

UNIT POLICY HANDBOOK



*Enter to Learn....
....Depart to Serve*

OAKWOOD UNIVERSITY DEPARTMENT OF EDUCATION JANUARY 2009

Education Department
Anna Knight Hall
7000 Adventist Blvd.
Huntsville, AL 35896

Phone: (256) 726-7157
Fax: (256) 726-7137
Website: www.oakwood.edu

UNIT POLICY HANDBOOK

I. SUMMARY OF CONCEPTUAL FRAMEWORK

A. VISION

The Department of Education at Oakwood University envisions that candidates graduating from the Unit will demonstrate willingness and the ability to adapt to the quickened pace of academic and cultural change in a world that is fast becoming a multicultural society.

B. THEME: HOLISTIC PREPARATION OF TEACHERS FOR SERVICE IN A MULTICULTURAL SOCIETY

Holistic education

Holistic education is not a new concept. It has been implemented as a central component at the Encompass School that involves development of the whole self, not just the intellect. Holistic education is based on the premise that each person finds identity, meaning and purpose in life through connections to the community, and to spiritual values and develops a passionate love of learning. (Baden-Powell 2000)

Powell continues by stating that Pestalozzi, the American Transcendentalists, Thoreau, Emerson and Alcott, the founders of "progressive" education Francis Parker and John Dewey and pioneers such as Maria Montessori and Rudolf Steiner; all insisted that education should be understood as the art of cultivating the moral, emotional, physical, psychological and spiritual dimensions. White (1903), a writer whose ideas form the basis of all Adventist education beliefs, states that true education is the harmonious development of the physical, the mental, and the spiritual powers that prepares the student for the joy of service.

Hence, the program at Oakwood addresses the whole person; this includes the physical, mental and spiritual entities that prepare students for service in a multicultural society.

Service

Service includes activities that are characterized by students' engagement in their local communities while applying and learning course concepts. Communities afford students venues in which to practice solving authentic real world problems with tangible outcomes. Service includes collateral benefits to academic programs and to the local community. Students learn course objectives and the value of becoming contributing citizens of the greater community. (Valerus 2001)

Community service is a way of teaching and learning that engages students in active service tied to curriculum. (Kielsmeier 2000)

In essence, the function of the Christian school is to educate the young of the church for service to God and their neighbors, rather than to train them for self-service through the acquisition of a good position and a comfortable income. Service to others was the essence of Christ's life, and it is therefore the ultimate aim in Christian education. (De Marquez 2002)

The service component of the program at Oakwood University involves students with the community under an academic umbrella. Students are assessed at each setting on their personal dispositions and the qualities of the service rendered.

Multicultural Society

We live in a world rich in diversity. As our nation becomes more diverse schools must be more responsive to the diversity in it's' student population. In doing so, a foundation is laid for all learners to develop an understanding and respect of themselves and others in a global perspective. This foundation is best created through a variety of multicultural experiences. (De Marquez 2002).

Experts estimate that by the year 2020 the white student population will decrease by 11%, with dramatic increases in African American (between 15% & 20%), Hispanic (between 47% & 61%), and the Asian/Pacific Islander/American Indian/Alaskan Native (between 67% & 73%) student populations (Young & Smith 1999). Each of these groups brings a distinct of values and traditions that influences student learning (Eggen & Kauchak 2002).

Faculty in colleges and schools of education now face the difficult task of preparing teachers to work with an increasingly diverse student population. One of the challenges is providing students with diverse experiences. (Aldridge 2002)

Multicultural field experiences involve classroom observations, interactions, presentations and a project, these experiences are stepping stones in preparing one for multicultural interactions in diverse settings.

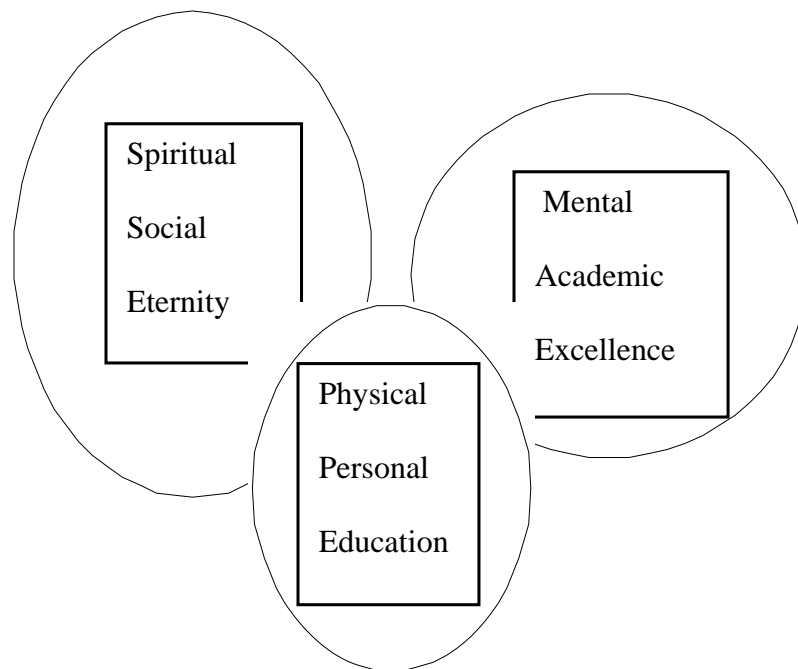
Mission

The mission of the Department of Education emanates from the departmental theme "Holistic Preparation of teachers for service in a multicultural society." Its programs and activities are unequivocally Christian in character, designed to integrate faith and learning, encourage a vibrant spiritual experienced, prepare individuals for service to God and their neighbors, rather than to train them for self-service through the acquisition of a good position and a comfortable income. Service to others is the essence of Christ's life, and it is therefore the ultimate aim in Christian education.

