on the syllabus and provided to the department secretary. This information will be used to assist students and other individuals who need to meet with the instructor.

Instructor Attire

Instructors should set the example for professional appearance. Apparel should be appropriate for the courses taught.

Instructor Absence

Occasionally, an instructor will not be able to meet with his/her assigned class due to extenuating circumstances. If the instructor plans to be away from campus on a CSU related trip, he or she is required to submit a travel request form. Alternative arrangements for any classes must be approved by the Chair of the Department of Teacher Education. Approved arrangements must also be noted on the travel request form. Instructors should avoid missing classes during the last week of the term.

In case of illness or personal emergency, the following procedures should be followed:

1. The instructor is responsible for making arrangements for a substitute. Notifications of arrangements must be made to the Department Chair.
2. If it is impossible to arrange for an appropriate substitute, the Department Chair must be notified. At that time, a COEHP staff member will inform students that the class has been cancelled.

Classes should be covered if at all feasible. Substitute instructors should be supplied with lesson plans, class rolls, and other necessary materials/information. The part-time faculty member is responsible for securing substitute instructors and/or covering all class meetings. Substitutes must come from the CSU staff. Outside resource people cannot serve as substitute teachers.

Final Exams

The final exam schedule is published each semester under "Calendars and Schedules" on the CSU faculty web page. It is found at: <http://faculty.columbusstate.edu/calendar.php>. All instructors should adhere to the university schedule for final exams.

Protocol for Resolving Student Issues

If a student has an issue that cannot be resolved with an instructor, the student can be referred to the Department Chair for assistance with the issue.

Student Questions

Please refer all undergraduate student advising questions to the College of Education and Health Professions Office of Student Advising and Field Experiences (Jordan Hall, Room 107). Graduate student advising questions should be referred to the appropriate Program Coordinator. Questions regarding admission, financial aid, etc. should be referred to the Office of Enrollment Services located in University Hall.

Class Audit Roll

It is essential that each faculty member complete the *Class Audit Roll* form electronically for each course assigned. After the schedule change period has ended, this form is to be used for students who are:

- attending and not registered
- registered and "never" attended
- registered and stopped attending (the date last attended must be submitted)

Undergraduate students not listed on the course roster should be immediately directed to the College of Education and Health Professions Office of Student Advising and Field Experiences (Jordan Hall, Room 107) for registration assistance. Graduate students not listed on the course roster should be immediately directed to the Chair of the Department (Jordan Hall, Room 303) for assistance.

Individuals should not participate in a class unless they are officially on the class roll. Do not allow students to participate in classes while allowing them to remain officially enrolled in another section of the course.

Course Evaluations

Course evaluations are generated through the Social Research Center and should be completed by students during the designated week. After the semester ends and grades are finalized, evaluation results will be sent to the Department of Teacher Education and dispersed to faculty.

Mailboxes

Part-time faculty members have an assigned mailbox in Jordan Hall, Room 315. This mailbox should be checked regularly for student assignments, departmental communications and other information.

E-mail

Each part-time faculty member has a CSU e-mail account. The address typically follows the format: lastname_firstname@columbusstate.edu. E-mail provides students, faculty and administrators with an efficient means of communication. It is the responsibility of the part-time faculty member to check this account regularly and to respond to messages received in a timely manner.

Keys

The department secretary will assist faculty members in accessing locked classrooms. If you are teaching a course which begins after 5:00 pm, please contact the department secretary at the beginning of the term so that arrangements can be made with University Police to open and lock the room. All areas/facilities must be cleared of students and locked before the instructor leaves the teaching area.

Copies/Print Shop

If your syllabus has multiple pages, please submit it to the department secretary for copying. If you have multi-page handouts for your class, please submit those in advance for copying through the Print Shop or post those online so that students can download and print the information. All copy or print requests should be submitted a minimum of 48 hours in advance of the time of the desired use. **Students are not allowed to use the departmental copy machine.**

Supplies

The department has a limited budget for supplies. If you need office supplies for use in your class (i.e. tape, markers, construction paper, etc.), please contact the departmental secretary to determine if these supplies are available through the department.

Room/Equipment Reservations

For special room reservations or equipment needs, please contact the departmental secretary for assistance.

STATEMENT OF UNDERSTANDING

Each instructor should delineate course expectations during the first class period of each course. Documents which should be utilized include:

- Course Syllabus
- Grading Scale
- Attendance Policy
- Statement of Understanding

Information which should be clearly communicated to the students includes:

- Course Content
- Course Assignments
- Class Participation and Attendance
- Grading Scale and Student Evaluation Procedures
- ADA Accommodation Policy
- Class Location(s)
- Inclement Weather Plan
- Safety Concerns
- Class Meeting Date and Time
- Withdrawal Procedure and Time Schedule (Columbus State University Catalog)

After you have discussed the parameters of the course with your students, you should secure a signed Statement of Understanding from each student which verifies that each student understands course expectations. You should retain these forms and other course materials a minimum of thirty (30) days into the following term.

SAMPLE STATEMENT OF UNDERSTANDING

I have received a copy of the syllabus for EDEC 2155. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand the requirements set forth in the syllabus and my responsibility to fulfill those requirements in a professional manner.

Student Signature

Date

APPENDIX

APPENDIX A

Board of Regents: Qualifications for Part-time Faculty

BOARD OF REGENTS: QUALIFICATIONS FOR PART-TIME FACULTY

Excerpts of the Policy Manual of the Board of Regents; the University System of Georgia.

802.04 CONDITIONS OF EMPLOYMENT:

The following actions are required of all employees as conditions of employment:

- A. The State Security Questionnaire must be completed for all persons employed for thirty or more days. This form will be prepared and filed appropriately at the institution.
- B. The Loyalty Oath must be completed as required by the laws of the State of Georgia. This form must be retained in the permanent files of the institution. (BOR Minutes, 1948-49, pp. 191-192)
- C. Federal and Georgia withholding tax forms must be completed.

