

College of Education Policies and Procedures



The University of Findlay
2005

This handbook is continually revised to reflect the standards of the Ohio Department of Education and the Specialized Professional Associations, as well as changes within the College of Education and The University of Findlay.

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Table of Contents	page
1. College of Education Context Statement	1
a. Licensure Areas and SPAs	2
b. Conceptual Framework	4
c. College of Education Purpose/ Theme	5
d. Vision	5
e. Mission	5
f. Philosophy	5
g. Goals, Objectives and Dispositions	6
h. Ohio Performance Standards	7
i. Candidates Terminology	7
j. Lesson Plan Format	8
k. College LiveText	8
l. Instructional Strategies	8
2. College of Education Assessment System	9
a. Praxis I	9
b. GPA Requirements	9
c. Praxis II	10
d. Portfolios	10
e. Dispositions Assessment	11
f. Program Completer Definition	11
g. Assessment Framework Accommodations/ Completer Contract	11
h. Assessment System for Advanced Programs	12
i. Program/ Unit Assessment	13
j. Education Advisory Council	13
k. Faculty/ Course Evaluation	14
l. Outcomes/ Changes as a Result of Program Assessments	14
m. NCATE Pilot Program Approval Process	14
3. The Master’s Degree Program	15
a. Theme	15
b. Mission/ Objectives	15
c. Master of Arts in Education Degree Requirements	16
d. Transfer Hours	16
e. Workshops	16
f. Course Sequence/ Prerequisites	16
g. The Culminating Project—EDUC 552	17
h. Principals and Superintendents Licenses	17
4. General Information	18
a. Admissions/ Recruitment of Candidates	18
b. Advising and Registration	18
c. Application Holds	18
d. Business Holds	18

e.	General Education, Competencies and University Requirements	19
f.	Entry Audit	19
g.	Licensure and Assessment Plan Audits	19
h.	Clinical/ Field Experience	19
i.	Photo Releases During Field Experience	20
j.	Applying for Student Teaching	20
k.	Ohio Teaching License Requirements	21
l.	Licenses and Endorsements Offered at The University of Findlay	21
m.	Principal’s License	21
n.	Superintendent’s License	22
o.	BCI/ FBI Fingerprint Statement	22
p.	Student Liability Insurance/ OH Student Education Asso. (OSEA)	22
q.	Length of Programs	22
r.	Application for Graduation	23
s.	Process for Application for a License	23
5.	Faculty Information	24
a.	New Faculty Mentoring	24
b.	Access to Academic Information via the Web	24
c.	Faculty Load	24
d.	Scheduling Classes	24
e.	Syllabus Template	25
f.	Disability Statement	25
g.	Honor Code	25
h.	Attendance Policies	25
i.	Independent/ Directed Studies	25
j.	Ordering Textbooks	26
k.	Class Lists and Initial Attendance	26
l.	Grades	26
m.	Incomplete/ Extended Credit	26
n.	Disputed Grades/ Special Requests	27
o.	Faculty/ Course Evaluation Process	28
p.	Tenure and Promotion Process	28
q.	Faculty Development Opportunities	28
r.	Teaching, Learning and Technology Center	29
s.	UF Faculty Manual	29
t.	NCATE	29
6.	Campus Support/ Student and Faculty Services	31
a.	Facilities	31
b.	Academic Support	31
c.	Library	31
d.	Technology Support	31
e.	Student/ Faculty ID	31
f.	Printing/ Copying	32
g.	On-Campus Dining	32
h.	Campus Events Food Policy	32
i.	Bookstores	32

j. Parking	32
k. Career Services	32
l. Health Center	33
m. Fitness	33
n. Counseling	33
o. Financial Aid	33
p. Student Work/ Graduate Assistantships	33
q. University Inclement Weather Policy	33
7. College of Education Organizational Structure	35
a. Area Program Directors	35
b. Directors of Special Programs	35
c. Content Area Directors	35
d. College of Education Support Staff	35
e. Hiring of Tenure-Track and Adjunct Faculty	36
f. Hiring of Staff	36

Appendices

Appendix A: Letters
Appendix B: Forms
Appendix C: Current Checksheets (Undergraduate and Graduate)
Appendix D: College of Education Assessment Plan
Appendix E: Recent Changes
Appendix F: Guidelines for Culminating Projects
Appendix G: College of Education Governance Structure
Appendix H: Position Descriptions
Appendix I: The University of Findlay Policy Updates
Appendix J: 2003 Undergraduate Catalog
Appendix K: 2004 Graduate Catalog
Appendix L: Program Yearly Course Sequence

This Policies and Procedures Manual is intended as a supplement to the Faculty Manual and the Undergraduate and Graduate Catalogs. It gives some general information that is available in more detail in the catalogs. Its main purpose is to outline policies and procedures specific to the College of Education. Fulltime faculty should carefully review the Faculty Manual for basic university procedures and benefits. Fulltime, adjunct and limited contract faculty should also carefully review this manual.

College of Education Context Statement

The University of Findlay has trained thousands of teachers, principals and superintendents over the years. The College of Education has grown considerably in the last ten years. In 1999-0, for example, there were 332 undergraduate students listed as Education majors. For 2003-4 there were 430. Ten years ago, there were typically 15 student teachers a semester. Today there are between 73 and 123, depending upon the semester. Applications for teaching licenses have gone from around 50 to over 300 a year in the same time period. Graduate programs have grown to over 400 full and part time degree or license-seeking students with another 400 or more taking courses for professional development.

The undergraduate licensure programs in the College of Education combine general education classes, professional education courses, content area courses, and field experiences. The programs were designed with a core of professional classes that are identical to all programs for the first two years. In the freshman year, this includes EDUC 161: Teaching as a Profession; EDUC 151: Diversity; and SPED 134: Inclusion & Collaboration for Educators, which introduces candidates to issues of special education. The sophomore block includes EDUC 262: Change, Teaming and Mentorship, a class focusing on interpersonal skills, and SPED 261: Implications of Brain Research for Teaching and Learning. This innovative class is a signature class for the College of Education and distinguishes our programs from those of other universities. Our faculty believes that brain research holds the key to understanding how the brain functions as the organ of learning and how teaching environments can be structured so that all students can learn. The federal No Child Left Behind legislation can be supported through best practices derived from brain research.

There has been much change in the teacher education area in the last 10 years. The Division of Teacher Education first became part of the College of Professional Studies (which contained Business, TESOL [Teaching English to Speakers of Other Languages], and Education) and then became its own college, the College of Education (COE). In 1989, the university earned accreditation of its teacher education programs by the National Council for Accreditation of Teacher Education (NCATE). Successful visits also occurred in 1995 and 1998. The College is currently preparing for an April 2005 NCATE visit.

In 1998 the College of Education underwent major program redevelopment due to changes in state teacher licensing standards in Ohio. Freshmen entering in fall 1998 were required to be in the new programs. At this time, the state moved away from the structure of Elementary Education and High School certification to licensure in the age-ranges of Early Childhood (age 3-grade 3), Middle Childhood (grades 4-9), Adolescent/Young Adult (AYA, grades 7-12), and Multi-Age (age 3-grade 12). The Special Education program changed from being an area of concentration for an elementary certificate to being an Intervention

Specialist (age 5-22) license for children with mild to moderate disabilities. State law requires all students in the licensure areas of Early Childhood, Middle Childhood, and Intervention Specialist to take 12 semester hours of reading, 3 hours of which must be a phonics class. The reading endorsement is a K-12 endorsement and includes the 12-hour core plus 6 semester hours.

As part of Senate Bill 2, Ohio's public colleges are now required to work with the community colleges to provide seamless articulation in 2 plus 2 programs. As a result, the Ohio Board of Regents sponsored a series of meetings to determine how the articulations would work. In education, four courses were identified as an education core that will transfer to any public institution in the state. As a private college, The University of Findlay is not required to do this; however, in the spirit of cooperation, the College of Education will be changing programs to comply with this effort. Starting in Fall 2005, the four transfer articulation guarantee (TAG) courses will be worked into the program. The four courses are: Introduction to the Profession, Individuals with Exceptionalities, Educational Psychology, and Educational Technology. Since we already have EDUC 161: Introduction to the Profession and SPED 134: Inclusion & Collaboration for Educators, we will only have to add two classes, Educational Psychology and Educational Technology. We are replacing EDUC 262: Change, Teaming, and Mentorship with Educational Psychology as an examination of the objectives showed some similarities between the two courses. At the post-baccalaureate level, we already have three of the courses and will only have to add Educational Psychology.

The partnership that Ohio has with NCATE requires all programs to go through either a state or national review by their appropriate learned society, now called "specialized professional associations" (SPAs). Approval by the Ohio Department of Education earns a program national recognition under the Ohio/NCATE partnership. The Ohio Department of Education reviews programs within 18 months of the revision of their SPA standards. The College of Education is participating in a pilot of a new program approval process that consists of 6-8 key assessments and is submitted directly to NCATE via a web site. Included in the pilot are the Early Childhood, Intervention Specialist, Multi-Age Physical Education, Multi-Age Health, and the Educational Administration programs. As of this writing, the College has not heard about the approval of these programs.

The Ohio Department of Education also required a matrix of how all COE programs address the Ohio K-12 academic content standards in language arts, mathematics, science and social studies. This required the COE to account for where all K-12 standards are taught to our college students and where they learn to incorporate those standards in their planning for children.

Currently, the College of Education offers licensure or endorsements in the following undergraduate and post-baccalaureate areas. The SPA of each area is also indicated.

- Early Childhood—National Association for the Education of Young Children (NAEYC) and the Division of Early Childhood (DEC) or the Council for Exceptional Children (CEC)
- Middle Childhood—National Middle School Association (NMSA)
- Intervention Specialist—Council for Exceptional Children (CEC)
- Adolescent/Young Adult (AYA) Math—National Council of Teacher of Math (NCYM)

- Adolescent/Young Adult (AYA) Life Science, Integrated Science—National Science Teachers Association (NSTA)
- Adolescent/Young Adult (AYA) Language Arts—National Council of Teachers of English (NCTE)
- Adolescent/Young Adult (AYA) Social Studies—National Council for the Social Studies (NCSS)
- Multi-Age Visual Arts—has no SPA
- Multi-Age Health—American Association for Health Education (AAHPERD)
- Multi-Age Physical Education—National Association for Sport and Physical Education (AAHPERD)
- Multi-Age Japanese—(no NCATE-designated SPA)
- Multi-Age Spanish—(no NCATE-designated SPA)
- Multi-Age Drama/Theater—(no NCATE-designated SPA)
- TESOL Endorsement (undergraduate only)—Teachers of English to Speakers of Other Languages (TESOL)
- Reading Endorsement—International Reading Association (IRA)
- Early Education of the Handicapped (EEH) Endorsement
- Middle Childhood Generalist Endorsement—Ohio Department of Education/National Middle School Association (ODE/NMSA)
- Technology Endorsement (graduate only)—International Society for Technology Education (ISTE)
- Principal (graduate only) and Superintendent (graduate only)—(ELCC) Educational Leadership Constituent Council, representing the American Association of School Administrators (AASA), the Association for Supervision and Curriculum Development (ASCD), the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP).

