Adjunct Faculty Guide

Teachers College

Henderson State University

2013-2014

August 2013

Teachers College, Henderson Adjunct Faculty:

Welcome to the Teachers College, Henderson State University, academic family. You are an integral part of our college as we attempt to develop highly effective leaders for our schools and communities.

As an adjunct member of the Teachers College, Henderson faculty, you must be well informed about university, college, department, and program policies and practices. This guide is intended as a quick and easy reference to information that you may need.

The Guide includes the visions, missions, and goals of Henderson State University; Teachers College, Henderson, and the Educator Preparation Program. A visual that depicts the Conceptual Framework of the Educator Preparation Program is included. The Conceptual Framework is the underlying structure of our Educator Preparation Program that gives meaning to our operations and provides directions for our programs, courses, teaching, candidate performance, faculty scholarship and service, and accountability.

Let me know if you need additional information or if I can help you in any way to ensure that your experience at Henderson State University is a rewarding one.

Sincerely,

Judy A. Harrison

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Vision and Mission of Henderson State University and Teachers College, Henderson.

University mission.

Henderson State University is Arkansas's public liberal arts university. True to the century-long tradition that has distinguished Henderson since its founding, the university remains dedicated to providing excellent undergraduate curricula and graduate programs. Henderson, a Southern regional institution with a diverse student body, advocates a program based on the liberal arts, regardless of specific educational interests. Through a common core of courses in arts and sciences, as well as through the more specialized curricula, the university fosters the maximum growth and development of each student. More specifically, Henderson endeavors to provide an education that will nurture in each student the capacity:

To think logically and critically;
To speak and write effectively;
To appreciate the complexity and diversity of world cultures;
To understand the physical universe;
To participate as a concerned, intelligent citizen;
To acquire mastery of a particular field of study;
To mature intellectually, emotionally, and physically; and
To discern appropriate uses of technology.

Henderson's primary mission is to excel in undergraduate education, always striving to enrich the quality of learning and teaching.

Teachers College, Henderson (TCH) vision

The vision of TCH may simply be stated as, "Preparing Professionals for Progressive Communities." Professionals prepared by Teachers College, Henderson include, but are not limited to, educators, clinical mental health counselors, dieticians, recreational therapists, and athletic trainers. Although the programs are varied, TCH aspires to educate professionals who make a positive difference in the lives of individuals and communities.

Teachers College, Henderson mission.

Teachers College, Henderson State University, through quality instruction, service, and research, prepares reflective teachers, school leaders, counselors and other professionals who demonstrate high expectations for individual self-realization. Moreover, the College is committed to preparing these professionals with the 21st century knowledge and skills required to become successful leaders in a highly technological and diverse world.

Teachers College, Henderson Educator Preparation Program vision and mission.

Our vision, "**Teaching and leading for learning for all**," implies that **all** of our candidates will be prepared and qualified to teach every student. Furthermore, school leaders and other school professionals will be prepared as instructional leaders who will value and support the school community.

The mission of the Teachers College, Henderson Educator Preparation Program is to develop highly effective educators and instructional leaders for P-12 schools, who know their content, command 21st Century pedagogical skills, use varied and appropriate media to communicate effectively with diverse audiences, and model high moral and ethical professional standards and dispositions.

Our vision statement, “Teaching and leading for learning for all,” aptly expresses our purpose and supplies us with a focus for our four goals for preparing effective educators who:

1. Are knowledgeable.
2. Use best practices.
3. Are effective communicators.
4. Model professional ethics and dispositions.

Teachers College
HENDERSON STATE UNIVERSITY

The Centurium is an iconic structure at the heart of Henderson State University's pedestrian mall. The name, coined from the Latin *centurio* and *centuria* and the classic Greek architectural style, symbolizes a century of liberal arts education and the Henderson State community. Since its dedication at Henderson State University's 100th Anniversary in 1990, the Centurium has become a distinguished landmark on the campus. The Centurium illustrates the essence of the vision and mission of the Teachers College, Henderson's Educator Preparation Program. The base of the structure, representing the Educator Preparation Program's vision, "Teaching and Leading for Learning for All," combined with strong liberal arts, provides our candidates with a solid foundation for the pillars of knowledge, best practices, effective communication, and professionalism. These pillars are reinforced by dispositions that characterize effective educators: caring for students and their families, valuing diversity, being fair, demonstrating a sense of efficacy, reflecting upon learning, and modeling professionalism. Knowledge, skills, and dispositions supported by a solid vision and liberal arts foundation mold effective P-12 educators who positively impact student learning.

I. Important Contact Information

Dean of Teachers College:	Dr. Judy Harrison, harrisj@hsu.edu , Ext. 5367 Ms. Brenda Callaway, Assistant, callawb@hsu.edu, Ext. 5367
Interim Associate Dean/Licensure Officer:	Dr. Celya Taylor, taylorc@hsu.edu , Ext. 5358 Ms. Karen Hollis, Assistant, hollisk@hsu.edu, Ext. 5358
Departments/Programs:	
Dept. of Advanced Instructional Studies:	Dr. Gary Smithey, Chair, smitheg@hsu.edu Ms. Paula Golden, Assistant, goldenp@hsu.edu , Ext. 5335
Educational Leadership:	Dr. Patricia Weaver, Coordinator, weaverp@hsu.edu Ms. Brenda Driggers, Assistant, driggeb@hsu.edu, Ext. 5267
Dept. of Counselor Education:	Dr. Mike Kelly, Chair, kellym@hsu.edu Ms. Cindy Thacker, thackec@hsu.edu , Ext. 5349
Dept. of Curriculum and Instruction:	Dr. Celya Taylor, Chair, taylorc@hsu.edu Ms. Paula Golden, Assistant, goldenp@hsu.edu ,Ext. 5335
Master of Arts in Teaching:	Ms. Teresa Holsclaw, Coordinator, holsclt@hsu.edu
Teacher Education Admissions and Clinical Experiences:	Dr. TaLisha Givan, Director, givant@hsu.edu, Ext. 5187 Ms. Rene Loy, Assistant, loyr@hsu.edu, Ext. 5330
Dept. of Family and Consumer Sciences:	Dr. Patti Miley, Chair, mileyp@hsu.edu Ms. Brenda Driggers, Assistant, driggeb@hsu.edu , Ext. 5262
Dept. of Health, Physical Education, Recreation, And Athletic Training:	Dr. Lynn Stanley, Chair, stanlel@hsu.edu Ms. Debbie Buck, Assistant, buckd@hsu.edu, Ext. 5159
Graduate School:	Dr. Kenneth Taylor, Interim Dean, taylorke@hsu.edu, Ext. 5126 Ms. Yvette Bragg, Assistant, braggy@hsu.edu, Ext.5126
Office of Human Resources:	Ms. Kathy Taylor, Director, taylork@hsu.edu, Ext. 5013
MultiMedia Learning Center and Dept. of Instructional Technology:	Ms. Jennifer Holbrook, Director, holbroj@hsu.edu, Ext. 5284 Mr. George Finkle, Online Learning Services Coordinator, finkleg@hsu.edu, Ext. 5513 www.hsu.edu/elearning
Academic Advising Center:	Ms. Pam Ligon, Associate Dean, ligonp@hsu.edu, Ext. 5095
Office of the Registrar:	Mr. Tom Gattin, Registrar, gattint@hsu.edu, Ext. 5135
Dept. of University Police:	Mr. Johnny Campbell, Chief, campbej@hsu.edu, Ext. 5098 Ms. Judy Hackworth, Assistant, hackwoj@hsu.edu, Ext. 5098

II. Important Dates:

FALL 2013

Registration..... August 16
Classes Begin (including night classes) .....August 19
Last Day to Register or Add a Course .....August 21
Labor Day, No classes..... September 2
Fall Break.....October 24-25
Last Day to Drop a Class with a "W" .....October 28
Thanksgiving Holidays ..... November 27-29
Last Day to Withdraw *(Class or School)*..... November 26
Final Exams .....December 9-12
Commencement .....December 13

FALL SEMESTER 2013
FINAL EXAMINATION SCHEDULE

Restricted Days are **December 6-7**. No tests or activities are to be scheduled on these days. Exams are to be taken on designated days and at designated times. **Final exams will be given in all classes**.