803.01 MINIMUM QUALIFICATIONS FOR EMPLOYMENT:

Minimum employment qualifications for all three types of institutions and all academic ranks within these institutions shall be:

- A. Master's Degree. Exceptions may be made for:
 - 1. persons of special learning and ability;
 - 2. promising individuals who have recently acquired the baccalaureate degree and are proceeding with their graduate training; or,
 - 3. temporary emergency appointments.
- B. Evidence of ability as a teacher.

802.0904 EMPLOYMENT BEYOND RETIREMENT:

When a person has been retired from the University System and is receiving benefits from the Teachers Retirement System, the Employees Retirement System, or the Regents Retirement Plan, payment for services rendered to the University System by that person without prior approval by the Board of Regents is prohibited. In no event shall payment for services rendered be considered if compensation for that time, together with benefits being paid from the Teachers Retirement System (TRS), the Employees Retirement System (ERS), or the Regents Retirement Plan exceed the compensation the individual was earning at the time of retirement. (BOR Minutes, 1984-85, p. 208; 1988-89, p. 44; 1990-91, p. 39)

APPENDIX B

Checklist for Part-time Faculty Orientation

Checklist for Part-time Faculty Orientation

1. The following materials will be provided by the Human Resources Department:
 - _____ INS Employment Eligibility Verification
 - _____ IRS Employee's Withholding Allowance Certificate (W-4)
 - _____ GA Employee's Withholding Allowance Certificate (G-4)
 - _____ Application for Parking Permit
 - _____ Employee ID Card

2. The following materials are available from academic departments or deans' offices:
 - _____ Part-time Faculty Services Agreement
 - _____ University Catalog - available online at <http://academics.columbusstate.edu/catalogs/>
 - _____ Part-time Faculty Handbook
 - _____ Student Handbook - available online at <http://students.columbusstate.edu/policies.php>
 - _____ University and College Directory
 - _____ Key Authorization (if applicable)
 - _____ Library Resources and Services - <http://library.columbusstate.edu/>
 - _____ Sample Student Evaluation Form

3. The following materials should be submitted to and kept on file in the Office of the Vice President for Academic Affairs:
 - _____ Employment Application for Faculty Appointment
 - _____ Applicant Data Form
 - _____ Security Questionnaire and Loyalty Oath
 - _____ Current Résumé
 - _____ Official Transcripts

APPENDIX C

Part-time Faculty Pay Scale and Evaluations

Part-time Faculty Pay Scale and Evaluations

(Special thanks to Pat McHenry and the Faculty Senate Subcommittee on Part-time Faculty for all their work and recommendations.)

Recommended Pay Scale Per Three Credit Hours for Part-time & Retired CSU Faculty*

<i>(Present)</i>	Degree	Base	Level One	Level Two
<i>(\$1,500)</i>	Masters	\$2,250	\$2,350	\$2,500
	JD/EdS	\$2,300	\$2,525	\$2,775
<i>(\$2,100)</i>	PhD/MFA	\$2,500	\$2,750	\$3,000

* Part-time faculty members are limited to teaching **less than** 15 semester hours during a single academic year.

* Retired CSU faculty will receive pay based on Level Two. (“Retired Faculty” refers only to retired CSU faculty)

Laboratory contact hours will be paid at 50% of the amount paid for lecture hours.

For example: John Doe MA, Base at \$750 per semester lecture hour and \$375 per laboratory contact hour.

BIOL 111 (3-2-4) = 3 x \$750 + 2 x \$375 = \$3,000

Jane Roe PhD, Level Two at \$1,000 per semester lecture hour and \$500 per lab contact hour.

(CSU Retired) BIOL 2222 (3-2-4) = 3 x \$1,000 + 2 x \$500 = \$4,000

Promotion to a higher level shall require all of the items listed below.

1. Five consecutive calendar years of teaching credit courses at CSU in a given level.
2. A minimum of thirty credit hours taught during the five year period.
3. Positive student evaluations from every class taught.
4. Positive annual performance reviews based on departmental standards.
5. A strong recommendation for promotion from the department chair during the fifth year.
6. A recommendation for promotion from the dean.
7. Final determinations will be made by the VPAA.
8. Promotions are subject to funding availability.

SACS Standard 3.7.2

“The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.”

APPENDIX D

Part-time Faculty Evaluation Form



**Part-Time Faculty Evaluation
Teacher Education**



Name: _____ Date: _____

Criteria	Below Expectations	Meets Expectations	Comments
<p>Teaching</p> <ul style="list-style-type: none"> • The faculty member models best practices within his/her discipline, uses appropriate assessment techniques and establishes a classroom environment which facilitates student learning. • The faculty member has positive student evaluations from every class taught. • The university supervisor provides effective feedback which enables the teacher candidate to reflect on and improve his/her practice. • The university supervisor has positive student evaluations from each student teacher/intern. • The coordinator provides appropriate management of administrative tasks relevant to his/her position. • The advisor provides accurate and timely information, assists the student in the completion of advisement paperwork and refers the student to other appropriate resources when necessary. 			
<p>Scholarship</p> <ul style="list-style-type: none"> • The faculty member demonstrates appropriate credentials to teach within his/her discipline. 			
<p>Professionalism</p> <ul style="list-style-type: none"> • The faculty member models professionalism through appropriate attitudes, actions and appearance. 			
<p>Faculty Member Comments:</p> 			

University Representative

Faculty Member


APPENDIX E

Syllabus Template

"...To Achieve Excellence by Guiding Individuals as They Develop the Proficiency, Expertise, and Leadership Consistent with Their Professional Roles"

**College of Education and Health Professions
Columbus State University
Department of Teacher Education**

SYLLABUS TEMPLATE

Course:			Semester:	
Instructor:			Time:	
Office:			Day(s):	
Phone:	(706) 568-2255		Location:	
Email:				
FAX:	(706) 569-3134		Teaching Schedule:	
Office Hours:			Prerequisites:	
		Corequisites:		

The College of Education and Health Professions at Columbus State University prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. COEHP faculty guide individuals in this developmental process.