There are three types of missions in education:

1. We can attempt to reach the learner through the academic domain, by teaching academic skills and ways of dealing intellectually with the complexity of the world.
2. We can attempt to reach the learner through intervention in the personal domain (as through an attempt to increase student self-direction). (Physical) Students who are intervening must maintain a healthy body as well as a healthy mind that promotes self-direction.
3. (Social) We can attempt to enter the social domain, to change the learner at point of interaction with his or her fellows. (Spiritual).

Thus students will obtain the knowledge needed through the intellectual dimension and apply the skills needed in the personal dimensions and develop the dispositions based on their spiritual being.



C. CONCEPTUAL FRAMEWORK OUTCOMES

The unit's conceptual framework is built around the theme "Holistic Preparation of Teachers for Service in a Multicultural Society" provides the focus for the Assessment System. The fifteen outcomes framed in the three stands of the conceptual framework are clearly identified in every component of the assessment system. The Unit Conceptual Framework Outcomes are noted below.

1. The candidate knows the facts and principles of the subject matter in his/her field of study.
2. The candidate uses multiple approaches for instruction to assist students in the mastery of the content in his/her field of study.
3. The candidate knows and can demonstrate effective strategies in his/her field of study.
4. The candidate demonstrates the ability to integrate technology in his /her field of study in a multicultural setting.
5. The candidate is a caring professional committed to preparing students for long life learning.
6. The candidate has a broad knowledge of the humanities, science and religion.
7. The candidate knows and can demonstrate skills in assessing student progress.
8. The candidate understands and demonstrates sensitivity of student needs.
9. The candidate demonstrates a commitment to student service.
10. The candidate shows a commitment to professional development.
11. The candidate utilizes research to improve professional practice.
12. The candidate has a broad knowledge of the SDA beliefs and doctrines.
13. The candidate has knowledge of the integration of faith and learning.
14. The candidate is a reflective practitioner.
15. The candidate works in a collegial and cooperative manner.

Candidates are expected to demonstrate the following **dispositions**:

1. Responsibility
2. Independence
3. Initiative
4. Professional Ethics
5. Christian values
6. Diversity Sensitivity
7. Curiosity & Reflectivity

II. **TEAC POLICY AND PRACTICES**

The Teacher Assessment Committee (TEAC) which consists of the unit faculty, two faculty member from the Arts and Sciences, a part time faculty member and two teachers/administrators from P-12 schools provides an important service to the unit in continuous review of the Unit Conceptual Framework and its correlation to Alabama and INTASC standards. TEAC also oversees the evaluation of the assessment system and makes suggestions to the Unit regarding changes based on data. Specifically the TEAC responsibilities are as follows:

1. Meet a minimum of five times.
2. Advise the unit on policies and practices
3. Review unit assessment instruments for validity and reliability.
4. Review the aggregated data provided by the Unit Based on data findings, advise the unit on the program changes to strengthen the unit programs.
5. Foster program assessment and use of data for decision making across the Oakwood Campus.
6. The committee elects its own chair, and the chair serves for one year term but may be reelected. The chair will usually not be a member of the unit faculty. The TEAC chair works with the Unit chair on setting the meeting agenda and distributing materials to committee members.
7. Members serve for three years and may be appointed for a second three year term.
8. The Unit secretary serves as the secretary of TEAC, attends meetings, takes all the minutes and distributes the minutes to all members.

III. **TEACHER EDUCATION COUNCIL (TEC)**

A. Policies and Practices

The Unit full time faculty members make up the executive core of the TEC. The other members are:

1. One representative from each department offering majors in teaching areas. Representatives are appointed by the department chair and approved by the vice-President for Academic Affairs.
2. The Principal of Oakwood Academy
3. The Reading Special from Public schools
4. The president of the Education Club
5. The Director of the institutional Effectiveness
6. The Director of Oakwood Library

The Unit Chair serves as the chairperson of the TEC. The Secretary of the TEC will be chosen by TEC from among its members.

B. Responsibilities of the Teacher Education Council

1. Formulates teacher education curricula based on the stated mission of the University and guidelines from the State of Alabama, the denomination, learned societies, and accrediting agencies.
2. Formulates policies and procedures governing teacher education, e.g., admission of students, eligibility for student teaching, discontinuation of students, deviation from established policy, etc.
3. Develops teacher education program objectives.

4. Facilitates continued development, evaluation, and improvement of programs.
5. Approves applications for admission into programs.
6. Approves curricular change to satisfy state, denominational, and accreditation requirements.
7. Establishes policies and procedures for working with cooperating schools and teachers.
8. Assist in the recruitment of candidates for teacher education.
9. Approves recommendations for certification.
10. Recommends programs for university, denominational, state, and NCATE approval and /or accreditation.
11. Counsels the chairperson of the Unit in the recruitment of the teacher education faculty.
12. Reports, through the chair, to the Vice – President for Academic Affairs.
13. The Teacher Education Council meets alt least three times per year.