Exam times:	**All classes meeting:**
Monday, December 9	
8:00-10:00 a.m.	MWF 8:00 a.m.
10:00-12:00 noon	MWF 10:00 a.m.
1:00-3:00 p.m.	MWF 1:00 p.m.
3:00-5:00 p.m.	MWF 3:00 p.m. and all sections of Principles of Accounting
Tuesday, December 10	
8:00-10:00 a.m.	TR 8:00 a.m.
10:00-12:00 noon	TR 11:00 a.m.
1:00-3:00 p.m.	TR 1:30 p.m.
3:00-5:00 p.m.	All sections of College Algebra, Mathematics for Liberal Arts, and Intermediate Algebra
Wednesday, December 11	
8:00-10:00 a.m.	MWF 9:00 a.m.
10:00-12:00 noon	MWF 11:00 a.m.
1:00-3:00 p.m.	MWF 12:00 noon
3:00-5:00 p.m.	MWF 2:00 p.m.
Thursday, December 12	
8:00-10:00 a.m.	No Tests Scheduled
10:00-12:00 noon	TR 9:30 a.m.
1:00-3:00 p.m.	TR 3:00 p.m.

Instructors and students meeting at 7:00 a.m. will arrange final exam times. Final exams for evening classes will be administered during the time scheduled for class meetings during the week of December 9-12. Final grades are to be reported in a timely manner.

III. Employment Information

A. **Submit your vita and official college transcript(s).** The office of your department chair should have a copy of your vita and your college transcripts. Your department chair will submit an application for approval to the Teacher Education Council if you are teaching or supervising at the undergraduate level or to the Graduate Council if you are teaching at the graduate level. **(See Appendix A – Faculty Appointment Form.)**

B. **Complete and sign appropriate forms.** You and your department chair will complete the "Authorization to Pay Adjuncts" form. It is important that all information (including salary) on the contract be correct before you sign it. Once the department chair collects all necessary signatures, the form will be routed to the Office of Human Resources.

C. **Complete paperwork for the Office of Human Resources, Womack 209.** If you have never taught courses or supervised interns for Henderson State University, your department chair will notify you to go to The Office of Human Resources. The Office will assist you in completing the appropriate paperwork for payment and withholdings. You will be asked to provide a copy of your **driver's license** and **Social Security card**.

IV. Course Preparation

A. **Develop or adapt a course syllabus**. If the course that you will be teaching has been taught before or is currently being taught by a full-time faculty member, your department chair should provide you a copy of the course syllabus. Depending upon the needs of the department or the nature of the curriculum, you may be able to revise the syllabus. However, you should seek approval from your department chair. It is possible that you will be asked to develop a course syllabus. If that is the case, it is important that the following components be included: 1) Course number and name; 2) Faculty contact information; 3) Office hours; 4) Text and supplemental materials (Tk20*, if applicable); 5) Course purpose and goals; 6) University mission; 7) Teachers College Mission; 8)Appropriate knowledge bases (Professional Association Standards, Arkansas Teacher Licensure Standards, Danielson domains and components, NETS, etc.); 9) Course Outline; 10) Major assignments/assessments; 11) Grading Scale; 12)Attendance Policy; 13) Disability Policy; 14) References. **(See Appendix B - Sample Course Syllabus.)**

The following statement should be added to every educator preparation syllabus:

"Tk20 is the official assessment and portfolio software system of Teachers College, Henderson. Program-required key assessments, portfolios, projects, work samples, applications required for program admission and field experience, and data related to professional testing and licensure are all collected, processed, and archived through the university's Tk20 secure portal.

It is the responsibility of each candidate pursuing a degree or license as an educator to purchase a Tk20 account. The account activation fee is considered a professional expense incurred as part of an educator preparation program. Accounts may be purchased in the university bookstore or directly from Tk20. A user account may be utilized for seven years from the activation date."

B. **Use technology (or not).** Because the Teachers College Educator Preparation Program is committed to meeting the National Education Technology Standards for Students, Teachers, and Administrators and because preparing our candidates with 21st Century knowledge and skills is clearly indicated in our mission, we trust that technology will be an integral part of any course that you teach. However, whether or not you use technology as a delivery or enhancement tool is your decision. Henderson State University provides ANGEL, a web-based course management and collaboration portal; Wimba, a dynamic 21st Century virtual learning system that will allow simultaneous visual interaction among instructors, students, and peers; and Camtasia-Relay, a screen and voice product used to create archived lectures that can be viewed by students multiple times. The systems can be used together or separately to deliver or enhance courses. It is important, however, that you inform your department chair whether or not you will be using any of the systems. The MultiMedia Learning Center provides excellent training and support for each system. More information regarding online learning can be found at www.hsu.edu/elearning.

Media stations are available in most classrooms. However, if you have been assigned a classroom without a media station or, if you need equipment or hardware that is not readily available, please notify the department assistant. We will make every attempt to accommodate your needs.

C. **Include expected dispositions and professional habits**. Teachers College candidates (and faculty and staff) should be aware of the professional dispositions and behaviors expected in the Educator Preparation Program. We expect candidates (and faculty and staff) to demonstrate that they care for students and their families, have a sense of efficacy, are fair in their treatment of others, are sensitive to diversity, are reflective learners, and model professionalism (including professional habits). Please indicate in your course syllabus how your course goals are aligned with one or more of these dispositions. Also, please remind your candidates of these dispositions when appropriate. If a candidate does not model expected professional habits and/or dispositions after repeated reminders, complete a Professional Habits and Dispositions Report and turn it in to the Office of Teacher Admissions/Clinical Experiences. The form may also be used to record exemplary demonstration of professional habits and dispositions. (**See Appendix C– Dispositions, Appendix D – Professional Habits and Dispositions Report, and Appendix E – Teacher Intervention Team.)**

V. Managing Your Course:

A. **Check your course rosters regularly on MyHenderson**. The Arkansas Department of Higher Education (ADHE) requires all institutions to submit a census report by the end of the eleventh day of class each semester. In order to collect the data and submit it on time, faculty **must take attendance** every day the first nine days of class. Students who have never attended class **must be reported to the Registrar's Office** . Faculty should print a new roster each day through the designated registration period (first five days), as the rosters can change on a daily basis. Students who attended the first day or two but did not return on consecutive class days should also be reported. **Faculty who teach online courses must check the daily participation of students. Students who have not checked in or participated by the ninth day must be reported to the Registrar's Office.**

B. **Communicate your expectations concerning class attendance**. Although Henderson does not have an official attendance policy, you should keep accurate records of attendance. Attending class regularly and on time is a professional behavior expected of Teachers College, Henderson candidates. Attendance expectations and consequences should be **clearly stated in your course syllabus**. Retention of candidates is important. If you have a candidate who has missed excessively, please inform the Academic Advising Center.