Teaching, scholarship, and professionalism encompass the highest standards represented in the ten (10) principles approved in 2011 by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the five (5) core assumptions of accomplished teaching of the National Board of Professional Teaching Standards (NBPTS). The College of Education and Health Professions has adopted these principles, which are listed below, as standards for beginning and advanced teachers.

InTASC Model Core Teaching Standards

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

NBPTS Core Assumptions:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.

4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

ADA STATEMENT:

ADA Accommodation Notice: If you have a documented disability, as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504), the Americans with Disabilities Act (ADA) and subsequent amendments, and would like to request academic and/or physical accommodations, please contact the Office of Disability Services in the Schuster Student Success Center (Room 221), 706-507-8755 as soon as possible. Course requirements will not be waived, but reasonable accommodations may be provided as appropriate.

COURSE GOALS & OBJECTIVES:

Students will:

COURSE REQUIREMENTS:

GRADES:

The following scale will be used:

90-100 – A
80-89 - B
70-79 - C
60-69 - D
Below 60 - F

TEXTBOOK:

CULTURAL DIVERSITY: In keeping with the Columbus State University Creed, membership in our community of scholars obligates us to practice personal and academic integrity; respect the dignity of all persons; respect the rights and property of others; celebrate diversity, striving to learn from differences in people, ideas, and opinions; demonstrate concern for others, their feelings, and their need for support in their work and development. Perspectives on the importance of cultural diversity on the various topics will be included in the discussions.

TECHNOLOGY: Students will be encouraged to use the broad range of electronic technology available in the University's computer laboratories and library. Resources available include, but are not limited to, Peachnet, Galileo, and SilverPlatter; search engines include Inference Find, Metacrawler, MetaFind, Yahoo!, Infoseek, Alta Vista, and Northern Light, searchengines.com, beaucoup.com,

ATTENDANCE POLICY: Regular attendance at class or a laboratory is a student obligation. Hours of absence in excess of nine (9) in this three-semester hour course will cause you **to be dropped from the class for excessive absence.**

STUDENT ASSIGNMENTS: Assignments will be kept for a period of 30 days into the following term. Materials that are not picked up by the student during that period of time will be discarded. Materials may not be picked up by an individual other than the student.

CLASSROOM BEHAVIOR: Students and course instructors share the responsibility for maintaining an appropriate, orderly learning environment. Students who fail to adhere to the behavioral expectations outlined by the instructor may be subject to discipline described in the Student Handbook.

PLAGIARISM: The appropriation of passages, either word for word or in substance, from the writing of another and the incorporation of those passages as one's own in written work offered for credit.

It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks and footnotes or other explanatory inserts.

This includes the copying of laboratory reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as the footnoted use of other themes, theses, books, or pamphlets. NOTE: Plagiarism may come about through carelessness or ignorance. Every student, however, may free him/herself from uncertainties on this score by observing the special practice by each instructor for preparation of written work in his/her particular course.

NOTE: Credit for this statement goes to Dr. Barbara Hunt.

STATEMENT OF UNDERSTANDING

I have received a copy of the syllabus for _____ (course number). I have read the syllabus and have been offered an opportunity to ask questions about it. I understand the requirements set forth in the syllabus and my responsibility to fulfill those requirements in a professional manner.

Student Signature

Date

APPENDIX F

Undergraduate Dispositions Rubric

College of Education and Health Professions
Rubric for the Evaluation of Teacher Candidate Dispositions

Disposition	Below Expectations	Meets Expectations	Exceeds Expectations
Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students	Uses objectionable language; relates to P-12 students as peers; leaves the classroom without a qualified person in charge.	Uses no objectionable language; relates to P-12 students in an adult and professional manner; never leaves the classroom without a qualified adult in charge.	Always models language that is exemplary and deals individually with P-12 students who exhibit inappropriate language; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom environment at all times.
Interacts appropriately and positively with others	Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate.	Interactions with peers, colleagues, or authority figures are appropriate and positive.	Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions.
Treats others with courtesy, respect and open-mindedness	At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others	Treats others with courtesy and respect. Words and actions are polite and professional.	Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others.
Displays the ability to work with diverse individuals	Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers.	Works harmoniously and effectively with diverse individuals.	Displays the ability to work with diverse individuals and may seek opportunities to include or show appreciation for those excluded.
Displays maturity and independence by following appropriate protocol when seeking solutions to problems	Enlists participation of family members or other individuals to seek solutions on his/her behalf; fails to identify the appropriate personnel with whom to address the problem; focuses on blaming others rather than seeking solutions.	If unable to resolve problem independently, enlists the help of faculty or staff in identifying the appropriate person to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.	Seeks solutions independently and/or identifies the faculty or staff member who can assist; addresses the problem with the appropriate person and is prepared with any necessary documentation; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.
Accepts and uses constructive criticism (feedback)	Is not receptive to constructive comments and shows no sign of implementing change.	Is receptive to constructive comments and implements changes.	Is receptive to constructive comments, implements changes, and seeks feedback from others.
Demonstrates enthusiasm, confidence, and initiative	Lacks enthusiasm and confidence in teaching and does not take initiative.	Exhibits enthusiasm and confidence in teaching and takes initiative.	Is enthusiastic, confident, and takes initiative beyond what is expected.
Demonstrates appropriate self-monitoring and control of emotions and behavior	At times visibly demonstrates a lack of emotional control; may become upset, use put-downs or display anger.	Models appropriate emotional and behavioral responses.	Models appropriate emotional and behavioral responses in difficult situations.
Demonstrates acceptable professional appearance and uses appropriate hygiene	Appearance, attire and/or hygiene are often inappropriate.	Appearance, attire, and hygiene are appropriate.	Is a role model of professionalism through personal appearance, attire, and hygiene.