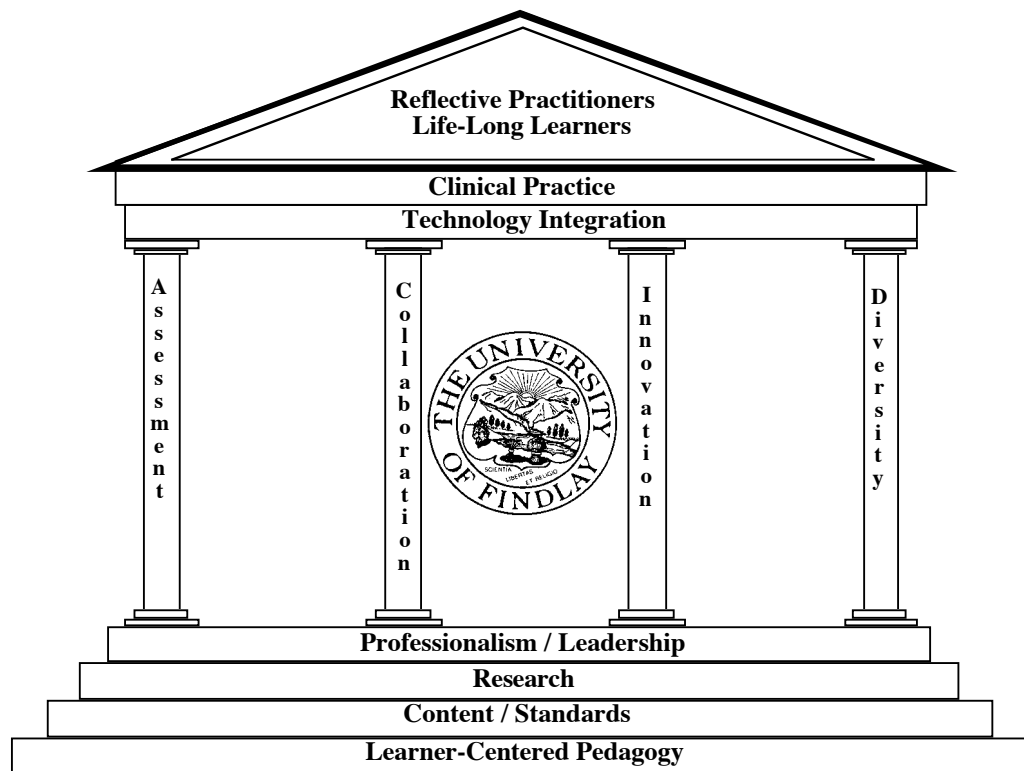
Students have been able to earn certificates and endorsements through the graduate program for most of its existence. The graduate program started in 1992. After the standards changed to licensure, a new Alternative Entry Master's Degree program was approved, which allowed students with a baccalaureate degree to earn an initial teaching license at the same time they earned their master's degree. In the fall of 2001, on the advice of the Ohio Department of Education, the Alternative Entry program was dropped in favor of post-baccalaureate licensure. The reason for this was that students in these programs could save the master's core until after they earned their initial teaching license, allowing them to get their first teaching job without being higher on the wage scale. Post-baccalaureate licensure programs closely parallel undergraduate licensure programs. It is important for students entering the post-baccalaureate licensure program to understand the difference between licensure and the master's degree. Their undergraduate transcripts are evaluated against the checklist of their chosen licensure area. Most courses, especially those relating to pedagogy, can be taken at the graduate level, but sometimes missing content area classes must be taken at the undergraduate level. Most post-baccalaureate licensure programs require more than 33 semester hours. If students want to earn a master's degree at the same time, they can do so by adding the leadership core. Program changes in the spring of 2003 were in response to the need to make the post-baccalaureate programs more parallel to the undergraduate programs. For example, there was a need for AYA and Multi-Age programs

to have both a special and a general methods course. This was inconsistent prior to this program change.

Conceptual Framework

NCATE requires colleges of education to build their programs around a conceptual framework. The COE faculty developed the current conceptual framework for the 1995 visit. At that time, there were three frameworks, one each for the undergraduate program, the graduate program, and the TESOL master’s program. In 2001, the faculty decided to modify this so that one framework could be used for all programs. The current conceptual framework is a graphic representation of a classical Greek temple. The steps are the foundations of all of the programs: professionalism, research, content/ standards, and learner-centered pedagogy. The roof contains the overarching concepts of the program: the theme of “Reflective Practitioners/ Life-Long Learners,” clinical practice and technology integration. The pillars containing supporting concepts: assessment, collaboration, innovation, and diversity.

Conceptual Framework College of Education



Conceptual Framework Explanation:

To facilitate the mission, faculty in the College of Education have developed a conceptual framework, which reflects their philosophical and pragmatic commitment to experientially-based active learning and meaningful **clinical practice** with children and teachers in K-12 schools. Faculty support and model **technology integration** across the curriculum, assisting

candidates to utilize technology for personal and professional management. **Professionalism, research, content standards and learner-centered pedagogy** are basic to effective teaching. Teacher candidates learn to translate their knowledge base of professional understanding, personal beliefs and experience into actual teaching situations. They must also apply appropriate **assessments**, practice **collaboration**, exercise **innovation** and accommodate for student **diversity** in order to be effective and reflective practitioners.

COE Purpose/Theme

The purpose of the College of Education is to develop life-long learners who are “reflective practitioners.”

COE Vision

The faculty of the College of Education will meet the challenges of continuous change in the preparation of reflective practitioners and lifelong learners. All program completers will have the knowledge, skills, and dispositions to positively impact the learning of students in p-12 classrooms.

COE Mission

The mission of The College of Education is to prepare caring, competent, reflective, and highly qualified professionals through undergraduate and graduate programs that model best practices and lifelong learning. Standards-based programs, reinforced through clinical practice, develop the knowledge, skills and dispositions of successful teachers and reflect a commitment to excellence, scientifically-based research, learner-centered pedagogy, technology integration, innovation, collaboration, outcomes assessment, service learning, and professionalism. The College of Education is committed to continuous improvement through a data-driven, rigorous assessment system so that candidates leaving its programs will be able to synthesize their knowledge, skills, and dispositions to meet standards in innovative ways. The unit’s mission is to encourage candidates to be sensitive and responsive to individual and cultural differences. Thus, they are engaged as change agents in collaboration with their schools and communities and positively impact p-12 student learning.

Philosophy Statement

Faculty in the College of Education at The University of Findlay believe in a constructivist philosophy that lifelong learners and reflective practitioners are developed in institutions wherein:

- Engagement in inquiry, reflection, research, and assessment support the development of caring, competent, and highly qualified candidates;
- Professional programs are consistent with institutional, state and national standards;
- There is synthesis among curriculum, instruction, and clinical practice;
- Commitment to active professional collaboration among regional P-12 communities is implemented at every program level;
- Individual differences and diversity are valued in the development of all effective instruction;
- Emphasis is placed on professional responsibility and accountability as a means of developing lifelong learners and reflective practitioners;

- Technology is an integral part of all programs.

The University of Findlay College of Education Goals, Objectives and Dispositions

The goals and objectives of the College of Education are the Praxis/Pathwise Domains and Criteria and correlate to the Ohio Performance Standards, which are based upon the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. Upon completion of the licensure programs at The University of Findlay, candidates will:

UF A. Organize content knowledge for student learning

- A1. Be familiar with relevant aspects of students' background knowledge and experiences.
- A2. Articulate clear learning goals for the lessons that are appropriate to the students.
- A3. Demonstrate an understanding of the connections between the content that was learned previously, the current content and the content that remains to be learned in the future.
- A4. Create or select teaching methods, learning activities and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.
- A5. Create or select evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

UF B. Create an environment for student learning

- B1. Create a climate that promotes fairness.
- B2. Establish and maintain rapport with students.
- B3. Communicate challenging learning expectations to each student.
- B4. Establish and maintain consistent standards of classroom behavior.
- B5. Make the physical environment as safe and conducive to learning as possible.

UF C. Teach for student learning

- C1. Make learning goals and instructional procedures clear to students.
- C2. Make content comprehensible to students.
- C3. Encourage students to extend their thinking.
- C4. Monitor students' understanding of content through a variety of means, provide feedback to students to assist learning and adjust learning activities as the situation demands.
- C5. Use instructional time effectively.

UF D. Exhibit professionalism as a teacher

- D1. Reflect on the extent to which the learning goals were met.
- D2. Demonstrate a sense of efficacy, i.e. the ability to produce the necessary or desired results.
- D3. Build professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.
- D4. Communicate with parents or guardians about student learning.

Additional Objectives:

1. Candidates will utilize technology for professional management and teaching strategies.
2. Candidates will apply their knowledge of research in planning for the diverse needs of children.

3. Candidates will foster relationships with students, colleagues, parents, and the larger community to assure student learning.
4. Candidates will use appropriate standards in planning for students.

Dispositions

Domain A: Organizing Content Knowledge for Student Learning

Organized: Works in systematic or efficient ways to meet the needs of all students.

(INTASC 1, 2, 3, 4, 5, 6, 7, 8)

Domain B: Creating an Environment for Student Learning

Learner-Centered: Focuses on student well being and learning. (INTASC 1, 2, 3, 4, 5, 6, 7)

Domain C: Teaching for Student Learning

Reflective: Reviews previous actions, events, or results to make decisions. (INTASC 9)

Domain D: Teacher Professionalism

Lifelong Learner: Grows in professional and pedagogical knowledge.

Additional UF Objectives:

Innovative: Takes new or original approaches to foster student learning. (INTASC 3, 5, 6, 8)

Ohio's Performance Standards for Entry Year Assessment (based upon INTASC)

A. Subject Matter

Uses understanding and knowledge of subject matter to create effective learning experiences.