C. **Assess your candidates' performance and give them feedback.** Your course goals and student performances should be aligned with state, national, and institutional standards and professional dispositions expected of educators. Consequently, it is important that assessments are true indicators of candidate success in meeting these standards. Assessments do not always have to be tests or assigned projects; some assessments may be informal observation or discussion. However, key assessments should be clearly communicated and recorded (some may be entered into Tk20). Candidates expect feedback about their performance as soon as possible after an assessment.

D. **Communicate your grading scale.** Henderson State University awards grades of A, B, C, D, and F. Although there is not a required scale, many faculty use A = 90 – 100, B = 80 – 89, C = 70 – 79, D = 60 – 69, F = 59 and below. You should ensure that your scale is clear to your students at the beginning of the course. All instructors are expected to keep records of students' work in a course. Anything that is used to determine grades needs to be reflected in written form through a standard grade book or other printed document. Should a student file a grievance about a grade received, it will be the responsibility of the faculty member to show evidence that the grade received is the grade earned. These records should be kept at least one year. Students have an opportunity to request consideration for a grade change up to 60 days into the fall or spring semester for the previous semester's work—fall or summer courses. Please leave a copy of your grade records with the appropriate department chair.

The grade of "I" (incomplete) is to be used only when students have attempted to complete the work but, due to unforeseen circumstances, are unable to complete the semester. This grade is NOT to be used to "save" students from failing if the students have not been responsible during the course of the semester. Likewise, awarding *extra credit* for the purpose of raising low grades is discouraged because being personally responsible is an expected professional disposition. If you determine that an incomplete grade is appropriate, make sure that the expectations for completing course requirements are clearly stated in writing. In fact, it is a good idea to have the candidate sign a statement of understanding concerning your expectations for completing course requirements. **(See Appendix F– Incomplete Grade Form.)** Until the work is completed, the "I" is not computed in the grade point average. If the incomplete work is not made up in one calendar year following the semester's end, the grade automatically will become an "F" unless extension of time is granted by the dean of that school or college.

E. **Keep student information confidential.**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords students certain rights with respect to their education records. **(See Appendix G – Notification of Student Privacy Rights.)** Generally, information from a student's education record may not be disclosed without his or her written consent. There are exceptions such as the sharing of information with school officials at the same institution who need to review

an education record in order to fulfill professional responsibilities for the university. However, faculty members must not share information about a student with other individuals such as family/guardians or other students unless the student has provided written consent to release that information. Students who wish to provide their consent should complete HSU's record release form which is available at: http://www.hsu.edu/uploadedFiles/administrative_offices/Provost/Registrar/Authorization%20to%20Release%20Student%20Educ%20Information.pdf and return it to the Office of the Registrar.

Institutions may also disclose a student's directory information without consent. However, students may opt out of disclosure of directory information on an annual basis and, in some circumstances, the student must be notified of the disclosure. As a result, requests for disclosure of directory information should be directed to the Office of the Registrar.

F. **Be reasonably accessible to your students.** Communicate to your students when you will be in your office. It is important that they know appropriate times to call or visit with you concerning their courses. Typically, an adjunct faculty member will have an office hour immediately before and/or after each class meeting. If you teach an online course, make sure the students know when it is or is not okay to contact you.

G. **Cover your classes**. Faculty members who plan to attend off-campus conferences, workshops, or personal appointments, etc., must obtain prior written approval from their department chairs. (**See Appendix H – Adjunct Faculty Request for Absence.)** A travel request form should be submitted at least a week in advance and, if the university has agreed to pay for all/part of the expenses, a TR-1 form must be submitted along with receipts immediately upon return. Classes should be covered in some fashion during your absence (by another faculty member, through outside assignments, on-line work, research, etc.). **Avoid being off-campus during the first week of classes or during finals even if your course is an online course.**

Should you become ill or should an emergency occur that would prevent your meeting a class, please notify the department chair or administrative specialist immediately, so that appropriate measures can be taken for your students.

H. **Report grades**. At the mid-semester point, you will be asked to report grades for all freshmen and for anyone undergraduate making below a "C." Immediately following finals, you will be asked to submit final grades. These grades must be entered in a timely manner, and you may enter grades using **MyHenderson**. If you need assistance, contact your department administrative specialist.

VI. Evaluation of Adjunct Faculty:

The Council for the Accreditation of Educator Programs (CAEP) requires that schools and colleges of education conduct regular evaluations of faculty and instruction. Also, Teachers College believes that it is important that all students have an opportunity to evaluate instruction in every course. The purpose of faculty evaluation is not intended to be punitive – it is to encourage professional growth and development. Evaluation of adjunct faculty is two-fold: student evaluation of instruction and evaluation by the department chair.

A. **Student evaluation of instruction**. Toward the end of each semester, your students will be invited to complete an online evaluation of your course. Please encourage your students to complete the evaluations. Upon completion of the semester and after final grades have been issued, student evaluations will be made available to you and your department chair.

B. Evaluation by the Department Chair: At the end of the spring semester, your department chair will notify you by e-mail that it is time to submit your yearly self-evaluation. The e-mail will include the *Adjunct Faculty Annual Self-Evaluation Form.* At the end of the semester, but before June 1, you will need to do the following:

1. Review your course evaluations from the fall and/or spring semesters.
2. Write a brief reflective self-evaluation of your teaching performance. The evaluation will include a description of how your course has been successful and a set of goals for the course during the upcoming academic year.
3. Submit your self-evaluation to your department chair by e-mail.

The chair will provide you with an e-mail response. The chair may indicate (1) that your self-evaluation is accepted as is, (2) that some modifications to the goals are warranted, or (3) that you and the department chair should visit in person.

VII. Campus Accommodations:

A. **Office.** Full-time faculty will be assigned personal office space. Adjuncts, however, you may need to share office space with other adjunct faculty members.

B. **Faculty ID**. Upon completion of your paperwork with the Office of Human Resources, you will have a photo ID made. This ID will give you access to some card entry rooms and buildings, the library, and campus events such as athletic games, theater performances, and concerts. You may also benefit from a 10 percent discount on many items in the Reddie or Not Bookstore.

C. **Mail**. Faculty in the Education Center will have a mailbox in the file room. Faculty in other buildings should contact the department assistant about receiving mail.

D. **Phone/e-mail:** Each full-time faculty member will be given a personal phone line and an email account. Adjunct faculty should visit with the department chair or assistant about email accounts and computer access.

E. **Keys:** All faculty will be provided with keys necessary for his/her specific job. Ordinarily that means a key to your own office, any classroom you are using (usually on a building sub-master), and perhaps an outside entrance, though most buildings have ID card access. Faculty are not permitted to check out master keys to buildings; however, should you need master key assistance, chairs or their assistants can help—or after hours, you can call university police for entry assistance.