Disposition	Below Expectations	Meets Expectations	Exceeds Expectations
Maintains confidentiality of records, correspondence and conversations	Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, other teacher candidates, or school personnel; does not respect confidentiality of professional correspondence or conversations.	Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping.	Maintains confidentiality of P-12 student records and of professional correspondence and conversations, and does not tolerate gossiping or abuses of confidentiality by others.
Prepares thoroughly and consistently	Seldom displays a thorough preparation of academic materials.	Consistently displays a thorough preparation of academic materials.	Always displays a thorough preparation of academic materials and goes beyond required criteria.
Meets deadlines	Does not consistently abide by deadlines for assignments, including projects and presentations.	Consistently abides by deadlines for assignments, including projects and presentations.	Always abides by deadlines for assignments including projects and presentations.
Exhibits a strict code of honesty related to tests and assignments	Has knowingly plagiarized, cheated on a test, copied another's work or allowed someone to copy.	Consistently demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.	Always demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.

APPENDIX G

Graduate Dispositions Rubric & Evaluation Form

**College of Education and Health Professions
Rubric for the Graduate Evaluation of Dispositions**

Disposition	Below Expectations	Meets Expectations	Exemplary
Displays maturity when seeking solutions to problems and implementing suggestions (Professionalism)	Enlists participation of inappropriate personnel to seek solutions on his/her behalf; Fails to identify the appropriate personnel with whom to address the problem; Focuses on blaming others rather than seeking solutions; Does not demonstrate discretion when discussing problems; Is not receptive to constructive comments and shows no sign of implementing change.	If unable to resolve problems independently, enlists the help of faculty or staff to identify the appropriate personnel to assist him/her; Follows through with that person to seek a resolution; Uses discretion in discussing the problem; Focuses on solutions rather than assigning blame; Is receptive to constructive comments and implements changes.	Seeks solutions independently and/or identifies the faculty or staff member who can assist; Addresses the problem with the appropriate person and is prepared with any necessary documentation; Uses discretion in discussing the problem with only the appropriate person(s); Focuses on solutions rather than assigning blame, accepting personal responsibility for problems when appropriate; Is receptive to constructive comments, implements changes, and seeks feedback from others.
Demonstrates professional responsibility in carrying out his/her assigned duties (Professionalism)	Does not maintain confidentiality of records, professional correspondence, or conversations; Participates in gossip about P-12 students, faculty, or school personnel; Seldom displays a thorough preparation of academic materials; Does not consistently abide by deadlines for assignments; Has exhibited behaviors of dishonesty.	Maintains confidentiality of P-12 student records, professional correspondence, and conversations; Refrains from gossiping; Consistently displays a thorough preparation of academic materials; Consistently abides by deadlines for assignments; Consistently demonstrates behaviors of honesty and integrity.	Maintains confidentiality of P-12 student records, professional correspondence, and conversations, and does not tolerate gossiping or abuse of confidentiality of others; Always displays a thorough preparation of academic materials and goes beyond required criteria; Always abides by deadlines for assignments; Always demonstrates behaviors that exemplify honesty and integrity, documenting these thoroughly.
Demonstrates acceptable professional appearance and maintains appropriate cleanliness (Professionalism)	Appearance, attire and/or cleanliness are often inappropriate.	Appearance, attire, and cleanliness are appropriate.	Is a role model of professionalism through personal appearance, attire, and cleanliness.

Disposition	Below Expectations	Meets Expectations	Exemplary
Reflects sound judgment and appropriate self-control, especially in relating to and self-guarding students (Professionalism, Teaching)	Uses objectionable language; Reveals inappropriate sensitive and personal information about himself/herself in the classroom setting; Is unable to control his/her emotions and temper; May use put-downs.	Uses no objectionable language; Reveals general personal information; Models appropriate emotional and behavioral responses; Never loses his/her temper.	Always models language that is exemplary and deals individually with P-12 students who exhibit inappropriate language; Maintains a warm, but professional attitude with students; Guides the behavior of students in a caring and gentle way. Models appropriate emotional and behavioral responses in difficult situations.
Interacts appropriately and positively with others, while appreciating and valuing human diversity (Professionalism, Teaching)	Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate. At times treats others rudely and with disrespect. Words or actions are insulting and show contempt for others. Communicates an inability or unwillingness to work with some students, parents or other school or university personnel.	Interactions with peers, colleagues, or authority figures are appropriate and positive. Treats others with courtesy and respect. Words and actions are polite and professional. Works harmoniously and effectively with diverse individuals.	Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions. Treats other with courtesy, respect, and open-mindedness. Listens to and shows interest in the ideas and opinions of others. Seeks opportunities to include or show appreciation for those who may be excluded. Demonstrates concern for students by engaging in service activities benefiting the profession and the community (e.g., mentoring, tutoring).
Demonstrates the belief that all students can learn (Professionalism, Teaching)	Does not set and convey high standards for all students; displays inequitable treatment of learners; does not persist in helping all learners achieve success.	Sets and conveys high standards for all students and persists in helping those students achieve success; displays equitable treatment of learners.	Always sets and conveys high standards for all students and persists in helping those students achieve success; displays equitable treatment of learners.
Displays enthusiasm for the discipline(s) he or she teaches and understands the importance of developing relevant connections to everyday life (Professionalism, Teaching)	Demonstrates no enthusiasm for teaching and there is little attempt to place discipline content in the context of everyday life.	Demonstrates enthusiasm for teaching and attempts to make discipline content relevant to student's everyday life.	Exudes enthusiasm and consistently develops and integrates dynamic, skills based and student centered instruction that allows students to apply knowledge in the context of everyday life.