IV. POLICY AND PRACTICES FOR COMMUNICATING WITH COLLEAGUES IN ARTS AND SCIENCES

Since the Arts and Science faculty who teach methods courses in secondary contribute to the achievement of the conceptual framework. The Unit Chair meets with them regularly to update them on the State and NCATE requirements. All methods course syllabi in arts and science must be tied to the conceptual framework outcomes.

V. POLICY FOR ADMISSION TO TEACHER EDUCATION

Admission to Oakwood University does not mean admission to teacher education program. Criteria for admission into teacher education include the following:

1. A formal written application for admission to teacher education submitted after completion of at least 60 semester hours, including 48 hours of general studies.
2. No candidate will take more than five professional courses before admission into the program. The courses are the following: ED130, ED200, ED240, ED275, and ED350
3. A cumulative GPA of 2.50 for all college work.
4. A passing score on three sections of the APTTP test. (20 hours of tutoring are required for candidates who fail APTTP test)
5. Satisfactory recommendation from advisors including content area advisors for secondary candidates only, an employment supervisor, and a residence hall dean (if applicable)

6. An acceptable portfolio rating (A candidate who scores below 2 on any of the conceptual framework has to work with his/her advisor in order to come up with acceptable artifacts)
7. An acceptable disposition assessment rating.
8. No incomplete(s)
9. A satisfactory interview by members of the Teacher Education Council.

VI. POLICY FOR ADMISSION TO INTERNSHIP

- A. By April 30, prior to the student teaching semester /year, the candidate must review the following criteria with his /her advisor to ensure that these requirements have been met.
 1. Cumulative, professional and teaching field GPA of 2.5
 2. Pass all 3 sections of the APTTP.
 3. A C or higher in every course in each of the following: professional courses, teaching field courses, religion courses, health courses.
 4. Recommendations (advisor, edu. faculty)
 5. English Proficiency (can be repeated once, the 3rd time the candidate will be required to take EN 250)
 6. Disposition Assessment (A candidate who scores below 3 on a 1to 5 rating scale must write a plan of action on how to improve that disposition)
 7. 2nd Portfolio Review Checkpoint (same remediation process similar to admission to into TEP)
 8. Pass Praxis II (Candidates are required to take ED 400 Praxis II Preparation .Candidates who do not pass Praxis II are required to attend individualized instruction with the designated instructor in their respective teaching fields.

VII. POLICY FOR GRADUATION CLEARANCE

1. Approved graduation packet
2. Portfolio Capstone Review (Remediation procedure similar to Gate 1 and 2)
3. Assessment of dispositions (Remediation procedure similar to 1 and 2)
4. A C or higher in every course in each of the following: professional courses, teaching field courses, religion courses, health courses.
5. Professional studies, elementary and/or secondary area exit exams passed.
6. Exit Interview
7. Application for Alabama State initial certification.

VIII. POLICY FOR EXIT EXAM

A. Exit Examination

Exit examinations are administered in three sections. The candidate is assessed in the professional studies, writing proficiency, and in the teaching field. The professional studies portion includes the basics that all teacher education candidates should know and be able to do. Students not receiving a passing grade on the professional studies and teaching field sections are required to complete remediation activities according to the areas not receiving satisfactory performance. The English department examines the writing skills of each candidate. The candidates not passing the writing portion of the exit examination are required to complete a minimum of 12 hours of remediation activities in the center for academic advancement and write a passing essay. The teaching subject matter must be satisfactorily completed within the respective departments.

IX. FOLLOW-UP POLICY FOR IN-SERVICE TEACHERS & EMPLOYERS

In March of every year, the Unit sent surveys to former graduates and their employers. Data are analyzed in summer by Unit faculty, TEAC and TEC and makes appropriate recommendations to the Unit for implementation. The Unit will provide remediation free of charge to any graduate who performs deficiently in his/her area of specialization within two years of program's completion.

X. POLICIES AND PRACTICES FOR DETERMINING PLACEMENT OF STUDENT TEACHERS

Collaboration Between Unit and School Partners

The unit, public schools and private schools are active participants in the development, implementation and evaluation of the program. These stakeholders provide an opportunity to ensure that all candidates have the opportunity to become professional educators who are change agents in the multicultural society.

The process for students enrolled in courses including field experiences vary according to the course level. The public school system provides a four year cycle list of schools available for practicum experiences. The cycle places colleges and universities under clusters. Each college/university is assigned two clusters of schools with which to work during each school year. From this list, the field placement coordinator contacts school principals for availability of spaces within the various schools. The clusters are limited to Huntsville City Schools. (See Student Teaching Handbook).

Every semester the Unit invites K-12 teachers to co-teach with Unit faculty method Courses. Unit faculty also spend at 10 hours per academic year in teaching or conducting seminars in K-12 school setting.

Pre-Internship Policies and Practices

The Unit and its school partners design and implement and evaluate pre-internship experiences so that teacher candidates demonstrate the knowledge, skills and dispositions necessary to help K-12 learn. Students begin in the freshman year by observing actual classroom teaching techniques and classroom management strategies. During the sophomore year, candidates assist cooperating teachers in daily classroom activities and responsibilities. The junior year field practicum experience entails 12 full days in K-12 and each methods course has at least 12 hours of practicum. Teacher candidates are required to have at least 221 practicum hours to be allowed to do internship.