F. **Supplies:** Faculty needing office /classroom supplies should contact the department assistant. Please use only what you need and only for school business. **DO NOT purchase anything from outside vendors expecting reimbursement. Check with your department chair if outside purchases are necessary.**

G. **Copy machines:** Each area has access to copy machines for university purposes. Usually an access code must be entered in order for the machines to function. Access codes can be arranged through the dean's assistant. Please be mindful of copyright laws as the university will take no responsibility for faculty violating copyright laws.

H. **Parking.** Go to the university police office to obtain the appropriate decal or sign which will allow you parking privileges. Parking is allowed anywhere on campus except where signs prohibit it.

VIII. Emergency Procedures: In the case of an emergency, such as a tornado or a fire, please follow the instructions posted inside your office and classroom. To register for HSU emergency alerts, see **Appendix I.**

IX. MANDATED REPORTER TRAINING. The State of Arkansas has recently expanded the list of "mandated reporters" of suspected child abuse under the Arkansas Child Maltreatment Reporting Act. The definition of "school" now includes all colleges and universities. All university faculty members are now mandated reporters, and this training is required whether or not you have contact with individuals under the age of 18 in the normal course of your work at HSU. (Go to http://www.arkansas.gov/reportARchildabuse/mandated_reporter.html for detailed information.)

X. MISCELLANEOUS.

A. Posting signs or posters. Remember that facilities are used by various disciplines and groups. Signs or posters in common areas must be approved. When you use discipline specific signs and posters in the rooms that you use, please use adhesives that are easily removed and make sure that all adhesive is removed when you remove them.

B. Decorating common areas. Please check with the dean or the dean's assistant before decorating common areas, such as entry ways or lobbies.

C. Use of state computers. Any message sent or received on a state-owned computer is subject to review.

APPENDIX A

TEACHERS COLLEGE,
HENDERSON STATE UNIVERSITY
TEACHER EDUCATION FACULTY
APPOINTMENT FORM

LEAVE BLANK
Council Action_____
Date_____
Signature_____

Name of Applicant (type or print): _____ Department:_____

Present Rank: _____ Current HSU Employment Status: FT____ PT ____

1. Documents to be submitted by Applicant

   A. Current typed vita/resume is attached:
      1. Educational background, including college/university attended, degree, date of degree.
      2. Employment background, including place, position, and date of employment.
      3. Public school teaching or administrative experience.
      4. Teaching experience, including college/university, date, courses.
      5. Scholarship, including research, performances, exhibits, clinical practice as relevant.
      6. Other contributions to the program and professional activities consistent with that participation.
      7. Relevant non-academic experiences.

   B. Attach copy of all transcripts, if not already on file in the Office of Academic Affairs.

      Supporting Recommendations:
      Applicants for membership must be recommended by the academic chairperson and the college dean. Signatures from these parties illustrate that the applicant will contribute to the teacher education program. The unique and/or important characteristics he/she brings to the program are outlined in the space below.

   C. Have you completed Pathwise Training? _____YES _____NO
      If YES, date of training: _____

Academic Chairperson/Administrator Appraisal: Outline candidate's strengths and contributions to the program. A formal letter is optional.

_____
_____

List specific courses applicant will teach:

_____
_____

Recommend for Full Membership: _____ Recommend for Associate Membership (One-Year Review): _____

_____ _____

Department Chair Signature Date

_____ _____

Ellis College Dean Signature (if applicable) Date

_____ _____

Teachers College, Henderson Dean Signature Date

FULL MEMBERSHIP:

Full membership may be granted to HSU faculty having prior public school teaching experience and/or exceptional expertise in their professional fields.

Applicants should have demonstrated professional achievement in teaching and scholarship and hold graduate degree(s) appropriate to his or her teaching field as determined by his/her department. Members are expected to engage actively in the teacher education program of the university and to pursue professional activities consistent with that participation.

ASSOCIATE MEMBERSHIP:

Associate membership for one year may be granted an applicant on a short term basis.
Appointments may be renewed.

Persons applying for associate membership should hold graduate degree(s) appropriate to his or her teaching field as determined by the appropriate department. Evidence of professional achievement and/or promise in teaching and scholarship should be presented.

DIRECTIONS:

1. Application must be received by the Chair of the Teacher Education Council by the first of the month for action that month.
2. Incomplete applications will not be considered by the Teacher Education Council.
3. Additions to the listed courses require a memo from the Chairperson/Administrator to the committee chair with a copy to the College Dean(s).

APPENDIX B

Henderson State University, "The School with a Heart," offers quality undergraduate and graduate education to a diverse student body. As Arkansas's public liberal arts university, we empower each student to excel in a complex and changing world.

Henderson State University
Teachers College
Department of Advanced Instructional Studies and Educational Leadership

I.

Course:	RDG 5403, Psychology of Reading	
Instructor:	G. Smithey	
Office:	EDC Room 249	
Telephone:	870-230-5361	
E-mail:	smitheg@hsu.edu	
Office Hours:	May 29 – June 8:	8:00 – 11:30
	June 11 – 22:	By Appointment
	June 25 – 29:	8:00 – 11:30

II. REFERENCES:

A. Required Texts

Bean, R.M., Heisey, N., & Roller, C.M. (Eds.). (2010*). Preparing reading professionals (2nd ed.).* Newark, DE: International Reading Association.

Or

International Reading Association. (2004). Preparing reading professionals: A collection from the International Reading Association*. Newark, DE: Author.

International Reading Association. (2010). *Standards for reading professionals: Revised 2010*. Newark, DE: Author.

Or

*International Reading Association. (2004). *Standards for reading professionals: Revised 2003*. Newark, DE: Author.

Smith, F. (2004). *Understanding reading: A psycholinguistic analysis of reading and learning to read* (6th ed.). Hillsdale, NJ: Lawrence Erlbaum.

* If you own either of these books, do not buy the newer edition.

B. Assigned reading:

Aaron, I.E., Chall, J.S,. Durkin, D., Goodman, K.S., & Strickland, D.S. (1990). The past, present, and future of literacy education: Comments from a panel of distinguished educators, Part I. *Reading Teacher*, *43*, 302-311.

Aaron, I.E., Chall, J.S,. Durkin, D., Goodman, K.S., & Strickland, D.S. (1990). The past, present, and future of literacy education: Comments from a panel of distinguished educators, Part II. *Reading Teacher*, *43*, 370-380.

Selected books and journal articles on assigned topics or by assigned authors.

C. Tk20

Tk20 is the official assessment and portfolio software system of Teachers College, Henderson. Program-required key assessments, portfolios, projects, work samples, applications required for program admission and field experience, and data related to professional testing and certification are all collected, processed, and archived through the university's Tk20 secure portal. It is the responsibility of each candidate pursuing a degree or certification as an educator to purchase a Tk20 account. The account activation fee is considered a professional expense incurred as part of an educator preparation program. Accounts may be purchased in the university bookstore or directly from Tk20. A user account may be utilized for seven years from the activation date. If you have already purchased Tk20, **you do not** have to purchase it again.

III. PURPOSE OF COURSE

This course focuses on the foundational knowledge needed by the reading specialists. Reading specialist candidates will study the major theories of the reading process. Emphasis is placed on psychological, cognitive, and language aspects of reading. Candidates will become familiar with the philosophies of notable past and current leaders in reading education.