Disposition	Below Expectations	Meets Expectations	Exemplary
Demonstrates interest and involvement in professional organizations (Professionalism, Scholarship)	Teacher is not a member of any professional organizations and shows little interest or benefit in attaining membership.	Teacher is a member of a professional organization and participates in the organization to some degree.	Teacher is highly active in professional organizations and views professional organizations as a valuable medium through which ideas and information can be freely and consistently shared.
Demonstrate a belief in the value of using research-based strategies in teaching (Professionalism, Teaching, and Scholarship)	Does not demonstrate a belief in the importance of research-based strategies in education or does not demonstrate the use of these strategies in planning, teaching, and assessment	Demonstrates a belief in the importance of research-based strategies in education and as a result demonstrates knowledge of strategies and uses these strategies in planning, teaching, and assessment.	Demonstrates a belief in the importance of research-based strategies in education and as a result demonstrates expert knowledge of strategies and consistently uses these strategies in planning, teaching, and assessment.
Engages in reflection and self assessment and demonstrates a commitment to life long learning (Professionalism, Teaching, and Scholarship)	Does not reflect upon or revise teaching practices. Teacher does not seek out or participate in continuing education or staff development activities.	Reflects upon and revises teaching practices. Teacher seeks out and participates in some continuing education and staff development activities.	Reflects upon and revises teaching practices and expertly applies revised practices in the classroom. Teacher consistently seeks out and participates in various continuing education and staff development activities that directly develop the teacher's expertise in teaching.

4/27/05

APPENDIX H

MAP Evaluation Form

Model Of Appropriate Practice (MAP) Teacher Candidate Evaluation
College of Education and Health Professions
Observation Scoring Rubric

Domain 1: Planning and Preparation				
INDICATOR	Unsatisfactory	Emerging	Satisfactory	Accomplished Novice
1A. Demonstrates Knowledge of Content	Candidate has little or no understanding of the content.	Candidate has some understanding of the content.	Candidate adequately understands the content.	Candidate thoroughly understands the content.
1B. Demonstrates Knowledge of Pedagogy	Pedagogy does not include the use of best practices.	Pedagogy is inconsistently comprised of best practices and makes little or no connections within and across the curriculum. Candidate makes little or no use of appropriate technology or uses it inappropriately.	Pedagogy includes some use of best practices and attempts to make appropriate connections within and across the curriculum. Candidate makes some attempts to use appropriate technology.	Pedagogy is consistently comprised of best practices and makes appropriate connections within and across the curriculum. Candidate embraces technology as an essential tool for teaching and learning, selecting and using appropriate technological tools that enhance student learning.
1C. Demonstrates Knowledge of Students and their Learning	Candidate does not build on students' prior knowledge, background, learning styles and interest.	Candidate is able to meet the needs of some students by building on their prior knowledge, background, learning styles and interest.	Candidate meets the needs of most students by building on their prior knowledge, background, learning styles and interest.	Candidate consistently meets the needs of all students by building on their prior knowledge, background, learning styles and interest.
1D. Selects Appropriate Learning Goals	Does not state appropriate learning goals and outcomes	Attempts to state appropriate learning goals and outcomes	Clearly states appropriate learning goals and outcomes	Clearly states appropriate differentiated learning goals and outcomes
1E. Demonstrates Knowledge of Resources	Incorporates inappropriate or no resources for planning and teaching	Attempts to incorporate resources for planning and teaching	Incorporates appropriate resources, including technology, for planning and teaching	Consistently incorporates a variety of appropriate resources, including technology, for planning and teaching
1F. Designs Coherent Instruction	Components are not aligned and do not provide a clear structure.	Attempt is made to align components and provide structure.	Some components are aligned and some structure is evident.	Components are aligned and provide a clear structure of the lesson.
1G. Assesses Student Learning for Planning	Does not include appropriate assessments which are aligned with stated learning goals and outcomes; does not use assessment data in planning instruction	Attempt is made to include appropriate assessments but may not be aligned with instructional goals; use of assessment data is limited	Includes appropriate assessments which are partially aligned with instructional goals with clear assessment criteria and standards; makes some use of assessment data to plan instruction	Includes appropriate assessments which are aligned with instructional goals with clear assessment criteria and standards; consistently evaluates and uses assessment data to plan instruction
Domain 2: The Classroom Environment				
INDICATOR	Unsatisfactory	Emerging	Satisfactory	Accomplished Novice
2A. Creating an Environment of Respect and Rapport	Disrespectful classroom interactions are addressed inappropriately. Classroom interactions are inappropriate to support an environment for teaching and learning.	Disrespectful classroom interactions are not consistently addressed. Interactions create an environment with some conflict that is not always conducive to teaching and learning.	Classroom interactions are generally respectful and support an environment relatively free from non-productive conflict. Interactions create an environment that is conducive to teaching and learning.	Classroom interactions are respectful and mindful of cultural, cognitive, and ability differences. Interactions encourage an environment conducive to teaching and learning.
2B. Establishing a Culture for Learning	Creates a climate that interferes with learning and positive social interactions by valuing some learners' qualities over others, conveying low expectations of student achievement resulting in minimal student engagement. Excludes segments of the population in the learning process.	Attempts to create a climate that supports learning through: encouraging positive social interaction, conveying moderate expectations of student achievement resulting in inconsistent student engagement. Attempts to include ALL students in the learning process	Creates a climate that supports learning through: encouraging positive social interaction while reflecting an awareness of valuing differences, conveying high expectations of student achievement resulting in moderate student engagement that offers ALL students an equitable opportunity to participate in the learning process	Creates a climate that supports learning through: encouraging positive social interaction that values differences, conveying high expectations of student achievement resulting in high student engagement that offers ALL students an equitable opportunity to actively participate in the learning process.