B. Student Learning

Creates learning opportunities based on how students learn and develop.

C. Diversity of Learners

Provides instruction to accommodate diversity among learners.

D. Planning Instruction

Plans instruction based on students, content, and curriculum models.

E. Instructional Strategies

Uses variety of instructional strategies for critical thinking and problem-solving.

F. Learning Environment

Provides positive, interactive, self-motivating, engaging learning activities.

G. Communication

Uses verbal, non-verbal, technology, multi-media forms of communication.

H. Assessment

Uses formal and informal assessments to evaluate student progress.

I. Professional Development

Pursues professional development activities to improve future performance.

J. Student Support

Works with students, parents, families, and communities to support student learning.

Candidates Terminology

NCATE refers to college students working to earn teaching licenses as *candidates* since they are candidates for licensure. The students in the p-12 schools are generally called *students*. Teachers in the College of Education are referred to as *faculty*. Students who are working on a general master's degree without adding a teaching license are referred to as *students*.

Lesson Plan Format

The faculty of the College of Education developed a lesson plan format, which addresses the UF goals and objectives, i.e. Praxis/Pathwise Domains and Criteria. This standard format is used during all field experiences during a candidate's licensure program. A strong feature of the format is that it supports the theme of reflective practitioners by providing space for candidates to write about how well a lesson went when it was actually taught during field experience. Currently, the College of Education lesson plan format template is in College LiveText.

College LiveText

College LiveText is a web-based portfolio management system that candidates purchase when they enter the program. LiveText was implemented Spring 2004. Candidates prepare their lessons in web-based format using The University of Findlay's lesson plan template. Candidates address standards through drop-down menus built into the system. They post their lessons to their professors, who assess them using rubrics, thus ensuring that assessment is fair, consistent, and accurate. Candidates also have access to over 15,000 unstreaming video clips that can be imported into lessons. In addition, candidate portfolios are built and assessed in LiveText. This allows the college to aggregate data from candidate work.

The College of Education supports faculty in their use of College LiveText by providing a key code for faculty access to the site. In addition, training is provided, both from within the College through Alvin Trusty and the Egner 5 Lab, and from College LiveText through our regional representative, Bradley Schultz, and our main office contact person, Chuck Maher.

Instructional Strategies

Faculty members in the College of Education are pragmatic in their approach to teaching. They share a belief that they should be role models of best practices in the classes they teach so that our candidates will be able to draw from a variety of instructional strategies in their planning for p-12 students. Faculty members typically will use any of the following instructional strategies in teaching College of Education classes: lecture, discovery, problem solving, laboratory/clinic/ practicum, practice/drill, viewing/listening/answering, independent learning, discussion, questioning, role playing/simulation, journal writing, cooperative learning, debate, case study, library/internet research.

College of Education Assessment System

The College of Education has an assessment system to assess all aspects of its operations. This assessment system includes assessment frameworks of all of the licensure programs. Candidates are assessed at defined gateways identified within general undergraduate and post-baccalaureate assessment frameworks and each program's assessment framework is compatible. Data from the assessment system is aggregated and analyzed for each of the licensure programs so that programs can be improved. In May 2002 the College of Education adopted the general assessment frameworks for both the undergraduate and the post-baccalaureate licensure programs. These were implemented during the 2002-3 academic year. The undergraduate assessment framework has four levels designed with increasing expectations as candidates develop their professional and content knowledge and skills. The post-baccalaureate assessment framework has three levels. Level I is Awareness and Dispositions for both plans and includes the beginning of the portfolio process. At the undergraduate level, the focus of the Level II assessment is Developing Theoretical Knowledge, Level III is the Teaching and Learning Cycle, and Level IV is Professionalism. At the post-baccalaureate level, the focus of the Level II assessment is Developing Theoretical and Practical Knowledge and the Level III assessment is Professionalism. Both levels of programs have GPA requirements, 2.75 for undergraduate and 3.0 for post-baccalaureate.

A recent change in the assessment system is that there are to be 6-8 specific assessments for the unit. At the College of Education retreat in May 2004, the faculty identified these assessments. During the summer of 2004, the Early Childhood, Intervention Specialist, Multi-Age Health, and Educational Administration programs became part of a pilot project to write to new SPA standards using this new system of 6-8 assessments. The program submissions will be directly to NCATE utilizing a new web-based system.

Praxis I

Undergraduate candidates must pass the Praxis I tests of basic skills with scores of 172 in math, 173 in reading, and 172 in writing to be admitted into the sophomore block, the gateway into the professional program. The Praxis I requirement is waived for candidates with an ACT score of 21 or an SAT of 970. This is not required of post-baccalaureate candidates since they already have a bachelor's degree.

Grade Point Average (GPA) Requirements

Candidates must also have no grade lower than a "C" in professional education courses in the undergraduate program or "B" in the post-baccalaureate program. The GPA and minimum grade requirements have been part of the assessment of candidates since the early 1990s. Duane Philipp, the College of Education Licensure Officer, does licensure audits at the sophomore level and again at the student teaching level. Each candidate's GPA is also monitored by Duane and Ron Philipp. Letters are sent to candidates and advisors are contacted if the GPA falls below the set level (see Appendix B). These candidates are advised into classes outside the professional blocks until they raise their GPA.

PRAXIS II

All Candidates earning initial licenses/endorsements must take the PRAXIS II test(s) in their specialty area(s) and the Principles of Learning and Teaching (PLT) for the age range of their license. Candidates currently holding standard certificates are “grandfathered” out of the Principles of Learning and Teaching test, but must take the specialty area test(s) for their new license/endorsement. Registration forms are available in the College of Education House at 1114 North Cory. Candidates can also register to take PRAXIS II tests online at www.ets.org. PRAXIS II testing dates and places are set in advance. Candidates can make an appointment with the PRAXIS Coordinator, Ron Philipp (419-434-4844), to determine which tests are required and where and when they are offered. The College of Education hosts a test preparation seminar every semester. It is recommended that candidates take advantage of this service. They can contact Patty Holcomb for dates and times. There is no fee. Additional useful information about content covered, time allotments, how many questions, etc. is on the www.ets.org web site. There are also practice questions. Additional practice questions can be found at www.XAMonline.com. In addition, the Area Program Directors will provide either study materials or seminars for students in their program/content area.

Portfolio Requirements

In addition to GPA and Praxis requirements, the current College of Education assessment system includes a portfolio process, dispositions assessments, and supervisor and cooperating teacher assessments of field experiences.

The portfolio requirement has been evolving since 1998. Initially, a college committee worked with a company called Teachers Little Secrets to develop a book on portfolio development that candidates could refer to throughout their program as they organized their development portfolios and then their employment portfolios. Candidates start their portfolios in their Teaching as a Profession course (both undergraduate and post-baccalaureate) with a philosophy statement, cover letter, and resume. In this course, candidates are also introduced to the Praxis Domains and Criteria. They begin collecting evidence that they can address them in their teaching. Dispositions assessment begins with this portfolio.

The sophomore block contains two additional courses (EDUC 262 and SPED 261) that every candidate takes. All undergraduate candidates have a sophomore block field placement, during which they begin to collect evidence in a *development* portfolio. By junior block, when the programs begin to look different for each licensure area, there are higher expectations for the development portfolio in that it must contain evidence for all four Praxis/Pathwise domains and 19 criteria. Candidates must be able to articulate how each piece of evidence was selected. This structure helps prepare candidates for Praxis III, Ohio’s Entry Year assessment.

Finally, during senior block, candidates videotape themselves going through the Praxis III pre-observation and post-observation interviews. These video clips are edited and put into PowerPoint or DVD electronic portfolio format. Candidates build an *employment* portfolio to show the best of their work, their student teaching evaluations, and other information to use in their job search. Candidates began using College LiveText to build their portfolios electronically in Spring 2004.

In the post-baccalaureate program, there are no blocks. Courses are taught on evenings and weekends. The candidates must complete two field experiences, as well as other clinical experiences tied to specific courses, particularly their reading courses. Therefore, there are three levels of portfolios related to the three levels of the Assessment framework. The first portfolio is tied to EDUC 503: The Teaching Profession. The second is attached to the methods field experience. The last is tied to student teaching.

In addition to the development and employment portfolios, candidates may also develop a content portfolio illustrating their competence in addressing the content of their licensure area. Candidates write descriptions of how this content evidence supports the appropriate SPA content standards and the Ohio K-12 Content Standards. As all of the SPAs become more and more performance based in their approach to reviewing and approving programs, these content portfolios will become increasingly more important for the data they will generate about the success of the COE programs. In addition, candidates in the Early Childhood, Middle Childhood, and Intervention Specialist programs must also develop a reading portfolio based upon the ten Ohio reading core content standards and indicators.

Dispositions Assessment

The College of Education is directed by NCATE to assess the dispositions of candidates to be successful teachers. In 2002-3 the college conducted a Delphi study to determine the dispositions that were considered most important by our candidates, cooperating teachers, supervisors, faculty, and the Education Advisory Council. This list was checked against dispositions assessments used by other universities and incorporated into the INTASC standards. Checksheets were devised for candidates to self-assess, for faculty to assess candidates in EDUC 161 and EDUC 262 and for cooperating teachers and supervisors to assess candidates during field experience. These were implemented Fall 2003. Adjustments to simplify the process were made at the May 2004 retreat and will be implemented Fall 2004. The dispositions are listed on p. 7. College of Education forms are in Appendix B.

Program Completer Definition

Candidates earn a letter of program completion when they pass Praxis II and have successfully passed all other aspects of the Assessment framework, including student teaching and all portfolios. At that time, they may apply for a teaching license. See Appendix B: Forms/Letters.