XI. POLICIES AND PRACTICES DURING INTERNSHIP

During internship, cooperating teachers and university supervisor continuously assess the candidates' knowledge, skills and dispositions. If a student is performing below the acceptable standard, the college supervisor will call a meeting both the candidate and the cooperating teacher to work on plan to help the candidate improve his/her performance. If the candidate continues to perform below the acceptable standard, the candidate may be asked to discontinue, repeat or take an incomplete.

A. Cooperating Teacher

The cooperating teacher supervises student interns in school settings. He/she must meet minimum professional criteria, including:

1. A master's degree
2. Class A certification, with endorsement in the teaching field(s) of the student intern
3. Three years of successful teaching experience or a highly recommended teacher by the principal
4. A current teaching assignment in the intern's area of specialization

In addition, the cooperating teacher must understand the program of each intern supervised, be familiar with the levels of achievement of each, and be competent to provide them with superior professional supervision.

B. Policy for Placements for Field Experiences and Clinical Practices

Elementary and secondary candidates will be placed in diverse settings in public and Seventh - day Adventist schools in Huntsville and Madison city schools for field experiences.

Policy for Field Experiences

Elementary candidates are required to complete a minimum of 221 clock hours in a variety of field experiences in a public and /or private school settings before internship or student teaching. Secondary candidates have to complete 167 clock hours before internship. The Unit places candidates where there is **diversity** of students: racial/ethnic, Economic, religious, and special needs. Every effort will be made to place the candidates in these classrooms.

Field Experience Requirements

The candidate's time in the classroom may include observing as well as assisting the teacher. Unless specified, assistance to the cooperating teacher is not required of the candidate, but any level of candidate's involvement in the classroom with which the teacher is comfortable is encouraged.

In addition to the specified observations unique for each course, the candidate is required to focus on the teacher's mastery of knowledge, instructional skills, dispositions, attention to diversity, management and discipline, assessment of student learning, and use of technology. Also, the candidate has to keep a log of time spent in each classroom. The course instructors require the candidates to complete and submit a written reflective journal or report of their observation experiences. Some instructors require the classroom teacher's signature on the candidate's observation sheet report.

C. Due Process - Removal From Field Experiences Program

At the recommendation of a cooperating teacher, or a principal, a student can be on placed probation for two weeks or more. During the probationary period, the student will be closely observed by the university supervisor and the coordinator of student teaching. Any infraction during the probationary period is subject to immediate removal from the program. The student will be notified in writing.

Any student removed from student teaching for any cause, is automatically removed from the student teaching program. To be re-admitted the candidate is required to re-apply and to submit a letter of intent that addresses his/her problem. The letter and the application will be reviewed by the TEC. The candidate will be notified in writing of the recommendation from the TEC.

D. Infraction of Internship/Practicum Contract

1. The Internship supervisor shall present to the TEC the alleged grievance, evidence of infraction and a recommendation for action.
2. The candidate shall be given a hearing before the TEC.
3. The final decision of the TEC will be presented in writing to the candidate.

4. The candidate will be advised of appeal right and procedures.

E. Appeal Process For Students During Internship/Practicum

A student, whose grievance arises during internship or any other field experience, should follow the following steps.

1. Speak with the person through whom the grievance had arisen.
2. If not resolved, speak to the University Supervisor.
3. If not resolved, speak to the Coordinator of Field Experience.
4. If not resolved, speak to the Unit Chair.
5. If the Unit chair cannot solve the problem, he/she should take this matter to the TEC. The TEC considers all the applications, grants or denies the request. If the candidate wishes to contest the decision of the TEC, he/she shall request of any TEC member an appeal meeting with the committee.
6. If, after the hearing, the decision of the TEC remains unacceptable to the candidate, he/she may request of the Vice-President for Academic Affairs or Vice-President for Student Services a hearing.
7. If the problem is not resolved, the candidate can appeal to the President who is the final appeal authority.

F. Statement to Candidate and Student Learning

1. Faculty believe that all students can achieve.
2. Faculty also believe that student achievement can be positively effected when K-16 educators collaborate.
3. Faculty believe that effective teaching adheres to diversity in the classroom.
4. Faculty believe that the unit should make current resources and learning materials to its candidates.

G. Unit Faculty Disposition

The unit faculty ensures the modeling of the following for its candidates

1. Provide positive learning environment
2. Shows interest whether students learn.
3. Believes that all students can learn.
4. Listens to students comments
5. Is sensitive to students needs.
6. Demonstrates professional behavior in class.
7. Demonstrates a personal knowledge in God.

H. Unit Policies related to Assessment Validity, Fairness and Reliability

1. The unit chair shares with Teacher Education Assessment Committee (TEAC) copies of professional article on Validity and Reliability of Assessment in every meeting.
2. Twice a semester, TEAC will examine the validity, reliability and consistency on the evaluation instrument. These policies and practices are directed at eliminating cultural and individual biases; ensuring evaluation instruments are tied to the conceptual framework.

I. Policy on Data collection, Analysis and Evaluation

The Unit internship or practicum supervisor will collect candidate's evaluations from cooperating teachers and submit the evaluations to the office secretary. The secretary will compile the raw data and forward them to the data analyst in the office of the Institutional Effectiveness. The data analyst will aggregate the data in table format and submit them to the Unit chair who in turn will present the data to the Unit, TEAC and to TEC. The TEAC and TEC discuss the findings and present their recommendations to the Unit faculty for implementation. Other data such as APTTP, Exit Exam and English Proficiency results are collected by the office secretary and are used by the Unit faculty to recommend candidates to TEC for admission in to the program, admission to internship and to the Records office for graduation clearance.