INDICATOR	Unsatisfactory	Emerging	Satisfactory	Accomplished Novice
2C. Managing the Learning Environment	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures exist but are applied inconsistently and have not been established as part of the classroom culture resulting in some loss of instructional time.	Classroom routines and procedures have been established and function with little loss of instructional time.	Classroom routines and procedures that promote learning have been established and function smoothly, maximizing instructional time.
2D. Managing Student Behaviors (attitude, conduct, and academic)	Has not established clear expectations, appears to be unaware of student behaviors, and does not respond to behaviors in appropriate and respectful ways.	Establishes some expectations and demonstrates emerging awareness by attempting to respond to some behaviors in appropriate and respectful ways.	Establishes clear expectations and demonstrates awareness by responding to most student behaviors in appropriate and respectful ways.	Establishes clear expectations and demonstrates awareness of student behaviors by responding in appropriate and respectful ways.
2E: Utilizing Classroom Space	Makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students. There is a mismatch between use of furniture/equipment and the lesson activities.	Creates a physical environment that is safe, and some essential learning is accessible to all students. The use of furniture/equipment supports most learning activities.	Creates a physical environment that is safe, and learning is accessible to all students. Uses furniture and equipment effectively as a resource for learning.	Creates a safe, flexible physical environment that may extend beyond the classroom and enhances learning for all students through a variety of student-centered activities.

Domain 3: Instruction

INDICATOR	Unsatisfactory	Emerging	Satisfactory	Accomplished Novice
3A. Communicating Clearly and Accurately	When giving instructions, explanations, or learning objectives/goals the oral and written communication is not clear, with grammar and/or syntax errors, or inappropriate language usage.	When giving instructions, explanations, or learning objectives/goals the oral and written communication is not clear, with grammar and/or syntax errors, or inappropriate language usage.	When giving instructions, explanations, or learning objectives/goals the oral and written communication is appropriate but at times requires further clarification.	When giving instructions, explanations, or learning objectives/goals the oral and written communication is consistently clear, accurate and appropriate for all situations.
3B. Using Questioning and Discussion Techniques	Makes poor use of questioning and discussion techniques, using only recall questions, little meaningful discussion, and limited student participation.	Attempts to use a variety of questioning techniques to probe student thinking and understanding but has difficulty guiding discussion based on students' responses. Engages some students in meaningful discussion and inconsistently incorporates wait time.	Uses a variety of questioning techniques to probe student thinking and understanding to facilitate student-centered discussions. Most students are engaged in meaningful discussions.	Uses a variety of questioning techniques to probe student thinking and understanding to facilitate student-centered discussions. All students are engaged in meaningful discussions that challenge/expand their perspectives.
3C. Engaging Students in Learning	Uses inappropriate instructional strategies/ pacing/technology which results in a lack of engagement and little learning for students throughout lesson.	Attempts to use a variety of instructional strategies/ pacing/technology which results in sporadic engagement and learning for students throughout lesson.	Uses a variety of instructional strategies/ pacing/technology which results in engagement and learning for students throughout much of lesson.	Understands and consistently uses a variety of instructional strategies/pacing/technology which results in engagement and learning for students throughout lesson. .
3D. Providing Feedback to Students	Feedback to students is very general in nature, and/or is not given in a timely manner. The quantity, frequency, and duration of feedback do not facilitate ongoing improvement.	Feedback to students is given intermittently and/or is often too general to provide students with meaningful, targeted information that encourages ongoing improvement.	Feedback to students is generally timely and is mostly targeted to specific components of work and is given frequently with consideration of ongoing improvement.	Feedback is always timely, relevant, targets specific aspects of students' academic work, and is provided with a professional and supportive demeanor that encourages ongoing improvement.
3E. Demonstrating Flexibility and Responsiveness	Adheres to the instructional plan in spite of poor student understanding or of students' lack of interest. Fails to appropriately respond to student questions. Assumes no responsibility for students' failure to understand.	Attempts to modify the instructional plan as a result of some student misunderstanding or of students' lack of interest. Is inconsistent in responding to student questions. Assumes some responsibility for students' failure to understand.	Makes spontaneous adjustments as needed to instructional plan with adequate effectiveness by responding to students' interest and questions and assumes responsibility for students' failure to understand.	Makes effective spontaneous adjustments as needed to instructional plan and responds to student interests and questions and assumes responsibility for students' failure to understand and uses reflection to make changes in instruction.