Assessment Framework Accommodations/ Completer Contract

Occasionally a student will fail Praxis I and desire to continue in the program. If all other aspects of the Assessment framework are met, these students may sign a contract that allows them to continue in the program with the understanding that they must pass Praxis II before student teaching (copy in Appendix B). Faculty members must consider the following when deciding whether or not to use the contract:

1. The student must have at least tried twice to pass all parts of Praxis I. This is not a way out of a requirement of the Assessment framework.
2. The student must have a GPA of 2.75 or higher.
3. The student must understand that he/she must pass all appropriate Praxis II tests before student teaching, even if that means sitting out for a semester or longer. There can be

- no exceptions to this rule.
4. The student can graduate with an individualized major and no teaching license. The student would not be considered a program completer. University rules state that the individualized major must be approved in advance. According to the UF web site, a copy of the approved individualized major must be on file in the Office of the Registrar no later than 30 days into the senior year. This is important to keep in mind when working with students on contracts, so that they can graduate.
 5. Students whose GPA has fallen below 2.75 should be carefully considered. If they are not in a professional block, they can take non-blocked education courses, but there are limits to what would be appropriate to take, especially if they have not yet taken the sophomore block. Ron and Duane Philipp look at trends in the student's GPA (generally up or sliding down) and whether it is so low that it is unlikely that the student will be able to pull it up. The difference between 2.73 and 2.57 is tremendous and, the more semesters that pass, the less impact a good semester has on overall GPA.
 6. Faculty must send copies of all contracts to the Dean, keep a copy for their files, and give a copy to the student. The College of Education must track these students and report their success or failure to NCATE.

The COE Assessment system was approved by the COE in May 2002 and reviewed by the Education Advisory Council in February 2003. The plan was reviewed and updated at the College of Education May 2004 retreat and the June 2004 Advisory Council Meeting. See Appendix D for the complete College of Education Assessment System.

Assessment System for Advanced Programs

The theme of the Master of Arts in Education program at The University of Findlay is “Reflective Practitioners and Life-Long Learners,” as in the licensure programs, but with a special focus in “Educational Leadership.” The basic mission of the Master of Arts in Education is to enhance the development of teachers, administrators, and human resource development specialists so that they are prepared to:

- Examine and develop their own significant role as educational leaders;
- Become aware of the variety of family, social service, community, and business resources available to educators and develop collaborative plans and/or training materials to provide for perceived needs;
- Foster enhanced interpersonal skills;
- Develop techniques for managing change;
- Reflect on instructional trends, methods and models in a teaching area of choice, selecting those most appropriate for the needs of their student population;
- Experience the role of educator as researcher.

The five core leadership courses are: EDUC 500, 502, 505, 541, and 552. The assessment plan for the leadership core is designed to focus on the outcomes listed above. To that end, candidates prepare a leadership portfolio that is developmental as they work their way through the leadership core. Candidates are also assessed on their research projects and their collaboration projects.

The remaining 18 semester hours for master's candidates are electives that are developed to meet the individual professional development plans of the candidates and can be chosen from the following emphasis strands:

Early Childhood

Educational Administration/Principal

Educational Technology

Middle Childhood

Intervention Specialist (Mild/Moderate Disabilities)

Human Resource Development (HRD)

If candidates wish to earn an endorsement in Reading, Educational Technology, TESOL or EEH or a principal's license, they are assessed according to the program assessment in that area. Superintendent candidates are also assessed according to the program assessment for that program. The principals and superintendents programs were part of the pilot NCATE program approval process. Each has seven assessments, which are outlined in the College of Education Assessment Framework.

Program and Unit Assessment

In addition to candidate assessment, the COE Assessment System includes program and unit assessment, through which programs are improved. At the junior or methods (post-bac) level, candidates complete a field debriefing, which asks questions about whether they felt prepared for the demands of the methods field experience. At the student teachers level, both student teachers and their cooperating teachers complete exit surveys, which provide program-level feedback. In addition, program directors examine supervisor assessments, candidate portfolios at all levels, and LiveText aggregated data to determine program effectiveness.

A satisfaction survey of employers was designed and sent out in 2001-2. This will be repeated on a regular basis, but not yearly due to redundancy. This survey provides information about how well our candidates are doing in their teaching positions. There are also surveys that go to alumni one year and five years after graduation. The COE plans to make all of these surveys web-based so that data from them can be easily aggregated.

The COE also monitors Praxis II and III pass rates as indicators of program effectiveness. Tracking data is the responsibility of the Administrative Assistant for Data Management, Sheri Leatherman. Praxis II pass rates are monitored and reported in the Title II report by Glen Piper. All of these assessments are disaggregated by program.

In addition, unit assessment includes processes for faculty evaluation and for monitoring unit governance and resources. Faculty evaluation follows university guidelines related to effectiveness in the tenure and promotion areas of teaching and advising, service to the community, service to the university, and professional development. Unit governance and resources are tracked by Glenn Miehl in the Registrar's Office.

Education Advisory Council

The Education Advisory Council fulfills an NCATE requirement to include stakeholders in the decision-making of the college. The Education Advisory Council is made up of the COE faculty, faculty and administrators from the public and private schools served by the College of Education, Arts and Sciences faculty from UF, and other community stakeholders. Sometimes it is broken down into focus subcommittees to address specific

issues. These focus groups are also part of the program writing and review process. Adjunct faculty members are involved in the process as well. The entire Education Advisory Council meets annually in the spring.

Faculty/ Course Evaluation

All courses in the College of Education are assessed using any or all of the following: an informal midterm needs assessment, the standard University of Findlay faculty evaluation, and/or exit evaluation interviews and surveys. Faculty may also choose to have a peer observe and evaluate them. The Dean of the College of Education reviews faculty and course evaluations each year. Faculty address issues raised in their evaluations in their annual meeting with the Dean and in their tenure and promotion dossiers. All tenure-track faculty members who have not attained tenure also meet with the Vice President for Academic Affairs every fall.

Outcomes/ Changes as a Result of Program Assessments

Program and unit assessments, Education Advisory Council recommendations, changes in NCATE and SPA requirements, and changes mandated by the Ohio Department of Education and the Ohio Legislature, result in a yearly review of programs by the College of Education and appropriate changes. Faculty Senate approves changes in the undergraduate programs. Graduate Council approves changes in the graduate and post-baccalaureate licensure programs. For recent changes, see Appendix E.

NCATE Pilot Program Approval Process

The College of Education is currently participating as a pilot institution in a new program review process developed by NCATE in cooperation with the Specialized Professional Associations. The programs in the pilot include Early Childhood, Intervention Specialist, Multi-Age Health, and Educational Administration. These programs are due in November 2004 and may require some adjustment to the College of Education Assessment System

The Master's Degree Program

The graduate program of the College of Education started in 1992 with an 18-hour core built around the theme of Teacher Leadership. Strands were offered in Elementary Education and Special Education. Originally, there was no certificate or license attached to the master's degree program. However, it soon became clear that students wanted to earn certificates or endorsements at the master's level. The Early Education of the Handicapped (EEH) and Technology endorsements were added early on. The Principals and Superintendents certificates soon followed. Eventually, people who already had a teaching license could add elementary or special education through the master's program as well. When the standards changed to licensure, a new Alternative Entry Master's Degree program was approved, which allowed students with a baccalaureate degree to earn an initial teaching license at the same time they earned their master's degree. In the fall of 2001, on the advice of the Ohio Department of Education, the Alternative Entry program was dropped in favor of post-baccalaureate licensure.

Currently, the College of Education Master of Arts in Education degree is 33 semester-hours, including 15 semester hours of core classes built on the theme of Educational Leadership and 18 semester hours of electives selected from a variety of areas. It is recommended that students seeking a general master's degree meet with Dr. Skip Cindric or Dr. Judy Wahrman to map out their program to meet their professional goals.

Post-baccalaureate licensure candidates can easily earn the degree by adding the core, some of which may already have been required for their licensure program (notably EDUC 505: Research and possibly EDUC 502: Collaboration: Education and Community).

Theme

The theme of the Master of Arts in Education program at The University of Findlay was changed to "Educational Leadership" to encompass the wider range of programming now offered through the graduate program. The leadership core curriculum seeks to integrate the following: the conceptual bases of teaching; a historical perspective of teaching; interpersonal skills and knowledge for effective leadership; and inquiry into present practices, issues and shortcomings of the profession. To accomplish educational reform and continuous improvement, teachers and administrators must be leaders, catalysts causing good things to happen in classrooms. To that end, they must be able to draw upon scientifically-based research, determine best practices, conduct action research into their own practices, and work effectively with students, parents, and the community.

Mission and Objectives

The basic mission of the Master of Arts in Education is to enhance the development of teachers, administrators, and human resource development specialists so that they are prepared to:

- Examine and develop their own significant role as educational leaders;
- Become aware of the variety of family, social service, community, and business resources available to educators and develop collaborative plans and/or training materials to provide for perceived needs;
- Foster enhanced interpersonal skills;

- Develop techniques for managing change;
- Reflect on instructional trends, methods and models in a teaching area of choice, selecting those most appropriate for the needs of their student population;
- Experience the role of educator as researcher.

Master of Arts in Education Degree Requirements

The Master of Arts in Education degree consists of 33 semester hours. Fifteen of those hours are the five CORE courses; EDUC 500, 502, 505, 541, and 552. The remaining 18 semester hours are electives that can be chosen from the following emphasis strands:

Early Childhood

Educational Administration/Principal

Educational Technology

Middle Childhood

Intervention Specialist (Mild/Moderate Disabilities)

Human Resource Development (HRD)

Details about each of the strands can be found in the Graduate Catalog. With prior approval from the student's advisor, up to six elective semester hours may be taken from the following programs: Master of Arts in TESOL and Bilingual Education, Master of Business Administration, Master of Science in Environmental Management, or Master of Arts in Liberal Studies.

Candidates in the Post-Baccalaureate Licensure Program can earn a Master of Arts in Education with the addition of the 15-hour leadership core as long as they have a total of 33 semester hours of graduate credit.

Transfer Hours

Candidates may transfer twelve semester hours of graduate coursework from another accredited institution. A student may petition for additional hours through the Graduate Academic Standards Committee. To do this, students contact the Registrar's Office for a form. A letter of support from the advisor or Area Program Director is helpful.

Transfer hours must be no older than seven years and must be letter graded. If a candidate wants to transfer a class in which the grade was a satisfactory, he/she must contact the professor of the course for a letter stating what the grade would have been if letter grades had been assigned unless the transcript states that an "S" is equivalent to a "B-" or better. Candidates must have official transcripts of their previous graduate work forwarded directly to The University of Findlay, Office of Graduate and Special Programs. The Area Program Director conducts the transcript evaluation.

Workshops

No more than six semester hours of education workshops (EDUC 546) may be credited towards the Master of Arts in Education degree. This is based upon a professional understanding among members of the Ohio Private Colleges of Teacher Education.