J. Portfolio Review Policy

The Unity considers the evaluation of candidate portfolios special. Thus requiring additional processes to ensure fair evaluation of the portfolios. To ensure fair, consistent, reliable evaluation of candidate portfolios. Two faculty members evaluate one candidate portfolio using the portfolio rubric. In cases where these two evaluators do not reach consensus, a third evaluation from program faculty evaluates the disputed portfolio. All Unit programs use the same portfolio rubrics to evaluate all candidates. Each program may have someone differences in the artifacts to be included in the portfolio but the criteria for evaluating the portfolio remains the same.

XII. INTERNS GUIDELINES ETHICAL BEHAVIOR DURING INTERNSHIP

- Give top priority in time, attention, and preparation to the student teaching assignment.
- Keep non-student teaching responsibilities to a minimum.
- Dress professionally and be well groomed at all times.

- Attend orientation meeting prior to the beginning of your student teaching.
- Be punctual and regular in attendance. School board policies dictate the established work day and student teachers are expected to follow these policies.
- Do not leave the school during school hours without the prior approval of your cooperating teacher.
- Address your cooperating teachers by proper name and title when in front of students and parents. Students in your assigned school should not be allowed to call you by your first name.
- Conform to the schedule of activities, using all experiences to increase your knowledge of the total school environment.
- Take the initiative to arrange time as needed for assistance with planning and evaluating. Remember that your cooperating teacher and university supervisor are here to assist you.
- Determine with the cooperating teacher what classes you will teach and what unit you will develop and teach.
- Make long range lesson plans in coordination with the cooperating teacher.
- Check unit plans, lesson plans, assignments, materials, etc., with the cooperating teacher.
- Prepare thoroughly and carefully for each day of teaching.
- Be creative when planning lessons and preparing materials to present the lessons.
- Inform the cooperating teacher and university supervisor as soon as possible in the event of an unavoidable tardiness or absence.
- Become acquainted with the secretary, school nurse, librarian, custodian, and other auxiliary personnel as well as the principal and teaching staff. Be appreciative of the services they provide.
- Become acquainted with the various learning materials and resources available.
- Do not discuss student problems, parents, teaching staff, etc., outside the classroom. Discussions with the cooperating teacher should stay with the teachers or Oakwood University supervisors. Confidentiality is a must!

- Become acquainted with the cumulative records and other files pertinent to the students with whom you work.
- Become familiar with the population served by the school to which you are assigned.
- Know the school regulations and rules affecting the students for whom you are responsible.
- Attend faculty meetings, PTA/Home & School, and other related school functions whenever it is appropriate to do so.
- Attend student teaching seminars and other meetings scheduled for student teachers.
- Continually engage in self-evaluation of your teaching performance for the purpose of sharing information with your cooperating teacher and university supervisor.
- Take responsibility to make sure all forms are completed and submitted to your cooperating teacher and Oakwood University supervisor.
- Keep current regarding educational issues involving your school and district.
- All information which the intern receives about pupils in his/her class or school is to be kept confidential.
- An intern should be more concerned with what is being achieved with the pupils than with the impression being made on the Supervising Teacher or the University Supervisor
- The intern should maintain the dignity necessary to gain the respect of his/her pupils.
- The intern should show enthusiasm concerning the learning experiences being developed with pupils.
- The intern should be sensitive and courteous to all pupils.
- The student should consider himself/herself a member of the community in which he/she is teaching and act accordingly.

- Disciplinary measures used by the intern should conform to the instructions of the supervising teacher.
- The intern must be an example to his/her pupils in every way--physically, mentally, and ethically.
- The intern should be just as interested in and as ready to assist with the improvement of a class as if it were his/her own.
- The intern must realize that each pupil is an individual and must take into consideration individual abilities, interests, and capacities for learning.
- The intern must be completely impartial in interacting with pupils, and must constantly strive to be fair while judging pupils' actions
- The intern should refrain from imposing his/her religious or political values upon his/her pupils, and should exhibit broad-minded, tolerant attitude toward other groups and individuals.

XIII. POLICY AND PRACTICES - STUDENTS RIGHTS (OAKWOOD UNIVERSITY POLICY FOR ALL STUDENTS)

- A. Students have the right to appeal. However, there are certain conditions that must be met:

Grounds for Appeal: An appeal will be considered valid only if it meets one of the following criteria:

1. Information is available which was not available at the time of the decision, but which would have affected the decision.
2. The case was initiated or conducted according to improper procedure and the decision was materially influenced as a result of the improper procedure.
3. The decision embodies a sanction that is inconsistent with the nature of the offense. ("inconsistent" in this sense should be interpreted to mean the degree of severity of the sanction is not reasonable in light of the offense.)
4. The facts were not sufficient to justify the findings.