Domain 4: Professional Responsibilities				
INDICATOR	Unsatisfactory	Emerging	Satisfactory	Accomplished Novice
4A. Reflecting on Teaching	Reflection is not evident or limited to a summary of the lesson with no examples of how it can be improved. Effectiveness is based on impression of how well the objectives were achieved. Examples to improve future lessons are not provided.	Reflection is limited to general characteristics of the lesson and examples of how it can be improved. Effectiveness is based on impressions of how well the objectives were achieved. Examples to improve future lessons are subjective or not provided.	Reflection includes characteristics of the lesson and examples of how it can be improved. Improvements are general but are based on the effectiveness of the lesson and supported by evidence on how well the objectives of the lesson were achieved. General examples to improve future lessons are provided.	Reflection includes characteristics of the lesson and specific examples on how it can be improved. Improvements are based on the effectiveness supported by evidence on how well the objectives were achieved. Specific examples to improve future lessons are provided.
4B. Maintaining Accurate Records	System for maintaining information on student completion of assignments, progress in learning, and non-instructional activities is ineffective or non-existent.	Attempts to begin using a system for maintaining information on student completion of assignments, progress in learning, and/or non-instructional activities.	System for maintaining information on student completion of assignments, progress in learning, and non-instructional activities is usually effective.	System for maintaining information on student completion of assignments, progress in learning, and non-instructional activities is effective and efficient.
4C. Communicating with Families	Evidence of providing information to families or attempts to involve them in the instructional program is not provided.	Evidence of compliance with school procedures for communicating with families and efforts to minimally involve families in the instructional program are provided.	Evidence of regular communication with all families and successful involvement of most families in supporting the instructional program is provided.	Evidence of regular communication with all families in various ways, successful involvement in supporting the instructional program, and including them as resource persons within the curriculum is provided. Provides families with information on how to support the instructional program.
4D. Contributing to the School	Evidence of collaboration with others is not found or is insufficient and avoids involvement in school related activities.	Evidence of some collaboration with others is present and participates in some appropriate school related activities.	Evidence of consistent collaboration with others is present and participates in appropriate school related activities.	Evidence of actively seeking opportunities for collaboration is present and actively participates in appropriate school related activities.
4E: Growing and Developing Professionally	Evidence of participation in professional development activities is not present or is insufficient. No attempt is made to seek or use feedback to improve instructional skills.	Evidence of limited participation in professional development activities is present. Attempts to improve instructional skills based on feedback.	Evidence of participation in professional development activities is present. Improves instructional skills based on feedback.	Evidence of actively seeking opportunities for professional development activities is present. Uses feedback and self-reflection leading to continuous improvement in instructional skills.
4F. Showing Professionalism	Evidence of unprofessional behavior in regard to appearance and hygiene, punctuality in meeting teaching responsibilities, self-control, exhibiting sound judgment, ethical conduct, adhering to guidelines, professional relationships, seeking solutions to problems.	Evidence of inconsistent professional behavior in regard to appearance and hygiene, punctuality in meeting teaching responsibilities, self-control, exhibiting sound judgment, ethical conduct, adhering to guidelines, professional relationships, seeking solutions to problems.	Evidence of consistent professional behavior in regard to appearance and hygiene, punctuality in meeting teaching responsibilities, self-control, exhibiting sound judgment, ethical conduct, adhering to guidelines, professional relationships, seeking solutions to problems.	Evidence of role awareness as a professional and as a leader in the school and community

**COLUMBUS STATE UNIVERSITY/ COEHP
MAP SUMMARY REPORT**

Candidate: _____ Major: _____ Date: _____ Evaluation # _____

School: _____ Grade Level: _____ Evaluator: _____

Directions: Using the rubric on the previous pages, circle or highlight the appropriate ratings for the teacher candidate's performance. Then, using the Summary Report below, provide detailed comments highlighting strengths and weaknesses for each section. Finally, conduct a post-observation conference with the teacher candidate to discuss the ratings and areas for improvement.

Domain 1: Planning and Preparation

Comments:

Domain 2: The Classroom Environment

Comments:

Domain 3: Instruction

Comments:

Domain 4: Professional Responsibilities

Comments:

APPENDIX I

GMAP Evaluation Form

“To achieve excellence by guiding individuals as they develop the proficiency, expertise, and leadership consistent with their professional roles as teachers, counselors, and leaders.”

**Columbus State University/College of Education and Health Professions
Graduate Model of Accomplished Practice (GMAP)
Observation Report of Graduate Student**

Student: _____ **Major:** _____ **Grade:** _____ **Date:** _____

School: _____ **Lesson Content:** _____ **Evaluator:** _____

Directions: To access the GMAP rubric, go to <http://te.columbusstate.edu/resources.php>, and select “Graduate Model of Accomplished Practice”. For each competency, circle the number that describes the level of the teacher’s performance. The following descriptors apply:

1 – Below Expectations 3 – Meets Expectations 5 – Exceeds Expectations NI – Not Indicated/Applicable

Proposition 1: Commitment to students and learning	1	2	3	4	5	NI	Comments
a. Recognizes individual differences in students and adjusts teaching	1	2	3	4	5	NI	
b. Treats all students equitably	1	2	3	4	5	NI	
c. Designs lesson to match student abilities and foster interest	1	2	3	4	5	NI	
d. Provides evidence of teaching to develop multiple domains	1	2	3	4	5	NI	
e. Understands how students develop and learn	1	2	3	4	5	NI	
Proposition 2: Knowledge of subjects and how to teach them	1	2	3	4	5	NI	
a. Demonstrates depth of knowledge of subject matter	1	2	3	4	5	NI	
b. Presents lesson & content so that students learn in a variety of ways	1	2	3	4	5	NI	
c. Links content, when appropriate, to other disciplines	1	2	3	4	5	NI	
Proposition 3: Managing and monitoring student learning	1	2	3	4	5	NI	
a. Clearly articulates goals for students	1	2	3	4	5	NI	
b. Uses multiple methods/strategies to meet goals	1	2	3	4	5	NI	
c. Motivates students to be engaged in learning	1	2	3	4	5	NI	
d. Creates an effective learning environment	1	2	3	4	5	NI	
e. Regularly assesses student progress	1	2	3	4	5	NI	
Proposition 4: Thinking systematically about practice	1	2	3	4	5	NI	
a. Reflects on practice and makes difficult choices	1	2	3	4	5	NI	
b. Seeks the advice of others to improve practice	1	2	3	4	5	NI	
c. Uses research and scholarship to improve practice	1	2	3	4	5	NI	
Proposition 5: Membership in learning communities	1	2	3	4	5	NI	
a. Collaborates with other professionals	1	2	3	4	5	NI	
b. Collaborates with parents	1	2	3	4	5	NI	
c. Uses community resources	1	2	3	4	5	NI	

Additional Comments:

APPENDIX J

Sample Vitae and Short Vitae Hints

Brewbaker, James M.
Professor of English Education
Graduate Faculty, appointed 1971