IV. KNOWLEDGE BASES

A. International Reading Association Standards for Reading Professionals

Since the graduate reading program is intended to prepare candidates to assume the roles of reading specialists/literacy coaches, it is essential that candidates demonstrate knowledge, skills, and dispositions that are presented in the standards of the International Reading Association (IRA). For this course, major assessments are aligned to IRA's *Standards for Reading Professionals, Revised 2010* and *Standards for Reading Professionals, Revised 2003*.

1. *International Reading Association Standards for Reading Professionals, Revised 2010*

Standard 1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard 2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated comprehensive, balanced curriculum to support student learning in reading and writing instruction.

Standard 3. Assessment and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard 4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5. Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6. Professional Learning and Leadership. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

2. *International Reading Association Standards for Reading Professionals Revised 2003*

Standard 1. Foundational Knowledge. Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard 3. Assessment, Diagnosis, and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard 4. Creating a Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 5. Professional Development. Candidates view professional development as a career-long effort and responsibility.

B. Pathwise Mentoring System

The knowledge base for all programs in Teachers College, Henderson is encompassed in the domains and criteria of the Pathwise Mentoring System. This system is based upon the constructivist philosophy and the work of Charlotte Danielson reported in her book entitled *Enhancing Professional Practice: A Framework for Teaching* (1996). The Pathwise Domains are listed below.

Domain A – Organizing Content Knowledge for Student Learning
Domain B – Creating an Environment for Student Learning
Domain C – Teaching for Student Learning
Domain D – Teacher Professionalism

C. Arkansas Department of Education Standards

In order to prepare candidates to obtain an Arkansas Reading Specialist License, the reading program is also based on the knowledge, skills, and dispositions described in the Arkansas Department of Education Standards for Reading Specialist.

Standard One**:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experience that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

Standard Two: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

Standard Three: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

Standard Four: The teacher exhibits human relations skills which support the development of human potential.

Standard Five: The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

D. National Educational Technology Standards for Teachers (NETS)

Our candidates must be prepared to use technology as a teaching tool. They must also help their students become literate in the utilization of these technologies. Teachers College *requires* candidates to demonstrate their level proficiency in meeting the NETS.

1. Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
2. Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS.
3. Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
4. Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
5. Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

CONCEPTUAL FRAMEWORK (CF)

Educator Preparation Program Vision

Our vision, "**Teaching and leading for learning for all**," implies that **all** of our candidates will be prepared and qualified to teach every student. Furthermore, school leaders and other school professionals will be prepared as instructional leaders who will value and support the school community.

A. Conceptual Framework Goals (CF) for Henderson's Educator Preparation Program are
   1. Graduates will demonstrate content knowledge and professional knowledge.
   2. Graduates will use best practices in teaching, leading, scholarship, and service.
   3. Graduates will communicate effectively.
   4. Graduates will model appropriate ethical and professional standards and dispositions.

B. Henderson's Educator Preparation Program Dispositions (Dis)

   There are numerous desirable professional dispositions that characterize effective educators. However, Teachers College, Henderson has identified six that our candidates are expected to demonstrate throughout their educator preparation program.
   1. Candidates conduct themselves in a professional manner.
   2. Candidates respect and value diversity
   3. Candidates are fair to all students.
   4. Candidates possess a sense of efficacy.
   5. Candidates care for students and their families.
   6. Candidates are reflective learners.

VI. MAJOR GOALS AND PERFORMANCES

Major Goals	Assessments	Specific Performances	IRA 2010	IRA 2003	PW	ADE	NETS	CF	Dis
Develop an understanding of the varying theories concerning the nature and purposes of reading.	Reading Education Leader Presentation Personal Philosophy & Knowledge Base Project	To compare and contrast various theories of the reading process.	1.1 1.2	1.1 1.2	A3 A4	1		1 2 5	6
Develop an understanding of the varying approaches to teaching reading.	Reading Education Leader Presentation Personal Philosophy & Knowledge Base Project	To compare and contrast the views of various leaders in reading education. To compare reading theories and philosophies with current research in reading.	1.1 1.2	1.1 1.2 1.3 1.4	A3 A4 C2 D3			1 2 5	6
Develop an understanding of the psychological phenomena which occur during the reading process.	Midterm Examination Reading Education Leader Presentation Personal Philosophy & Knowledge Base Project	To describe basic psychological, linguistic, developmental, and cultural aspects of the reading process and learning to read.	1.1 1.2 1.3	1.1 1.3	A1 C2	3		1 2 5	2 6
Develop expertise in applying theory though practical experience.	Midterm Examination Personal Philosophy & Knowledge Base Project	To provide practical applications to the theories presented.	1.1 1.2 1.3	1.1 1.2 1.3 1.4	A2 A3 A4 A5			1 2 3	6
Develop and articulate a personal philosophy of reading and reading instruction.	Personal Philosophy & Knowledge Base Project	To clearly articulate a personal philosophy of reading instruction that is supported by research.	1.1 1.2 1.3	1.1 1.2 1.3 1.4	A2 C1 C2 D3		5	1 2	6

VII. COURSE OUTLINE (Tentative)

Session	**Text (Smith): Chapters/Topics**	**Special Topics/Readings from** *Preparing Reading Professionals*
1	Course Introduction	
2	Preface/Introduction Ch. 1. The Essence of Reading	
3	Ch. 2. Knowledge and Comprehension	IRA: Acquiring Language, p. 69
4	Ch. 3. Spoken and Written Language	Philosophies of Education
5	Ch. 4. Information and Experience	IRA: Multicultural Factors, p. 78
6	Ch. 5. Between Eye and Brain	
7	Ch. 6. Bottlenecks of Memory	IRA: Research, p. 53
8	Midterm Examination	
9	**Discussion on "Panel Discussion"**	
10	Ch. 7&8. Letter and Word Identification [Do not read, chapters 7 &8. These will be covered briefly in class] Ch. 9. Phonics and Mediated Word Identification	**Oral presentations/discussions on notable reading educators** Sessions 9-13 (See list below)*
11	Ch. 10. Identification of Meaning	
12	Ch. 11. Reading, Writing, and Thinking	
13	Ch. 12. Learning about the World	
14	Ch. 13. Learning about Written Language	
15	IRA: History of Reading Instruction, p. 6	
16/17	Matrix Building Activity	IRA: Teacher Study Groups, p. 362
18	Theoretical Models of Reading	
19	Current Trends and Issues: TBA	

20 Final Examination Due

*Notable Reading Educators

Richard C. Anderson	Nancie Atwell	Jeanne S. Chall
Marie M. Clay	Dolores Durkin	Rudolph Flesch
Kenneth S. Goodman	P. David Pearson	Frank Smith

VIII. COURSE REQUIREMENTS AND EVALUATION PROCEDURES

A. Course Requirements

1. Complete all reading assignments.
2. Attend class and participate in class activities and discussions.
3. Successfully complete examinations,
4. Make an oral presentation and lead the class in a discussion of a leader in reading education.
5. Submit a Personal Philosophy of Reading and Reading Education
   This paper must include:
   - A description of how one learns to read.
   - A description of how reading occurs.
   - A description of how reading should be taught. Special emphasis needs to be placed on characteristics of a quality reading program for a specific grade level of your choice.
   - A description of how various leaders in reading education have influenced your beliefs. Be specific and provide references.