- B. Limitations on Appeals of Sanctions: Appeals of sanctions and related specific restrictions/conditions, imposed at any given level of authority, are as follows:

1. Probation, Social Restriction, Monetary Fines, Community Service Work and Suspensions may be appealed one administrative level in the system removed from the authority imposing the sanction. If the sanction begins with an Assistant Resident Hall Director, it can be appealed to the Residence Hall Director; and so on to the dean of Man/Women, and then to the Assistant Vice President for Student Services, and the Vice President for Student Services.
 2. Expulsions and/or dismissals may be appealed to the University President.
- C. Procedure: The typewritten appeal shall be submitted within 24 hours after notification (written or oral) of a decision has been received by the student/s. The appeal should be addressed to the appropriate University official/authority with a copy to the University official/authority that rendered the decision that is being appealed. The appeal should clearly delineate:
1. The specific charges
 2. The action or decision reached by the lower authority
 3. The ground(s) and rationale upon which the appeal is based.

All relevant materials pertaining to the case will be forwarded to the appropriate office within 48 hours after the appeal is filed. It is the responsibility of the authority from which the appeal is being made to provide the necessary information to the appellate authority.

- D. Responsibility of the Appellate Authority: The appellate authority will normally render a decision on the appeal within 72 hours *after it is received. The decision may be to:
1. Reject the Appeal - a decision to reject an appeal should be based on and is indicated by a finding of no procedural and/or substantive discrepancies in the action(s) and/or decision(s) of the lower authority.
 2. Uphold the Appeal - a decision to uphold an appeal should be based on and is indicated by a finding of procedural or substantive discrepancies in the action(s) and/or decision(s) of the lower authority. This action implies disagreement with the lower hearing authority. If the appeal is upheld, the appellate authority may:
 - a) Alter or modify the sanctions imposed by the lower authority. This action implies agreement with the findings and disagreement with the sanctions. Any changes to the sanctions should be within the specified parameters for the type of infraction involved; or

- b) Reverse the findings. This action implies disagreement with the findings and, consequently, the sanctions imposed by the lower authority. A review of the initial hearing is indicated and, depending on the circumstances, may be conducted by the appellate authority or ordered reheard by the lower authority.
- c) Send it back to the original authority to conduct further proceedings on the matter or ask for a completely new hearing.

If it is determined that grounds for a valid appeal exist, the appellate authority will notify, in writing, all concerned parties of the action he/she is taking. If a new hearing is ordered, it should be scheduled as soon as possible. In these instances, the case will be presented in its entirety.

Students, who have been suspended/expelled/dismissed by the initial authority and choose to appeal the decision, may be required to leave campus or be subject to restrictions during the course of the appeal. In these cases, every effort will be made to expedite the appeal process. Further, the University reserves the right to deny re-admission to any student who has been sanctioned.

XIV. ACADEMIC ADVISING AND MONITORING

- A. At the close of ED130, Orientation to Teaching each elementary major shall be assigned an advisor from the education faculty.
- B. At the close of ED130 Orientation to Teaching, each secondary teacher candidate shall be assigned an advisor from the education faculty and an additional advisor (s) from the content specialty.
- C. Sophomore, Junior and Senior candidates will develop and keep an updated professional portfolio. Portfolios will be monitored by requiring them to be presented as one of the requirements at each gate/checkpoint of the program.
- D. Unacceptable progress may result in probationary status or dismissal from the program. Unacceptable progress may include any grade below 2.00 in professional education courses or specialization or minor courses; a grade of incomplete in any course; excessive class tardiness or absences; work turned in late in any professional education class.
- E. Students receiving unsatisfactory grades in their major area (s) of study will be encouraged by their advisor (s) to seek help in the Center for Academic Advancement (CAA).

- F. Students making unsatisfactory progress will be placed on Early Alert and be encouraged to seek help in the CAA.
- G. Each semester an advisement assessment instrument will be administered to students to find out the efficiency of the advisement program.

XV. POLICY FOR BASIC SKILLS TEST SCORES

- A. All students will be encouraged to attend special help sessions arranged by the unit chair to assist in preparation for the basic skills test (APTTP).
- B. Candidates will not be restricted in the number of attempts at the satisfactory completion of the basic skills test.
- C. Students not successfully completing the basic skills test will be recommended to the (CAA) for at least 20hours of tutoring.

XVI. TRANSFER STUDENTS AND CREDITS

Students wishing to transfer to Oakwood University from another college or university must follow the same application procedure as other new students (see Oakwood University Bulletin). Transfer students must also submit official transcript from all schools attended. A high school transcript must also be submitted. A maximum of 64 semester hours may be accepted from a Junior college. A student transferring work from another college will be given credit only for work completed with grades of C- or above, and only grades of C or higher are accepted in a student's major or minor field.

The ACT or SAT requirement will be waived if the applicant has completed one quarter or semester each of college-level English and mathematics with a grade of C(2.00) or above. Otherwise, the ACT must be taken before being allowed to register.

Students transferring from unaccredited colleges with a GPA of at least C may be accepted on a conditional basis. The previous credit will be validated only after the successful completion of a semester's work of at least 12 hours with a cumulative GPA of 2.00 at Oakwood University.

XVII SPECIAL NEEDS

Any education major needing assistance with special problems can find immediate help at the Center for Academic Advancement, Counseling Services or Campus Ministries. Unit faculty and advisors are also available for help.