Course Sequence/ Prerequisites

Post-baccalaureate licensure candidates must begin with EDUC 503: The Teaching Profession, which is the introductory course, and EDUC 560: Technology Integration, unless they have already taken those courses. They should meet with their Area Program Director

to determine their sequence of courses. Some courses are only offered once a year, so advising regarding the sequence is essential.

It is recommended that candidates earning a Master of Arts in Education start their graduate program with EDUC 500, which introduces the theme of Educational Leadership and introduces the Conceptual Framework. Candidates may take EDUC 541 at the same time as EDUC 500. They should not take EDUC 552 until after they have taken 500 and 541.

It is recommended that candidates take EDUC 505: Research for the Educational Leader toward the end of their studies. Ideas for research projects are likely to come from the elective strand/licensure/endorsement courses. Candidates must have completed at least 18 semester hours of coursework in order to enroll in EDUC 505. It is recommended that candidates follow EDUC 505 with EDUC 552: Culminating Project if they plan to take their EDUC 505 project to completion in EDUC 552. Post-baccalaureate candidates are now required to take EDUC 507: Action Research during student teaching, which is similar to the Action Research requirement for undergraduate student teachers. If these candidates choose to complete the Master of Arts in Education degree, EDUC 507 will substitute for EDUC 505.

The Culminating Project – EDUC 552

To enroll in the culminating project (EDUC 552), candidates must have completed or be concurrently enrolled in EDUC 505. EDUC 552 is three semester hours, but is a “two-part” course. Two semester hours are granted for the capstone seminar in leadership and one semester hour for the individual project. Faculty members team with the capstone seminar instructor (Dr. Skip Cindric) to provide guidance for the candidates in their area of expertise. Candidates should select project chairs, who will counsel them, approve their proposed topic, and provide guidance through the completion of the project. The chair must be a full-time faculty member. See Appendix F: Guidelines for Culminating Projects.

Please note: If students enroll in EDUC 552 in the summer session, they may only be able to complete the seminar portion of the course, as many faculty members do not work with culminating projects in the summer. Students can receive an Extended Course (EC) at the end of the summer session and can complete their project in the Fall or Spring semester.

Principals and Superintendents Licenses

Principals and superintendents licenses may be earned in the graduate program. However, candidates who already have earned a master’s degree only are required to complete the licensure courses. See Appendix C for current checklist

General Information

Admissions/Recruitment for Candidates

Students are recruited into the undergraduate program through the Admissions Office. Every year the College of Education hosts an Education Day for students who are juniors or seniors in high school and are considering education as a career. The College of Education faculty participates in this event to interact with students and their families and to answer questions about earning a teaching license.

Admission of post-baccalaureate candidates is handled through the Office of Graduate and Special Programs. Heather Riffle is the Director and may be reached at riffle@findlay.edu or #4640.

Advising and Registration

When students declare an education major, they are assigned an advisor who will work with them throughout their program. Adolescent/Young Adult and Multi-Age majors will have a content area major advisor. Their Area Program Director also monitors their progress through the program.

Schedules for the next semester are mailed approximately three months prior to its start. The schedule is also posted on the UF web site. A cover letter comes with the schedule advising the student of the first day that registrations will be accepted for the new semester. Undergraduate students are assigned a time after which they can register. They must contact their advisors to register for classes. Faculty make themselves available for advising appointments, during which they register students for classes.

To register for classes, graduate students contact the Office of Graduate and Special Programs (Heather Riffle: riffle@findlay.edu or #4640). They are assigned an advisor, who meets with them to get them on the right track. Post-baccalaureate candidates are initially advised by the Area Program Director for the teaching license they are earning or by the Licensure Officer, Duane Phillip. Graduate students seeking a Master of Arts in Education degree without license are advised by Dr. Skip Cindric or Dr. Judy Wahrman. Copies of application materials are sent to the applicable Area Program Director and entered into the CARS system. Student information is entered into the Teacher Education Database (TED) as well. The TED database contains fields appropriate to the College of Education that are not in the CARS system. This database is monitored and updated by Sheri Leatherman.

Application Holds

Occasionally a student is not allowed to register for classes because all of his/her required application materials (application, transcripts, and \$25 application fee allow a student to take 9 hours) have not been submitted. Full admittance requires a student to submit his/her teaching certificate/license and, if necessary because of low undergraduate GPA, three letters of recommendation and a goal statement. See Appendix B.

Business Holds

Occasionally a student is not allowed to register for classes because of an outstanding financial obligation to The University of Findlay or because of suspension, expulsion, or

other disciplinary action. If a student is NOT registered for a class, he/she is not permitted to attend that class until he/she can demonstrate documentation that he/she IS registered.

General Education, Competencies and University Requirements

The University of Findlay lists graduation requirements in the Undergraduate and Graduate Catalogs, which are available at www.findlay.edu. A degree is 124 semester hours and includes general education requirements in defined content areas, as well as competencies in computer science, communication, and college writing (ENGL 106). Competencies may be met through examination.

There is a difference between degrees and teaching licenses. The requirements of a teaching license may mean that a student must take more hours than the university requirement for a degree. Students who want to graduate without a teaching license may do so with an individualized major.

Entry Audit

Transfer students and post-baccalaureate licensure candidates must have an Entry Audit of their transcripts, which is done by Duane or Ron Philipp and/or the appropriate Area Program Director. The Entry Audit is designed to determine what credits from previous college work will count towards licensure and to determine the courses the candidate must take to earn his/her teaching license.

Even if post-baccalaureate candidates are initially advised by Duane Philipp, it is essential for them to see the Area Program Director for the license they are seeking as the Area Program Directors must monitor all candidates in their licensure area. Dr. Julie McIntosh coordinates all AYA and Multi-Age Programs, but there are also Content Directors who are content experts in each field and can help candidates determine what content courses they might still need to take to earn their teaching license. After initial advising by the Area Program Director, a candidate may be assigned a different advisor within the College of Education. These advisors generally are faculty who teach in the licensure area.

Licensure and Assessment System Audits

Licensure and Assessment System audits, completed by Duane and Ron Philipp, occur before the sophomore block, junior block, and senior block for undergraduate candidates and before methods field experience and student teaching for post-baccalaureate candidates. These audits track candidates as they work their way through the programs towards licensure. They ensure that candidates are in compliance with the COE Assessment System in terms of GPA, grades, and sequence of courses. Contact Duane Philipp, Licensure Officer at philipp@findlay.edu or 419-434-4844.

Clinical/ Field Experience

The University of Findlay is one of just a few universities to provide students the opportunity to do field-based observations during each of their four years in the undergraduate teacher education program. Tutoring experiences, classroom observations, methods experiences, and student teaching total more than 500 hours, depending upon the program.

All undergraduate candidates attend classes for seven weeks and then participate in a six-week field experience for four hours in the morning during sophomore block, returning at

the end of the semester for debriefing. There are two other field experience blocks: junior methods and student teaching. With this structure, a student could change his/her mind about the area of licensure up through sophomore block, especially if he/she takes the professional courses and general education courses. However, after sophomore block, candidates must focus on their area of licensure in order to graduate within four years. The junior methods field experience is 8 weeks for Early Childhood majors and 7 weeks for all other majors. Student teaching is 11 weeks. Block classes are dismissed during field experience, but candidates return for seminars to enhance the field experience and address issues and concerns.

Post-baccalaureate candidates begin their field experiences with 30 hours of observations in EDUC 503: The Teaching Profession, which should be the first course they take. It is recommended that candidates new to the post-baccalaureate licensure program take EDUC 560: Technology Integration with EDUC 503 so that they can become familiar with College LiveText, the UF BlackBoard system, and applications they will utilize throughout their program. Post-baccalaureate candidates also have a 60-hour field experience requirement tied to their methods. It is recommended that they take special methods and general methods together when they do their methods experience. Student teaching is 11 weeks for post-baccalaureate candidates. It is now required that they take EDUC 507: Action Research and their career professionalism course (if applicable) with student teaching.

Certified/licensed teachers who are seeking an additional license are required by the Ohio Department of Education to do an additional student-teaching/practicum experience in the new licensure area. Ohio does not require a specific number of weeks of student teaching.

Photo Releases During Field Experience

When candidates are participating in field experience, they may want to take digital still photographs or videotape their classroom environments or lessons. If children are to be featured in those pictures, the candidate must have parental permission. Many school districts have parents sign blanket permissions at the beginning of each school year. Candidates must work with their cooperating teachers to determine the building or district policy. Candidates should not send out their own photo release forms unless given permission by their cooperating teacher.

Applying for Student Teaching

Applications for student teaching are available in the Field Experiences Office in 1114 North Cory, 419-434-6980. There are two deadlines for application for student teaching. Candidates going out for student teaching in the Fall semester need to apply by April 1st. The application deadline for Spring semester student teaching is November 1st.

If a candidate is **denied** permission to student teach, he/she may request a review. The request must be in writing and must be submitted to the Dean of the College of Education. After receiving the request, the Dean of the College of Education will convene a meeting with the Director of Field Experiences, the student, the student's advisor, and The Vice President for Academic Affairs to review the decision and make a final determination. The student will receive written notification of the meeting's outcome.

Ohio Teaching License Requirements

The initial teaching license is good for two years, during which the teacher must go through an Entry Year program and pass Praxis III, a performance-based assessment of their teaching. When this is successfully completed, the teacher can apply for a five-year teaching license. This is renewed every five years throughout the teacher's career. Professional development to renew the teaching license is approved by the Local Professional Development Committee of the school district at which the teacher is employed.

Post-baccalaureate licensure candidates may elect to finish the master's degree after obtaining their initial teaching license. Licensure laws in Ohio require that teachers earn 30 semester hours or a master's degree by the second renewal of their five-year teaching license.

Licenses and Endorsements Offered at The University of Findlay

Teaching licenses include the following:

Early Childhood (EC, age 3-grade 3)

Middle Childhood (MC, grades 4-9)

Intervention Specialist for Students with Mild/Moderate Disabilities (IS, ages 5-22)

Adolescent to Young Adult (AYA, grades 7-12)

Integrated Social Studies

Integrated Language Arts

Integrated Mathematics

Integrated Science

Life Science

Multi-Age Licenses (MA, ages 5-22)

Drama/Theatre

Health

Visual Arts

Japanese

Spanish

Physical Education

Principal

Superintendent

Endorsements are added to a license and can be earned in the following areas:

Reading (K-12)

Technology

Teaching English to Speakers of Other Languages (TESOL)

Bilingual

Middle Childhood Generalist (allows candidates to teach in self-contained grades 4-6)

Early Education of the Handicapped (EEH, ages 3-5 special education)

Principals License

The two-year Provisional License for serving as a principal is issued after the candidate has:

1. Completed two years of successful teaching under a professional teaching license.
2. Completed a prescribed educational administration program.
3. Received a master's degree (may or may not be in educational administration).