   (IRA Standards: 1.1, 1.2, 1.3, 1.4)

B. Integration of Technology

Reading specialist candidates are expected to utilize computer resources, such as the Internet, in the locating appropriate reading materials. Also, technology will be used during study group activities in order to collect and present findings.

C. Description of Multicultural and Global Perspectives

Of particular importance in this course is how various reading educators view the effect of culture on reading ability and attitude. Reading specialist candidates will discuss these views in an effort to clarify, refine, and/or modify their own views.

D. Attendance Policy

Candidates are expected to be present at each session. After the initial absence, each absence will deduct 20 points from the course grade. Attendance points may be made-up by completing make-up assignments. Make-up assignments will receive a grade of 1 – 20 points. Absences due to the employment mandates of teachers will be exempt from this policy.

E. Evaluation Procedures

Grades will be based on the evaluation of the course requirements. Final grades wi11 be based on a percentage of the total number of points accrued out of the total points possible. The assignments and points possible are as follows:

A= 100% - 95%
B= 94% - 85%
C= 84% - 75%
D= 74% - 65%
F= Below 65%

1. Preparation for and Participation in Class Discussions 100 pts.

We will conduct our class sessions in a discussion format. Either the instructor is leading the discussion or individual candidates are leading the discussion on selected topics. In order for these discussions to be effective, you must come prepared to each class discussion. You must complete all reading assignments before class and be knowledgeable of the topic that we discuss. You are also required to make comments and/or ask questions during the class sessions. At the end of each class session, you will complete a rubric that to self assess your preparation and participation during the class. The class collaboration matrices will be included in this evaluation.

2. Midterm Examination 100 pts.

Summarize Frank Smith's definition of reading as described in the first six chapters of the text. The information presented in these chapters is quite extensive, and it will be impossible to report on every aspect of reading that he has discussed. Limit your response to the most critical concepts, the concepts most closely related to IRA Standard 1, and those concepts that you found most interesting. The summary should **not** read as six separate summaries of six separate chapters. It should present a concise summation of Smith's ideas about reading. You are not required to agree or disagree with Smith's views. You are required to demonstrate that you are knowledgeable of his beliefs about reading.

End your response with a reflective statement about how Smith's views of have influenced your thinking about reading. In this statement you can agree or disagree with Smith's views. Did he change your thinking, reinforce your belief an instructional practice that you normally use, or does he hold a view with which you view as false?

The response should be about four typed pages (that is more than three and less than five). No referencing is needed unless you refer to materials other than *Understanding Reading or* you quote directly from Smith.

3. Reading Education Leader Presentation 100 pts.

You will read a book authored or coauthored by one of the reading educators listed at the bottom of VI. COURSE OUTLINE. You will also use the internet and other resources to learn as much about your selected educator as possible. During an appointed class session, you will lead a discussion (at least 30 minutes in length) on your educator. The other members of the class will have read an article or chapter in a book that was authored or coauthored by your educator. If the class has less candidates than reading educators to be discussed then the class will continue with the discussions through articles and chapters authored or coauthored by those remaining educators.

Included in the list are educators are several described by Herber (1994) as being the most influential "Contemporaries in Reading (p.p. 10 – 13). Added to this is list is Nancie Atwell, who was identified as the author of one the most important literacy studies since 1961 (Shanahan & Newman, 1997). Rudolph Flesch is on the list because of the historical impact of his writing of reading education in America.

4. Personal Philosophy & Knowledge Base Project 300 pts.

You will clearly describe your philosophy of reading and reading instruction and support your philosophy with literacy research and numerous theories of reading. I will provide you with a detailed description of this assignment and the rubric by which I will evaluate it will be provided. This assignment will serve as the final examination for this course. The class collaboration matrices will **NOT** be included in this evaluation.

F. Disability Policy

This course adheres to all Henderson State University policies regarding disabilities. For more information, refer to the 2002-2004 Catalog, pages 15-17 or visit the Henderson Disability Resource Center website at http://reddie.hsu.edu/cp/home/loginf.

G. Methods and Procedures

Instructional methods will include lecture, demonstrations, in class practice, whole class and group discussions, group library projects, and as needed, individual conferences.

H. Make-up Policy

10% of the value of an assignment will be deducted for each school day it is late. Exceptions are made only if a written explanation of why a delay is warranted is submitted and an alternative due date is approved by the instructor before that date. Being absent does not excuse you from submitting assignments on time. All assignments must be completed and approved in order to pass the course.

I. Academic Honesty

According to the Henderson State University Student Guide, Article IV, Section 12, Paragraph 1. **"An instructor may dismiss or suspend from a class any student who is disruptive, is violating a University regulation, or is engaged in Academic Dishonesty. If deemed appropriate, the instructor may refer the student to the Office of Judicial Affairs for University disciplinary action".**

J. Writing Standards

This class uses the latest edition of *The Publication Manual of the American Psychological Association* as the guide for all written work. It is available in the library and bookstore.

K. Electronic Devices

All cell phones, pagers, and other electronic devices that could be disruptive are to be turned off during class.

L. Children in Class

According to the Henderson State University Student Guide, Article I, Section 16, **"Children may not attend regular University classes except for practicum classes".**

M. Flexibility Clause

The requirements, assignments, and policies, etc. are subject to change. The experiences and needs of the individual will be considered in any modifications. Notification of any changes will be done in a timely manner.

IX. BIBLIOGRAPHY

This bibliography contains both current and dated references. The dated references are included because of their influence on reading and reading instruction.

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APPENDIX C
Professional Dispositions Expected of Teacher Education Candidates

Teachers College, Henderson recognizes that the ability to demonstrate content knowledge and skills is only part of the package necessary to become an effective teacher. Teachers must also possess appropriate dispositions toward teaching and students. Teachers College has identified six core dispositions that are associated with effective teachers and are expected of its teacher education candidates. Teacher education program completers

1. Are professional.
2. Value diversity.
3. Are fair.
4. Demonstrate efficacy.
5. Care for students and their families.
6. Are reflective learners.

These dispositions are defined as follows:

Professionalism
In addition to being able to reflect on their teaching, teachers who model professionalism maintain accurate records, communicate with families, and contribute to the school and district. Moreover, such teachers continue to enhance their content knowledge and pedagogical skill while providing service to the profession. (Danielson, C. (1996) *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD.) Teachers College, Henderson also expects its candidates to be collegial, honest, and punctual. Moreover, candidates are expected to attend class regularly and present themselves confidently.

Value Diversity
Teachers with this disposition value the diversity brought to the classroom from students and colleagues, regardless of gender, race, culture, religion, ability, or sexual orientation. These teachers recognize how differences enrich the learning environment and organize the content of their classes accordingly.

Fairness
Teachers who have a sense of fairness can maintain fair classroom interactions between the teacher and the students and among students. “Fairness” here means helping all students to have access to learning and to feel that they are equally valued in the classroom. Fair treatment should not be interpreted to mean a stereotype-based way of “treating all students the same.” (*Pathwise Observation System Orientation Guide* (2002) ETS)

Efficacy
Teachers who have a sense of efficacy attribute the degree of students' success in meeting learning goals to factors within the classroom rather than to factors outside it. They regard student difficulties in learning as challenges to their own creativity and ingenuity. They convey a sense of commitment to persisting in the search for an effective approach so every student can meet the learning goals. (*Pathwise Observation System Orientation Guide* (2002) ETS)

Care for students and their families
The essence of this disposition is that students learn better if they believe that a teacher cares about them both inside and outside of the classroom. Caring teachers teach students, not just content. These teachers recognize the importance of the involvement of the family in student learning and are concerned about the overall well being of the family.