SAMPLE VITAE

Academic Degrees

Ed.D., Curriculum and Instruction, University of Virginia (1972) M.Ed., English Education, University of Virginia (1970) A.B., English, University of Virginia (1963)

Professional Experience

1971-present Assistant, Associate (1975), and Professor of English Education (1980)
Columbus State University
1983-1995 Chair, Department of Curriculum & Instruction (CSU)
1965-1969 English teacher, Miami Military Academy and Ransom School, Miami, Florida
(grades 7-11)

Faculty/Administrative Loads

Fall, 2003
EDUF 2215: American Educational Experience 4 credits
EDCI 6158: Trends/issues in Middle/Secondary Ed 2 credits
EDSE/EDMG 6117: Improved Teaching Lang Arts (5-12) 3 credits
EDCI 4455: Practicum 2 for Middle-Grades Secondary Ed 2 credits
Program Coordinator, Secondary English Language Arts Education

Spring 2004
EDUF 2215: American Educational Experience 4 credits
ENGL 2145: Introduction to Poetry 3 credits
EDMG/EDSE 3115: Teaching Composition, Gr 4-12) 2 credits
Program Coordinator, Secondary English Language Arts Education

Summer 2004 (Maymester)
EDSE 4117: Literature for Adolescents 3 credits
EDCI 6158: Trends/issues in Middle/Secondary Ed 2 credits

Other University Assignments (2001-2002)

Co-Chair: Intellectual Vitality & Faculty Development Committee; Advising: 25 graduate and 20 undergraduate students.

Professional Memberships

Phi Delta Kappa, Phi Kappa Phi, NCTE, ASCD, GASCD, Assembly on Literature for Adolescents, Conference on English Education, Georgia Council of Teachers of English

Professional Assignments and Activities

Poetry Editor, *English Journal*; reviewer for *English Journal* (articles) and NCTE (books); senior projects judge and mentor, Columbus HS (2000-present); consultant and workshop presenter, Columbus Regional Mathematics Collaborative, 2003-2004; facilitator and participant CSU Bridge Builders Study Circles, 2003-2004; formerly Chair of NCTE Committee on Teacher Preparation/Certification, (1996-1999); formerly NCATE Examiner (1990-1999);

Honors and Awards

Names co-sponsored speaker by NCTE, 2002-present; First Prize in Poetry, Sandhills Writers Conference, 2003

Selected Publications

Poetry columns, *English Journal*, May 2003-present (5 issues)

"Pulling Brambles," "Ramps," and "A Willing Georgian" (poems). Shout Them from the Mountain Top: Georgia Poems. Georgia Pen Women, 2003

Poems by Adolescents and Adults: A Thematic Collection for Middle School and High School. Urbana, Illinois: National Council of Teachers of English, 2002 (with Dawnelle Hyland). (in press)

"Too Few Stories." *ALAN Review*. Spring 2002.

"Words on World: Defining English as an Interdisciplinary Subject." *ALAN Review*. Spring 2001.

"Whatever Happened to Mark? Teacher Education as Messy, Unpredictable, Joyous." *English Journal*, July, 2001.

"Proving That Oil and Water Mix: Science and Young Adult Literature." *ALAN Review*. Spring, 2000 (with Kerri Deal).

"Margaret Mitchell." *Writers for Young Adults Supplement*. Ted Hipple, ed. Scribners 2000.

"Doing the Decades." *ALAN Review* Spring, 1999. Excerpted/reprinted in *NCTE Notes Plus*, November 1999.

Selected Papers and Presentations

"Poem, Perception, and Promise: Adults, Teens, and Teachers Exploring Their Worlds Through Poetry." Presented to National Council of Teachers of English, 2003 (with William Kinne and Tucker Hearn).

"Matters of Fact, Matters of Fiction: Integrating Social Studies and Science Through Literature." Presented to National Middle School Association, 2001 (with Kerri Ward and Kerri Deal) (A related session was presented with Kerri Deal to NCTE Annual Convention, Milwaukee, WI, 2000.

"In Quest of the Perfect Teaching Poem/The Perfect Poetry Lesson and other Windmills." Presented to Third International Conference for Global Conversations on Language and Literacy. Bordeaux, France, 1998

Research Emphases and Grants

Collaboration with classroom teachers to develop superior teaching materials for language arts; development of materials to support teachers using *Poems by Adolescents and Adults* in their classrooms; occasional grants to support this activity

Short Vitae Hints



- **Please use 11 point arial font.**
- Under **Academic Degrees**, please list non-degree studies that you believe are significant.
- Under **Professional Experience**, be sure to list education-related employment. Include other experience as space allows.
- Under **Faculty/Administrative Loads**, please list both your teaching and non-teaching assigned time. If you are the dean or department chair, list that. If you have released time for course development or grant activity, list that. Include student teachers, interns, and the like, and indicate as well what "load credit" is assigned to both teaching and other parts of your faculty load.
- Under **Other University Assignments**, please list current committee assignments, advising, and *other functions that are not part of your formal load or assigned time*.
- Under **Professional Memberships**, please list current memberships. Write out those that fellow professionals might not recognize.
- Under **Professional Assignments and Activities**, list service activities for schools and school systems, professional organizations, and the like. Use your own judgment as to whether or not the activity is education-related. If, for example, you teach Sunday school to teenagers, that might count. If you sing in the choir, it probably doesn't (unless you are a music educator).
- Under **Selected Publications**, **please** list most recent publications first. If space is limited, leave out less significant publications in favor of more significant works.
- Under **Selected Papers and Presentations**, please list the most recent and most significant.
- **Combining Selected Publications and Selected Papers and Presentations:** If your publications, papers and presentations are "thin" it is permissible to combine the two.
- Under **Research Emphases and Grants**, list your interests and grants as above. *With interests in particular, it is not grossly out of line to guild the lily a bit.*