XVIII FACULTY EMPLOYMENT POLICIES AND PROCEDURES

The appointment of faculty, either by initial appointment or reappointment, is of critical importance in determining how the University fulfills its spiritual and academic mission. Candidates for appointment shall be reviewed carefully so that faculty members will not merely fill positions, but will bring to the college spiritual leadership, intellectual distinction, and the potential for eventual promotion to advanced rank. Candidates for appointment should aspire to excellence in their commitment to spiritual growth, teaching, and contributions to their professional communities beyond the immediate campus. The University is committed to equal employment opportunities for all, and does not discriminate on the basis of age, handicap, gender, race, color, or national origin.

The Board of Trustees of the University officially makes all faculty appointments at the recommendation of the President, in consultation with the Vice President for Academic Affairs.

The appointment or reappointment of a faculty member to a teaching or library position is official when such a faculty member has received a written job offer from the Vice President for Academic Affairs and accepted the same in writing.

Procedure for appointment

- X A recommendation for appointment to the faculty is made by the chairperson of the department to the Vice President for Academic Affairs after consultation with the faculty of the department
- X Upon achieving agreement with the department chairperson regarding the faculty appointment, the Vice President for Academic Affairs transmits the recommendation to the President for endorsement.
- X The President submits the personnel recommendation with his approval to the Board of trustees (or the executive committee of the Board) for final approval.
- X The Vice President for Academic Affairs notifies the person by letter, with a copy to the President, that includes the following information:
 1. Department(s) of Appointment
 2. Rank and title
 3. Effective date
 4. Status (continuous appointment, continuous track, noncontinuous track, full-time or part-time)
 5. Term of appointment

6. Reference to the President's letter
7. Salary details, including wage factor, step, and salary amount
8. A statement that the appointment is subject to the University Faculty Handbook, which the appointee has received and will receive, and will acknowledge by signed statement
9. A statement that additional information regarding benefits can be obtained from the Department of Human Resources

XIX. FACULTY WORKLOAD POLICIES AND PRACTICES

A. Normal Load

The faculty member is expected to carry instructional and non-instructional responsibilities. Instructional responsibilities include twenty-four hours of teaching per year. Non-instructional responsibilities include:

- Ten office hours per week
- Two committee assignments per year, apart from department and faculty meetings
- Up to forty advisee per year

A department chairperson's normal instructional load is 18 semester hours per year, with non-instructional responsibilities of:

- At least twenty office hours per week
- Up to two committees per year apart from department and faculty meetings
- Up to twenty advisee per semester
- Direction of the formation and administration of departmental objectives

B. Normal Load Variation

Variation of the normal load depends upon department, course, and the instructor's objectives. The load is determined by the department chairperson, in collaboration with the Vice President for Academic Affairs, and is based on the following guidelines:

1. Practicum, internship, and field supervision activities shall be calculated on a basis that complies with the specific discipline or program accreditation standards. Supervising 20 or more students, where allowed, should be treated as an overload and calculated by departmental standards and formulas. No faculty of the unit should supervise more than 18 students per academic year
2. Labs / intramural are credited on a basis of one hour for every three hours of lab per week.

3. Activity courses are credited on a basis of one credit hour physical education activity course being the equivalent of a two-hour instructional class
4. Independent study / research shall be credited on a basis of 25 percent for 1-2 students; 50 percent of the number of course credit hours for 3-4 students; 75 percent for 4-5 students; and 100 percent for 6 or more students.
5. Team teaching: if two or more teachers participate, load credit is calculated by dividing the course credit among them and each remunerated for that portion of the course credit.
6. Music faculty teaching only lecture courses should have their load determined in the same way as faculty in other departments of instruction. Lecture-type courses are weighted with studio private lessons on a 2:3 ratio; that is, two credit hours of classroom instruction equates to three clock hours of private instruction.

XX. FACULTY LEGAL RIGHTS

If faculty members feel they have cause for grievance in any manner and have failed in their attempts to resolve the issue on a personal basis, the following procedure shall be followed in their process of filing a grievance.

1. The faculty member will petition the Faculty Committee for redress
2. The petition shall set forth in detail the nature of the grievance. It shall contain any factual or other data that the petitioner deems pertinent to the case.
3. The committee, if it decides the facts merit arbitration on its part, will seek to bring about a settlement that is satisfactory to all parties concerned within 30 days. The committee will report its findings and recommendations to the Vice President for Academic Affairs. All items brought to the committee shall be held in confidence.
4. If dissatisfaction persists or if a satisfactory settlement does not occur, the faculty member shall appeal directly to the Vice President for Academic Affairs.
5. If dissatisfaction persists or if a satisfactory settlement does not occur, the faculty member shall appeal directly to the President.
6. If dissatisfaction persists or if a satisfactory settlement does not occur, the faculty member shall have the right to lodge a final appeal through the President to the chairperson of the Board of Trustees.

XXI. FACULTY EVALUATION

The Unit Faculty undergo evaluation under the same procedures as other faculty of the University; however, because of the high importance placed by the Unit on presenting appropriate models for teaching, effectiveness in classroom teaching is of maximum importance in faculty evaluation. In order to create an atmosphere conducive to faculty development as a model for students in education. Unit Faculty members are encouraged to engage in cooperative teaching and to observe each other in the classroom. There is no formal feedback or documentation required or expected as a result of these peer review activities. However the Unit Chair makes formal evaluations for faculty and documents feedback.

Part of the overall assessment of the Teacher Education Program involves feedback from students through evaluation of the faculty at the end of each semester. The data are aggregated by the Institutional Effectiveness Office and the results are sent to the Unit Chair to discuss the outcome with each faculty and each faculty makes plans for improvement.