4. Passed the required Praxis II test in educational administration.
5. Received the recommendation of the head of teacher education of the institution attended.
6. Passed a criminal background check.

The principal's license will be issued for the same age level(s) as the teaching Professional License, that is Early Childhood, Middle Childhood, Adolescent/Young Adult, or Multi-Age. In order to move from a two-year Provisional to a five-year Professional License, an entry year program of mentoring and assessment must be successfully completed.

Superintendents License

The superintendent license shall be added to a valid professional teacher license of an individual who holds a principal or administrative specialist license and shall be valid for teaching in the areas designated on the license; for supervising programs for ages three through twenty-one and pre-kindergarten through grade twelve; or for administrative duties in a school system. The following requirements shall be met prior to issuance of the superintendent license:

1. Three years of successful experience in a position requiring a principal or administrative specialist license; and
2. Completion of an approved preparation program for superintendents.

BCI/FBI Fingerprint Statement

Persons applying for any new license are required, as of January 1, 1994, to send a set of fingerprint impressions to The Bureau of Criminal Identification and Investigation (BCI). Applicants who have not lived continuously in Ohio for the past five years must also send a set of fingerprints. The College of Education has a computer program that takes and sends fingerprints and is housed in 1110 N. Cory Street. A fee is charged for these services. Candidates should contact Patty Holcomb (419-434-4862) for an appointment. Fingerprinting is required before candidates can do any field experience.

Student Liability Insurance/ Ohio Student Education Association (OSEA):

Student liability insurance is required for all field experiences. This is accomplished through the Ohio Student Education Association. Candidates should contact Mrs. Georgia McStraw at 419-434-6980 or see her in the College of Education House at 1114 North Cory Street.

Length of the Programs

Undergraduate programs are designed to take four years to complete. In order to accomplish this, a student must take 15-18 hours per semester and come to The University of Findlay with no remedial or matriculation requirements. An exception is the AYA Integrated Science program, which will take 4 1/2 to 5 years to complete due to the required number of content area courses in the sciences. Advising is essential to schedule all general education, pedagogy, and content area classes required in the various programs.

Master's level licensure courses are usually taught once per year. Core courses are taught more frequently. Motivated students can complete a Master of Arts in Education degree within two years. Summer school is recommended if students are to finish in a timely manner. Students have seven years to complete the degree.

Post-baccalaureate licensure is likely to take longer than a master's degree, depending upon what a candidate can apply towards licensure from his/her undergraduate degree. Candidates should contact the Area Program Director or Licensure Officer for a list of courses, licensure audit and advising.

Application for Graduation

To apply for graduation, students must complete an Application for Graduation. The secretary in the Office of Graduate and Special Programs (the office that oversees all areas of graduate studies, not just Education) identifies all graduate students who are within six semester hours of completion of their degree. She mails a packet including the Application for Graduation, a Herff Jones collegiate cap and gown order form, and assorted other commencement information. This mailing is usually done in February (for the May commencement) and October (for the December commencement).

The University confers degrees twice a year, May and December. To be eligible to walk through graduation, students must have no more than six semester hours of coursework to be completed in the semester immediately following the commencement. For example, a student may participate in the May graduation if he/she has six or fewer semester hours to complete in the summer, including any outstanding Incompletes and Extended Credits.

To apply for graduation, candidates for master degrees must complete the Declaration of Candidacy for Graduate Degree by December 6 for the May graduation and April 26 for the December graduation ceremony. The Declaration of Candidacy for Graduate Degree is submitted to the appropriate graduate program office for approval. It is then forwarded to the Office of the Registrar, where a degree audit is completed. This audit determines the official eligibility of the student for graduation. A confirmation copy of the audit is mailed to the student and the advisor.

If students decide not to graduate on the date for which they have applied, it is their responsibility to notify the Registrar. They must then fill out the application to graduate again. After students have declared their candidacy for graduation, information will be sent at a later date with further details regarding commencement.

Process for Application for a License

To apply for a license or endorsement the student must make an appointment with the Licensure Officer, Duane Philipp (419-434-4844), for a licensure/endorsement audit and to obtain the necessary paperwork.

Faculty Information

New Faculty Mentoring

All faculty members who are new to the College of Education are assigned a mentor to help them adjust to the policies and culture of The University of Findlay and the College of Education. In addition, they can always go to their Area Program Director for answers to their questions. Every effort is made to help new faculty make a smooth transition and to support them as they work their way through the tenure and promotion process outlined in the Faculty Manual.

Access to Academic Information via the Web

The University of Findlay's home page address is www.findlay.edu. Each student can access his/her academic information, such as transcripts, registrations, and schedules, via the Web following the directions provided by the Registrar's Office.

Faculty members can access student academic information by scrolling down the dropdown menu on the UF homepage to Faculty Academic Information. They sign on using their universal name and password.

Faculty Load

The required load for each faculty member on a nine-month contract is 24 semester hours per year. A fulltime faculty member must teach 12 semester hours of undergraduate courses or 9 semester hours of graduate courses per semester. Since most faculty members teach both graduate and undergraduate courses, graduate classes count as 4 semester hours load for a 3-semester-hour course. Summer courses count as overload. Faculty must have generated at least 240 student credit hours per year to be eligible for overload. For details of compensation policy, faculty members should consult with their Area Program Director or the Dean of the College of Education.

Every semester, faculty members submit their load form to the Dean. To access the form, go to Faculty Academic Information on the web, then to Reports, and to Faculty Work Load Form. You have to type in your own faculty ID number to be able to access your form. This should be filled out and printed. Currently, there is no capability of saving the form.

Scheduling Classes

The schedule is like a giant jigsaw puzzle. One change can throw off our candidates' entire schedules. Therefore, all faculty must have schedule changes approved through their Area Program Director, whose responsibility it is to keep the overall schedule in mind. The Area Program Directors meet regularly and will address courses that are part of multiple programs. See Appendix A—Schedule Sequences for program-level yearly schedules.

In order to plan ahead in scheduling for a year, the schedule in the CARS system is put into an excel spreadsheet and emailed to each faculty member every semester. In this format, it is easy to sort to find individual schedules by semester and courses by number for program planning. Each faculty member is asked to review his/her schedule, change the year to the next year to indicate that he/she wishes to teach the same courses the following year, and delete all independent and directed studies (which would vary from year to year). This is then sent electronically to Patty Holcomb, who coordinates all of the individual schedules

into a master one. Once this process is in place, it will be a matter of reviewing the two semesters that are upcoming and changing the current semester to the following year.

If mistakes are found in the review process, Patty Holcomb will put the paperwork through for the change. This must be pre-approved by the program director.

Syllabus Template

There is a template for all syllabi at The University of Findlay. This is available in electronic format from the Office of the Vice President for Academic Affairs or the Dean of the College of Education. A paper copy is in Appendix B: Forms.

Disability Statement

All syllabi must contain The University of Findlay disability statement: *If you are a student with a disability, it is your responsibility to register with the Office of Disability Service and notify your instructor one week prior to any needed service so that reasonable accommodations can be made for you.*

Honor Code

All syllabi must contain The University of Findlay Honor Code statement: *I will not knowingly engage in any dishonorable behavior, cheat, steal, lie or commit any act of plagiarism during my academic work, course, or endeavor. If I observe an act which I believe violates the University's Honor Code, I may, in my discretion, report it to the appropriate personnel.*

Both the Disability Statement and the Honor Code are on The University of Findlay syllabus template.

Attendance Policies

There is no set attendance policy for the entire University. If attendance is part of a faculty member's grading, he or she should make it clear to students by posting it on the syllabus. The syllabus is the contract with the student. If the attendance policy is not posted, the faculty member will lose if a dispute goes to Student Academic Standards.

Independent/Directed Studies

Candidates may do an Independent Study to earn credit for pursuing an interest or project in a specialized area of study. Since the theme of the graduate program is Educational Leadership, we encourage candidates to earn independent study credit through taking on leadership roles in their districts. The Independent Study application form is available from the Registrar's Office, the Administrative Assistants and most faculty. The application requires several signatures and an outline of the project or syllabus. The Application for Independent Study must be submitted to the Registrar's Office within the first six weeks of the semester.

Sometimes students have scheduling problems, which prevent them from being able to attend a class during its scheduled time. While it is valuable for candidates to participate in the interaction of the classroom, professors try to be flexible in meeting student needs. If the class is scheduled during the semester, but at an inconvenient time, the professor may agree to do a directed study. If the class is not scheduled that semester, the professor may agree to do an independent study. There is an additional fee of \$80 charged for taking a

course via independent/directed study. Under some circumstances, such as a post-baccalaureate student sitting in on an undergraduate licensure course for graduate credit, the fee may be waived.

Candidates must understand that not all courses lend themselves to independent/directed study, nor should the approval of the study be assumed. While faculty members try to be accommodating to candidates' needs, they are not required to do independent or directed studies.

The number of independent/directed studies that will be accepted per student for a degree or a teaching license is two courses. This policy was voted on by the COE at its May 2004 retreat.

At the December 7, 1998 Faculty Senate meeting, a policy was passed that the deadline for submitting independent/directed study forms is six weeks into a semester/term.

Ordering Textbooks

To order textbooks for class, faculty members use a textbook order form, which is available in electronic format. The deadlines for submission of textbook orders are listed on the form. Textbooks are available to students at The University of Findlay Bookstore, 1330 North Main Street.

Class Lists and Initial Attendance

Faculty members are required to take attendance during the first week of class and report no-shows and people who are attending class but are not registered. This is done using the class lists provided by the Registrar's Office and is reported to that office.

Grades/ Grading

Every attempt is made to post final grades as soon as possible after the completion of the course. Faculty are required to post grades by the date set by the Registrar, generally one week after finals are over. This date is printed on the bottom of the grade sheets that are sent to faculty by the Registrar's Office. Faculty members also have the option of logging into the web and reporting their grades online.

Grade reports are produced by the Registrar's Office three times a year: May, August, and December. If students need written documentation of a grade outside of this schedule, they can request transcripts from The Registrar's Office (419-434-4556). There is no charge for "unofficial" transcripts, which can be accessed from the UF web site. Federal regulations protecting students' privacy require transcript requests to be made in writing and contain the student's signature. Candidates can also check their grades via the Web, following the "Student Academic Information" access directions provided by the Registrar.