Reflective learning
Being able to reflect upon what happened before and during classroom instruction allows teachers to focus upon what needs to be done next in planning instruction. Reflective teachers can identify what worked and did not work during a given lesson. They can determine which students need extra help or additional challenge.

Appendix D

CANDIDATE PROFESSIONAL HABITS AND DISPOSITIONS REPORT

Faculty members should submit forms to their department chair
(or Office of Teacher Education Admissions for Ellis College candidates).

Purpose of Report: The purpose of the Candidate Professional Habits and Dispositions Report is to emphasize the attitudes and characteristics expected of effective teachers. Teachers College, Henderson has selected eleven categories of habits and dispositions for candidates to develop and exemplify during their education program. Faculty members may use this form to recognize exemplary behaviors and to identify areas of improvement for teacher education candidates.

Instructions for Completing Rubric: Any faculty member can assess a candidate at any time during the matriculation of the program, including the clinical semester. *It is not required that all rubric categories by completed.* The assessment should include detailed comments, actions, and recommendations in the appropriate fields. All completed forms should be submitted to the candidate's department chair (or to the Office of Teacher Education Admissions/Clinical Experiences for Ellis College candidates).

Guidelines: Faculty members should submit forms to their department chair (or Office of Teacher Education Admissions for Ellis College candidates). Upon receipt of the **first** report with "not yet" ratings, the chair will meet with the candidate, and the candidate will respond in writing to the reported concern(s). The chair keeps the documents and determines whether the documents should be included in the candidates' teacher admissions folder. A similar process will be used if a **second** report with "not yet" ratings is submitted; however, the documents must become a part of the teacher admissions folder. If a **third or subsequent** reports with "not yet" ratings is submitted, the chair follows the same guidelines used in the addressing the second report. In addition, the chair and director determine if the report meets the criteria for convening the Teachers College Intervention Team. The recommendation of the chair and director is placed in the candidate's admissions folder.

Candidates who receive three or more "not yet" assessments from different faculty members on the Professional Habits and Dispositions report may be required to meet with the Teachers College Intervention Team. The three "not yet" scores need not be in the same category, and only relevant categories must be evaluated. The purpose of the Team is to review the assessments on the Professional Habits and Dispositions forms submitted by the faculty and to work with the candidate in developing strategies for improvement. Once the Team and the candidate agree upon strategies for success, a process for assessing progress will be determined. If the candidate does not agree to participate or fails to improve or correct the undesirable habit or disposition, he/she may be dismissed from or denied admission into the Teacher Education Program. Candidates who have been dismissed or denied admission into the Teacher Education Program may appeal to the Teacher Education Council according to the guidelines in the *Teacher Education Handbook*.

Teachers College Intervention Team: The purpose of the Teachers College Intervention Team is to assist candidates in the development of professional habits and dispositions expected of individuals in the teaching profession. The team will be comprised of the Director of Teacher Education Admissions/Clinical Experiences, a faculty member from the candidate's department, a TCH faculty member elected by TCH faculty, a representative from Counselor Education, a representative from Disability Services, and a representative from Student Services.

Candidate Professional Habits and Dispositions Report

Candidate's Name: _____ **Candidate's Major:** _____ **Date:** _____

Faculty Member's Name: _____ **Course(s):** _____

Purpose (Please check one): ☐ **Recognize exemplary achievement** ☐ **Report concern** ☐ **Internship recommendation**

Please use this rubric to assess the candidate's professional habits and/or demonstrated dispositions:

Habit or Disposition	Not Yet (1)	Acceptable (2)	Target (3)	Score/Comments
Professional Awareness and Interest	The candidate is unaware of professional associations and content standards or discounts their importance. The candidate cannot link his/her interest in the profession to the love of content or helping students' succeed.	The candidate articulates the importance of professional associations, but may not participate. The candidate can articulate the link between content standards and student learning. The candidate indicates an interest in the content and in helping students' learn.	The candidate actively participates in one or more professional associations. The candidate uses content standards in planning for student learning. The candidate's interest in the profession is clearly linked to the desire to help students learn.	
Caring for Students and Families/ Fairness	The candidate has not indicated an interest in students as individuals. The candidate cannot articulate the importance of family involvement in student learning and success. He/She articulates or indicates a belief that some children cannot learn, or that some children should not be included in the school setting.	The candidate articulates through class discussion or teaching a caring attitude about students and learning. The candidate articulates that families play a strong role in student learning and success. He/She indicates a belief that all children are capable of learning and that all children should be given an opportunity to learn.	The candidate demonstrates a caring attitude about students and their learning through advocating for them. He/She is aware of and can recommend resources to assist students and their families. He/She ensures that all children have an equal opportunity to learn.	
Efficacy/Self-Assessment	The candidate fails to take responsibility for successes and mistakes, and blames others for outcomes. He/She is defensive and unreceptive to feedback and supervision.	The candidate takes responsibility for successes and mistakes, but fails to take steps to remedy errors. He/She is receptive to feedback, and may implement suggestions.	The candidate takes responsibility for successes and mistakes, and takes steps to remedy errors. He/She believes that the teacher is responsible for finding ways to help students learn. He/She is receptive to feedback and adjusts activities accordingly.	
Sensitivity to Diversity	The candidate demonstrates through words and/or actions insensitivity toward diverse individuals or groups.	The candidate interacts in a respectful manner with individuals from diverse groups.	The candidate initiates respectful interaction with individuals from diverse groups.	

Habit or Disposition	Not Yet (1)	Acceptable (2)	Target (3)	Score/Comments
Personal Reflection/ Critical Thinking	The candidate struggles with initial analysis, synthesis, and evaluation of information. He/She is passive and depends upon others for direction, ideas, and guidance. He/She cannot describe how what happens in one lesson affects planning for future lessons.	The candidate reasons through problems, but may have difficulty seeing multiple sides of an issue. He/She has good ideas and works well with limited supervision. He/She can describe changes in planning based on what has happened in previous lessons.	The candidate thinks critically, perceives multiple sides of an issue, and develops creative responses. He/She is creative and independently implements plans. He/She clearly connects the evaluation of student learning to planning for future learning.	
Professionalism: Collegiality	The candidate fails to demonstrate cooperation and respect when working with peers and faculty.	The candidate demonstrates cooperation and respect toward peers and faculty when prompted.	The candidate initiates cooperation and respect when collaborating with peers and faculty.	
Professionalism: Academic Honesty	The candidate copies another student's work, does not credit sources in written or oral assignments, or in some other manner demonstrates academic dishonesty.	The candidate's work is his or her own. He/She attempts to credit sources in oral and written assignments accurately. He/She demonstrates a respect for the work of others.	The candidate models the highest form of academic honesty. He/She accurately credits sources in oral and written assignments and does not condone acts of academic dishonesty among peers.	
Professionalism: Class Attendance/ Punctuality	The candidate is frequently absent and/or late.	The candidate is rarely absent and contacts me when he or she has to be absent. The candidate is generally punctual.	The candidate has never missed my class and is always on time.	
Professional Presentation	The candidate's hygiene is poor. He/She dresses inappropriately in professional situations.	The candidate's hygiene and dress are acceptable in most professional situations.	The candidate's dress and hygiene are always appropriate, regardless of professional situations.	
Professional Potential	The candidate does not adequately plan and prepare for instruction. His/Her instructional goals do not consider content, pedagogy, varied resources, technology, or student diversity. He/She does not consider the varied learning styles of students and is not responsive or flexible in his/her teaching to accommodate the knowledge acquisition of all levels of learners.	The candidate adequately plans and prepares for instruction and usually demonstrates knowledge of content, pedagogy, resources, technology, and diversity among learners when selecting instructional goals. He/She communicates instruction utilizing a limited number of techniques and attempts to be responsive to student levels of understanding.	The candidate effectively plans and prepares for instruction. He/She selects instructional goals that demonstrate knowledge of content, pedagogy, resources, technology, and diversity among learners. The candidate successfully communicates instruction utilizing a variety of teaching methods and is responsive to student levels of understanding.	
Oral/ Written Communication	The candidate makes frequent grammatical errors and/or written work contains numerous mechanical and grammatical errors. He/She is inarticulate; cannot express thoughts clearly; makes no attempt to correct spoken or written errors.	The candidate makes few grammatical errors when speaking and few and/or few mechanical or grammatical errors in written work. He/she makes an attempt to correct those errors and seeks assistance for improvement. He/She can express thoughts somewhat clearly.	The candidate models Standard English and can express himself/herself so that others clearly understand the message. The candidate's written work is mechanically and grammatically correct. Sources are properly credited.	