XXII. FACULTY DEVELOPMENT POLICIES AND PROCEDURES

The University strongly encourages and provides support for continuous professional development by assisting faculty in maintaining high professional standards and enhancing a sense of personal efficacy. The institution encourages the continuous professional development of its faculty through application of the following provisions:

A. Advanced Study

An annual fund is made available through Academic Affairs Division to supplement the cost of advanced education. Faculty members are encouraged to apply to the Vice President for Academic Affairs for the institutional funds and to external sources for fellowships/grants as they consider additional study in their respective disciplines. While primary responsibility for obtaining external funding rests with the faculty members, the University actively seeks funding for advanced study from external sources such as the United Negro College Fund and sources for grants and fellowships. Request for leave for advanced study is originated by the faculty member and submitted for approval to the faculty member's chairperson, the Vice President for Academic Affairs, and finally the president. Financial support may be provided upon request for coursework to be taken at local universities to upgrade teaching skills in the area of specialization.

B. Research Assistance

Faculty members are encouraged to integrate teaching and research in their responsibilities to students. The Department of Research has a mandate to promote and stimulate research activities. Faculty members who express interest

in research and want to initiate research activities are encouraged to work with this department in order to generate preliminary data for fundable research proposals. Unit faculty are encouraged to do collaborative research with K-12 teachers.

C. Affiliation with Professional Organizations

At least one professional membership fee annually is paid by the University for each faculty member.

D. Travel to Professional Meetings

Funds are provided for faculty members and departmental chairpersons to travel annually to professional meetings. Additionally, departmental travel budgets may be supplemented by the Vice President for Academic Affairs and/or the President

E. Publishing

Publishing stipends are provided for faculty members who publish articles or books in refereed (peer reviewed) and non-refereed journals in their field and who present research papers at professional meetings in their disciplines. Faculty members may apply for these stipends from the Office of the Vice President for Academic Affairs.

F. Sabbaticals

Sabbaticals may be granted to a faculty member for a maximum of one calendar year upon approval by the President of the University from recommendations by the department chairperson and the Vice President for Academic Affairs. Sabbaticals are granted for research, writing, postdoctoral studies, or related activities and increase knowledge and/or scholarly productivity.

G. Research Leave

The University may grant a research leave for up to two years without salary, but with negotiated benefits, to a faculty member who wishes to engage in research with government/private organizations/foundations. Research leave will count as service credit.

H. Service Leave

Service leave may be granted to a faculty member to pursue professional employment elsewhere for purposes of academic growth and/or training. Such leave requires approval of the department chairperson, and Vice President for Academic Affairs, and the President. Continuation of salary and benefits is negotiable.

I. Unit Faculty Development Policies & Procedures

1. The Unit is committed to providing regular and systematic faculty development opportunities for Unit Faculty and Clinical Faculty.

2. At the first Unit faculty meeting each, Unit faculty identify the two or three themes they wish to have as the central focus for their faculty development during that academic year. They also identify some specific faculty development activities they wish to have.
3. Clinical Faculty are invited to all Unit Faculty Development Activities deemed to be appropriate.

J. New Faculty Orientation

In addition to the faculty orientation organized by the office of Faculty Development, the Unit chair serves as a mentor for new faculty.

K. Portfolio Scoring Policy

1. Each portfolio will be assessed by two faculty members.
2. If a candidate scores below 3 on any of the outcomes, candidate will resubmit the artifact(s). The new artifacts will be evaluated to see if he/she meets the required standard.
3. A score of 2 or above is required on each of the outcome.
4. Each advisor will review the portfolio report with the candidate.

UNIT POLICY HANDBOOK

TABLE OF CONTENTS

Summary of Conceptual Framework

Vision	1
Theme	1
Service	1-2
Mission.....	2
Conceptual Framework Outcomes.....	3-4
TEAC Policies and Practices.....	4
TEC Policies and Practices	5
Policies & Practices for Communication with Colleagues in Arts and Sciences.....	6
Policy for Admission to Teacher Education	6
Policy for Admission to Internship.....	7
Policy for Graduation Clearance.....	7-8
Policy for Exit Exam.....	8
Follow-Up Policy for In-Service Teachers & Employers	8
Pre-Internship Policies and Practices	9
Policies and Practices during Internship	9
Cooperating Teacher.....	9
Due Process - Removal from Field Experiences Program.....	10
Infraction of Internship/Practicum Contract	10
Appeal Process for Students during Internship / Practicum	11
Statement to Candidate and Student Learning.....	11
Unit Faculty Disposition.....	11
Unit Policies related to Assessment Validity Fairness and Reliability.....	12
Policy on Data collection, Analysis and Evaluation.....	12
Portfolio Review Policy.....	12
Guidelines for Student Teachers Ethical Behavior during Internship	12-15
Policy and Practices - Student Rights (Oakwood University Policy for All Students)....	15-17
Academic Advising and Monitoring.....	17-18
Policy for Basic Skills Test Scores	18
Transfer Students and Credits	18
Special Needs.....	18
Faculty Employment Policies and Procedures.....	19-20
Faculty Workload Policies and Practices	20-21
Faculty Legal Rights.....	21
Faculty Evaluation.....	22
Faculty Development Policies and Procedures.....	22-24