Faculty members must post their grading scale on each syllabus so that students know to what standard they are being held. Any policy that might affect a grade, like attendance, should be posted on the syllabus as well.

Incomplete/Extended Credit:

The University of Findlay has a new policy for incompletes and extended credit grades, which is as follows:

X - Incomplete Course

A grade of “X”, initiated by the student, will be approved only when documented circumstances beyond a student’s control (such as illness or family emergency) have prevented the student from completing the course work. Inability to get work in on time will not constitute a reason for the grade “X”. A student must complete the course work within ten weeks (or a shorter time period based on the discretion of the instructor) immediately following the end of the course session in which the “X” was given. The time limit may be extended, up to one year following the end of the course session in which the “X” was given, at the discretion of the instructor and the Dean. If a student does not complete the required course work within the prescribed time period, the “X” grade will automatically convert to an “F”.

EC - Extended Course

The grade of “EC” is used for courses, such as clinicals, internships, capstone courses, and band that extend more than one semester. The grade “EC” will be replaced by the grade finally reported for the completed course work. A student must complete the course work within the semester (or a shorter time period based on the discretion of the instructor) immediately following the end of the course session in which the “EC” was given. If a student does not complete the required course work within the prescribed time period, the “EC” grade will automatically convert to an “F.”

Disputed Grades/Special Requests

Students who disagree with the grade they received in a class should first go to the professor to find out what happened. Neither the Area Program Director nor the Dean of the College of Education can change a grade; so, if the issue cannot be resolved, the next step for a student would be to appeal to the Student Academic Standards Committee c/o the Registrar’s Office. There are Student Academic Standards Committees for both graduate and undergraduate programs. This involves filling out a form and putting the complaint in writing. The professor of the disputed class has the opportunity to present his/her side of the case to the committee before they reach a decision. The Student Academic Standards Committees are comprised of faculty representing all academic areas of the University.

The Student Academic Standards Committees also address other requests that are “outside” written policies and procedures. For example, students may go to that committee to appeal for more transfer hours. Making the appeal is not a guarantee that the committee will address the student’s proposal favorably.

If a student has other kinds of complaints, the student should first go to the person against whom he/she has a complaint to attempt to address the issue directly. If this is not satisfactory, the student may want to discuss the situation with his/her advisor. The advisor should help the student determine what the next step should be to resolve the problem. The next step would be to discuss the issue with the student’s Program Director. If the issue relates to field experiences, the students should first work with the person most directly related to the problem, whether it is the cooperating teacher or the supervisor. Supervisors are often able to resolve issues. The next step would be to go to the Director of Field Experiences, who may call a meeting with all parties to resolve the issue.

Due process allows students who feel that their problems have not been resolved to take them to the Dean of the College of Education, but only after exhausting all other appropriate channels. The Dean may call all parties together and may involve the Vice President for Academic Affairs. Students are discouraged from going directly to the Vice President for

Academic Affairs or the President to resolve issues as they would not know the details and would expect others in the chain of command to resolve the problem. It is an important skill of professionalism to follow proper channels in resolving problems.

Faculty/Course Evaluation Process

The University of Findlay has a standard faculty/course evaluation process. This is initiated through Glenn Miehl in the Office of the Registrar. Faculty members on tenure track are required to have every course they teach evaluated. Once a faculty member is tenured, he/she is not required to have all courses evaluated. Details are in the Faculty Manual.

Faculty members are required to leave the room while their students are evaluating them. They should also ask one of their students to take the evaluations to the Office of the Registrar.

The results of the evaluation are shared with the faculty member every semester. Faculty members should address issues that arise in their evaluations during their annual meetings with their dean and the Vice President of Academic Affairs. In addition, they should address such issues when writing their tenure and promotion dossiers. The Faculty Affairs Committee will look at faculty/course evaluations when making recommendations for tenure and promotion. Faculty members should save all faculty/course evaluations.

Tenure and Promotion Process

The Faculty Affairs Committee determines tenure and promotion. This committee is a committee of Faculty Senate and is comprised of representatives from all of the colleges at The University of Findlay. The details of tenure and promotion are outlined in the Faculty Manual, including the schedule and requirements. Faculty members go through a mid-tenure review, which helps them determine any weak areas they must address before tenure. It is recommended that faculty members in the College of Education seek the help of an experienced faculty member as they build their promotion and tenure materials. There are four major areas the Faculty Affairs Committee wants them to address: Teaching and Advising, Professional Development, Service to the Community, and Service to the University. New faculty members should begin collecting evidence in these four areas immediately. In addition, these are the four areas that are addressed during the annual dean's and Vice President for Academic Affairs evaluations. See Annual Self-Evaluation Form in Appendix B.

Faculty Development Opportunities

Each faculty member in the College of Education is supported in his/her professional development with around \$500/year. This is derived from several budgets. In addition, the University provides a fund for professional development that is to be used when college resources are exhausted. Faculty members who are speaking at the conference they wish to attend may be given additional resources. Additional college resources can be used for state or local meetings with permission of the Dean of the College of Education.

The College of Education also has money in its budgets for books, videos, computer software, and other professional materials that faculty members may want to order to enhance their teaching. These expenditures must be approved by the Dean of the College of Education.

Teaching, Learning and Technology Center

The University of Findlay supports the development of its faculty through the Teaching, Learning and Technology Center (TLTC). While this center focuses on using technology effectively for student learning, faculty will find other support for their teaching there as well.

The TLTC is where a faculty member goes to choose his/her computer. Computers are issued on a three-year cycle and faculty may choose PC or Apple and desktop or laptop models. The College of Education may also support additional technology needs through college funds.

The TLTC offers Individual Partnerships and Academic Program Partnerships to support faculty members and programs with additional equipment. Faculty members have been able to purchase digital cameras, Palm Pilots, and software through individual partnerships. The College of Education was able to equip its Egner 5 Lab with digital still and video cameras through an Academic Program Partnership in 2003-4. This supported the development of electronic portfolios for the college and continues to do so.

The University of Findlay Faculty Manual

The University of Findlay provides a Faculty Manual for all faculty members. This document outlines faculty benefits, the committee structure of the University, faculty rights and responsibilities. It is important for faculty members to become familiar with this document. The Faculty Manual is updated regularly.

NCATE—National Accreditation of Colleges of Teacher Education

The College of Education will go through its NCATE Board of Examiners site visit April 9-13, 2005. In preparation for the visit, a web-based Exhibits Room is being prepared. Additional Exhibits Room documentation is being collected and organized in Egner 5. Dr. Buzz Dyer and Dr. Melissa Cain are coordinating this effort. Dr. Linda Murphy is serving as a consultant and is building the electronic exhibits site.

The NCATE 2000 Standards consist of six areas that must be addressed in the Institutional Report and Exhibits Room. They are:

Standard 1: Candidate Knowledge, Skills, and Dispositions

Standard 2: The Assessment Plan

Standard 3: Field Experiences

Standard 4: Diversity

Standard 5: Faculty Qualifications and Professional Development

Standard 6: Unit Governance and Resources.

A steering committee was formed in 2003-4 to address the standards. The Area Program Directors are responsible for Standards 1 and 2. The Field Experience Director, Connie Leatherman, is in charge of Standard 3. Standard 4 is chaired by Dr. Judith Wahrman, Standard 5 by Dr. Kim Forget and Professor Susan Brooks, and Standard 6 by Dr. Chris Moser. Gathering evidence will be a project of the entire college.

When the BOE team arrives, there will be a series of interviews and visits to candidates in their field experience sites. There will also be a poster-session-type display showcasing College of Education candidates and special programs. This will be on Sunday

night. Planning of all interviews and events will be done during the 2004-5 academic year before the visit. The institutional report will be completed 60 days before the visit

Campus Support/ Student and Faculty Services

Facilities

The hours that all campus facilities are open are posted at the following web site: <http://www.findlay.edu/offices/facilities/openhours/default.asp>.

To reserve rooms, call Sandy Saunders at ext. 6942.

Academic Support

The Tri-S Center is available to candidates who need help editing their writing or tutoring in academics. The center is located in Shafer 216 (419-434-4697).

Library

Shafer Library is open during posted hours. The schedule accommodates for the needs of Evening and Weekend College students. Shafer Library is computerized and linked to Ohio Net, which allows students and faculty to access materials available at libraries across the state. Students and faculty may also be able to access full text articles from their home computers via Ohio Link.

Technology Support

There are Macintosh and PC labs on campus that are open. The hours of all labs are posted on the Facilities web site (see Facilities above.).

In addition, the College of Education's Technology Development Lab in Egner 05 is available for assistance in developing multi-media productions and electronic portfolios. The phone number there is 419-434-5317. Reservations for equipment or assistance can also be made online at <http://www.findlay.edu/coe/egnerlab>. Faculty can check out cameras and computers for class use through the Egner 5 Lab.

Faculty support for academic technology use is handled through the Teaching, Learning and Technology Center (TLTC), located in the modular classroom building at 227 Davis Street. This center is designed to support the teaching skills of the University faculty with or without technology. Each faculty member is assigned a new computer on a three-year cycle. The TLTC displays the choices and assists faculty members in the selection process. Staff there can also help faculty members learn new software, learn how to use cameras and other technology equipment, learn the BlackBoard online course support system, develop distance learning courses, and so on. Beth Stewart is the Administrative Assistant and can be contacted at stewart@findlay.edu or at 419-434-4538.

Information Technology Services (ITS) supports faculty by providing hardware and software, virus protection, maintenance of the networks, and trouble-shooting. The ITS Help Desk can be accessed at 419-434-4357 or 419-434-4815.

Student/ Faculty ID

Students and faculty can obtain an ID card in the Print Services Office in the basement of Old Main (Room 27). The ID is used to check out books at Shafer Library and as proof that a student is enrolled at or a faculty member is employed at The University of Findlay. No appointment is necessary.

Printing/Copying

Copying can be sent to the Print Services Office Room 27 Old Main. Other services of this office are found at <http://www.findlay.edu/offices/print/>. In addition, there are copiers in each of the office areas. Major copying of class handouts should be done through Print Services using the College of Education budget codes, 3110 for undergraduate and 3940 for graduate.