Please identify any other professional behaviors and/or dispositions that have interfered with this candidate's successful progress.

_____

_____

_____

Identify actions/recommendations that you have already taken/made with this candidate. (Include dates.)

_____

_____

_____

What action(s) do you recommend to the Teacher Education Council for this candidate?

_____

_____

_____

Additional Comments:

_____

_____

_____ _____

Signature of person completing the form **Date**

Date of Review: _____

Recommended Action:_____

_____

Date letter sent to candidate:_____

Response received from candidate: _____

Teachers College Intervention Team

Members: Director of Teacher Education Admissions/Clinical Experiences
Faculty member from candidate's department
TCH faculty member elected by TCH faculty
Member from Counselor Education
Member from Disability Services
Member from Student Services

Purpose: The purpose of the Teachers College Intervention Team is to assist candidates in the development of professional habits and dispositions expected of individuals in the teaching profession.

Responsibilities: Candidates who have received three or more "not yet" assessments from different faculty members on the "Professional Habits and Dispositions" Assessment will be required to meet with the Teachers College Intervention Team. The purpose of the Team is to review the assessments on the "Professional Habits and Dispositions" forms submitted by the faculty and to work with the candidate in developing strategies for improvement. Once the Team and the candidate agree upon strategies for success, a process for assessing progress will be determined. If the candidate does not agree to participate or fails to improve or correct the undesirable habit or disposition, he/she may be dismissed from or denied admission into the Teacher Education Program. Candidates who have been dismissed or denied admission into the Teacher Education Program may appeal to the Teacher Education Council according to the guidelines in the *Teacher Education Handbook*.

Appendix F
Incomplete Grade Form

To the Student: The assignment of an incomplete grade is not automatic. The student must request an incomplete grade and fill out this form. Except for extraordinary circumstances, the student must initiate the request for the incomplete grade. There must be some extenuating circumstance to receive an incomplete. It is not used just because a student has failed to complete required work. The grade of incomplete is awarded solely at the discretion of the instructor. If the incomplete is not awarded, the student will receive the grade he or she earned. "I" is assigned when the student, for reasons sufficient to the instructor, has not been able to complete some vital portion of the work. Until the work is completed, the "I" is not computed in the grade point average. If the incomplete work is not made up in one calendar year following the semester's end, the grade automatically will become an "F" unless extension of time is granted by the dean of that school or college. This contract is for students enrolled in undergraduate courses only.

Please Note: Your eligibility for continuation of federal, state, and institutional aid may be affected by the grade of "I." Contact the financial aid office for clarification of your particular situation.

Printed Name of Student_____

Student I.D. Number_____

Course Number and Title_____

Date Course Taken: Fall_____ Spring_____ Summer I_____ Summer II_____ Year_____

Specific reason for requesting an incomplete (the instructor may request documentation):

_____

List the assignments, tests, projects etc. that will be completed and turned in by the completion date:

_____

Deadline for completion_____

(This date is determined by the instructor within the constraints of university policy. It is understood that a grade will be submitted based on the work turned in by this date.)

Instructor's Signature_____Date_____

Student's Signature _____Date_____

Photocopy to: Department Chair or Dean, Instructor, Student, and Student Advisor

It is STRONGLY recommended that sufficient documentation be included with this form so that the department chair or dean can assign a grade in the event of a long-term unavailability of the instructor.

Appendix G
Notification of Student Privacy Rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

(1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, collection agent or bookstore); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional or contractual responsibilities for the University. Upon request, the University also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The University specifically discloses that pursuant to its contract with BBA, Corporation d/b/a "Reddie Bookstore" the University has determined that BBA is a "school official" with a legitimate education interest in receiving certain information about each currently enrolled student so that BBA can provide students with the ability to reserve textbooks remotely. As a result, the University will provide BBA with each currently enrolled student's identification number and class schedule. Students may refuse to let the University disclose their identification number and class schedule to BBA by providing written notice using the attached form to the Office of the Vice President of Student Services by May 17, 2012.

(4)The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education

400 Maryland Avenue, SW, Washington, DC 20202-5901

(5) The right to opt out of disclose of directory information. The University may disclose directory information without a student's prior written consent. Directory information includes the student's name and the name of his/her parent, guardian, and/or spouse; dates of school attendance at HSU; campus and home address, telephone number, and e-mail address; photograph, video or digital image, educational agencies and institutions attended; classification/number of credit hours completed; enrollment status (full or part time); major field of study; marital status; date and place of birth; high school attended; membership in student organizations; participation in University-sponsored events and activities; church affiliation; height and weight for athletic team members; and any degrees, honors or awards received. However, students have the right to refuse to let the University provide directory information by providing written notice by May 17, 2012, using the attached form to the Office of the Vice President of Student Services that all or part of the his or her directory information may not be released without prior consent.

GC 2012 04 16

Appendix H
Adjunct Faculty Request for Absence

Absences for which this form is to be used would include attendance at professional meetings, assisting other agencies, etc.

After completion, submit the form to the appropriate department chair. The chair will be responsible for informing the faculty member if the absence is not approved.

Name _____

Department _____

HSU Box Number _____

Date(s) of absence _____

Reason for absence _____

_____

_____

Plans for classes and other responsibilities _____

_____

_____

_____

_____

_____

_____

APPROVAL

_____

Signature of chair **Date**

Appendix I

Emergency Preparedness

RaveAlert

The RaveAlert System is an emergency mass notification system for sending texts, voice messages, and emails to the campus community in the event of a significant incident which necessitates the urgent dissemination of emergency information. Students, faculty, and staff are encouraged to provide their contact information through the myHenderson webpage. To register, follow the instructions under the *Emergency Preparedness* tab:

- Log onto my Henderson
- Select the *Emergency Preparedness* tab
- Follow the instructions to update your phone numbers and email address
- Click *Store Modifications*