On-Campus Dining

Students and faculty may dine at The Cave in the Alumni Memorial Student Union. They can also dine in Henderson Dining Hall. For details about campus dining options and how to access them, go to the following web site:

<http://www.findlay.edu/offices/alumni/parents/guide/information/dining.html>.

The Hospitality Management Program at The University of Findlay runs a faculty/staff café called The Village Café on Tuesdays and Thursday's throughout the semester. The Village Café is at 424 Frazier Street. Reservations are required and can be made online at www.findlay.edu/villagecafe or call 419-434-4097.

Campus Events Food Policy

The University of Findlay has an exclusive contract with Sodexo Campus Services to provide all food and beverage service for events, meetings, etc. held on The University of Findlay Campus. David P. Harr, Director of Dining Service, must approve any exceptions to this.

Bookstores

The University of Findlay Bookstore, where students can find required textbooks and supplies, is located on the north end of the campus at 1330 North Main Street. The University also operates stores offering University of Findlay wear, snacks, and other items, in the Alumni Student Union and the Koehler Fitness and Recreation Complex. Information and hours are found on the following web site: <http://www.findlay.edu/shop/>.

Parking

Once a free parking sticker has been obtained at the Physical Plant (419-434-4544), faculty and staff can park in any yellow lined spaces on campus. Students can park in the white lined spaces and commuters in green lined spaces.

Career Services

Career Services offers many services for students from planning a college program to defining career goals and finding that first job. Services are outlined at the following web address: <http://www.findlay.edu/offices/career/>.

The Career Planning Office will work with both undergraduate and graduate students in the development of resumes and preparation for interviews. There are also many reference materials available. This service is located in Shafer Library. (419-434-4615).

The Career Placement Office will work with students to conduct a job search. Candidates should register with this office to receive information about job openings. The office is located at 315 College Street (419-434-4665).

Health Center

The services of the Cosiano Health Center are available to faculty and students. The Cosiano Health Center is located at 120 West Foulke Avenue, one block north of the Koehler Fitness and Recreation Center. Hours and services are posted at: <http://www.findlay.edu/offices/health/index.html>.

Fitness

There are several fitness centers available throughout The University of Findlay campus to allow faculty to utilize aerobic and anaerobic exercise equipment. The Koehler Fitness Center has an indoor track and a cardio center. The natatorium, in the Croy Gymnasium Building, is available for those who want to swim. The Gardner Fitness Center also has strength and conditioning equipment. Hours for these facilities are posted at each site.

Counseling

Counseling is available to all students. For details see the following web site: <http://www.findlay.edu/offices/counseling/>.

Financial Aid

Students at both undergraduate and graduate levels may qualify for loans. For more information, they should contact the Financial Aid Office (419-434-4792).

Student Work/ Graduate Assistantships

Some student work is available within the College of Education. This is coordinated through Patti Beck at #5338 or pbeck@findlay.edu. Her office is in UF Village 1152. There may be stipulations on student work.

Several graduate assistantships are available. Assistantships have specified tasks/criteria. If interested, students must complete an Application for Graduate Assistantship and send it to Nancy Leatherman in the Office of the Vice President for Academic Affairs. They must then go through an interview process with the appropriate dean or supervisor. Graduate assistantships include a stipend and 18 hours/year of tuition reimbursement. Graduate assistants are expected to work 20 hours a week at tasks assigned by their immediate supervisor. A few assistantships are available in the summer for an additional stipend of \$1500 and 6 hours of credit. Most graduate assistantships are limited to two years.

The University of Findlay Inclement Weather Policy

In case of inclement weather, check <http://www.findlay.edu/events/weather/> to determine whether the campus is closed. The closing of the University of Findlay due to unsafe conditions is a combined effort of the Physical Plant and several key administrators. While city and county decisions are certainly factored in to the process, a separate decision is made regarding the campus. The current policy is printed in the handbook on pages 5 and 6. Detailed below is how this translates to city/county snow emergency classifications.

SNOW EMERGENCY CLASSIFICATIONS:

- LEVEL 1: Roadways are hazardous with blowing and drifting snow. Roads are also icy. Drive very cautiously. **UF employees should report to work.**
- LEVEL 2: Roadways are hazardous with blowing and drifting snow. Only those who feel it is necessary to drive should be out on the roads. Contact your employer to see if you should report to work. **UF employees should report to work. Unless otherwise announced via local radio stations, the University is open. If you do not feel comfortable on the roads and choose not to report, you must contact your supervisor. You will be allowed to choose whether to make up the time, take a vacation day, or take an unpaid day to make up the time missed. If the county you live in is under a Level 3 emergency and Hancock County is under a Level 1 or 2, notify your supervisor and stay off of the roads. You will not be required to make up the time, take a vacation day, or take an unpaid day to make up the time missed.**
- Level 3: All roadways are closed to non-emergency personnel. No one should be out during these conditions unless it is absolutely necessary to travel. All employees should contact their employer to see if they should report to work. Those traveling on the roads may subject themselves to arrest. **UF employees should stay off of the roads. The University is closed, and this announcement is communicated to several local radio stations. Only personnel in key areas critical to the maintenance of the physical plant should report. If there is any doubt, contact your supervisor. Employees remaining at home will not be expected to make up the time, take a vacation day, or take an unpaid day to make up the time missed.**

College of Education Organizational Structure

The College of Education is lead by the Dean, who reports to the Vice President for Academic Affairs. Each program has an Area Program Director, who reports to the Dean. The Area Program Directors are in charge of their program at both the graduate and undergraduate levels (if applicable). Faculty members report to the Area Program Director(s) of the licensure area(s) in which they teach and to the Dean. The support staff for the College of Education includes four Administrative Assistants, a Director of Field Experiences, a Director of Graduate Outreach and Partnerships, a Title II Coordinator, a Licensure Officer, and a Praxis II Coordinator. For specific duties and position descriptions, see Appendix H. For committee/ governance structure, see Appendix G.

Area Program Directors:

Early Childhood Program: Professor Dorothy Copas (copas@findlay.edu, #4683)
Intervention Specialist Program: Dr. Mary Cameron (cameron@findlay.edu, #6626)
Middle Childhood Program: Dr. Elizabeth Raker (raker@findlay.edu, #5520)
Educational Technology: Professor Alvin Trusty (trusty@findlay.edu, #6987)
AYA and Multi-Age Programs: Dr. Julie McIntosh (mcintosh@findlay.edu, #4062)
Reading Programs: Dr. Kim Forget (forget@findlay.edu, #4090)
Educational Administration: Dr. Rahman “Buzz” Dyer (dyer@findlay.edu, #6901)

Directors of Special Programs:

Director of Graduate Outreach and Partnerships: Dr. Judy Wahrman (wahrman@findlay.edu, #4864)
Director of Human Resource Development Program: Dr. Chris Moser (moser@findlay.edu, #5320)
Director of Mazza Museum: Dr. Jerry Mallett (mallet@findlay.edu, #5344)
Deputy Director of Mazza Museum: Ben Sapp (sapp@findlay.edu, #5343)

Content Area Directors:

AYA Science: Dr. Gwynne Rife (rife@findlay.edu, #4724)
AYA Math: Professors Anne Albert (albert@findlay.edu, #4543) and Judy McCrory (jmccrory@findlay.edu, #4569)
AYA Social Studies: Prof. Kathy Mason (mason@findlay.edu, #4756)
AYA Language Arts: Dr. Christine Tulley (tulley@findlay.edu, #4537) and Prof. Christine Denecker (denecker@findlay.edu, #6661)
Multi-Age Drama/Theater: Professor Scott Hayes (hayes@findlay.edu, #4562)
Multi-Age Spanish, Japanese, TESOL/Bilingual: Dr. Hiroaki Kawamura (kawamura@findlay.edu, #4619)
Multi-Age Visual Arts: Professor Ed Corle (corle@findlay.edu, #4534)
Multi-Age Physical Education, Health: Professor Sharon Milligan (milligan@findlay.edu, #4622)

College of Education Support Staff:

Director of Field Experiences: Connie Leatherman (cleatherman@findlay.edu, #4785)

Title II/Coordinator of Outreach and Partnerships: Glen Piper (piper@findlay.edu, #4512)

Licensure Officer: Duane Philipp (philipp@findlay.edu, #4844)

Praxis II Coordinator: Ron Philipp (rphilipp@findlay.edu, #4844)

Administrative Assistant to the Dean: Patty Holcomb (Holcomb@findlay.edu, #4862)

Administrative Assistant for Data Management: Sheri Leatherman
(sleatherman@findlay.edu, #5423)

Administrative Assistant to the Director of Field Experiences: Georgia McStraw
(mcstraw@findlay.edu, #6980)

Administrative Assistant to Mazza Museum: Barbara McCrory (mccrory@findlay.edu, #5521)

Hiring Tenure-Track and Adjunct Faculty

Tenure-track faculty positions are posted in *The Chronicle for Higher Education* and other publications considered appropriate for the position. The Area Program Director of the licensure area in which the candidate will teach works with the Dean to write the position ad. This is sent to Nancy Leatherman in Academic Affairs to be posted. Application materials of candidates for positions come to the Dean and a committee is formed to review them. The Area Program Director takes on a leadership role on that committee. The committee includes other faculty from the licensure area and from the general faculty. Depending upon how many applicants there are, the Dean and the Area Program Director may sort the application materials for the most qualified applicants. The committee will look at the applications as well and choose up to three to invite to interview. During the interview process, the candidate meets with the Dean, Area Program Director(s), the Vice President for Academic Affairs, the Director of Human Resources, and the selection committee. The candidate also goes through a modified Gallup Perceiver assessment and makes a presentation to the College of Education faculty, staff, and students (if available). After the interview, all College of Education participants in the interview process evaluate the candidate. The Dean sends the Intent to Hire form to the Vice President for Academic Affairs. Each candidate must pass a background check done through the Office of Human Resources before the hiring process can be completed.

Adjunct faculty members are hired by the Area Program Directors with the approval of the Dean. Patty Holcomb, the Administrative Assistant to the Dean, initiates the contracts and sends them to Nancy Leatherman, the Administrative Assistant to the Vice President for Academic Affairs. Adjunct faculty must also pass a background check. All faculty, whether full- or part-time, must supply all requested information (transcripts, teaching licenses/certificates, vita) to the Office of Human Resources.

Hiring Staff

The Dean of the College of Education oversees the hiring all other staff in collaboration with College of Education personnel who would work most closely with the position that is open. Staff positions are posted and finalized through the Office of Human Resources.