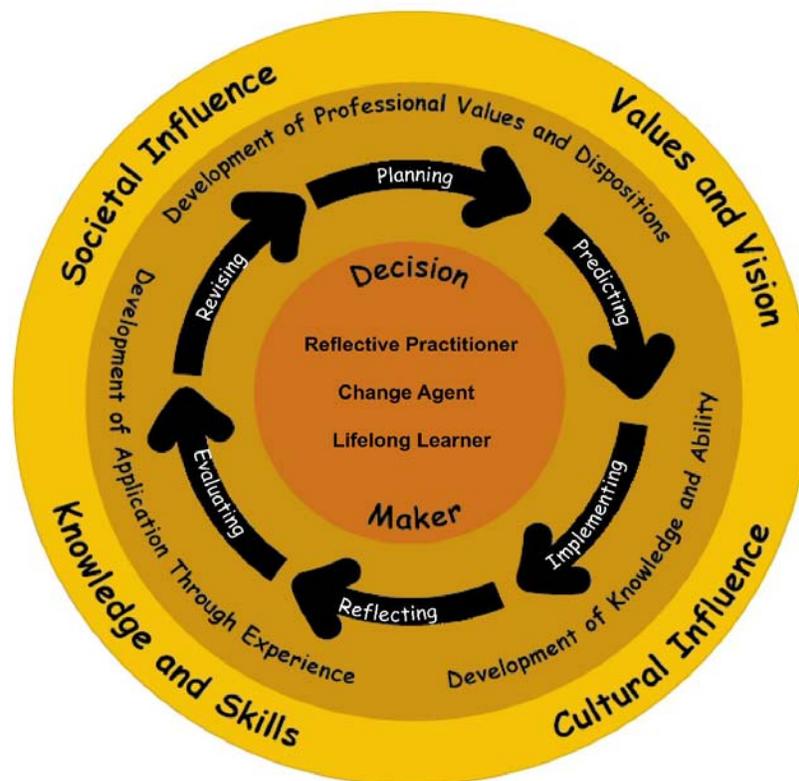


ALABAMA STATE UNIVERSITY

COLLEGE OF EDUCATION



Policies and Procedures Manual

Preface

This handbook represents an organized effort to assemble in one place the basic information needed for the operation of the College of Education. The College functions as an integral part of the University. In this regard, the policies and procedures governing the operations are both those which govern its operation within the University and those that speak specifically to it. In an effort to avoid redundancy and duplication of policies located elsewhere within the University community, this manual includes only those policies and procedures that are specifically related to the operation of the College.

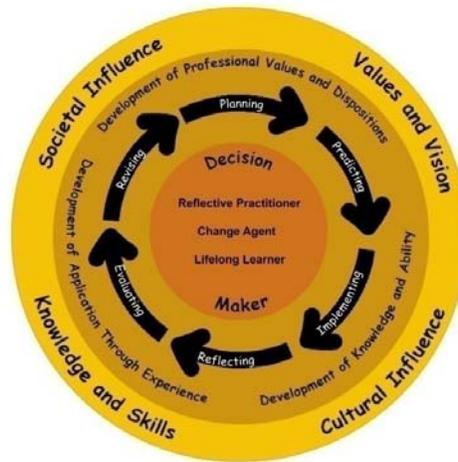
With this manual, the reader can easily locate the kinds of information needed to determine College policies and procedures. For other important policies not listed in the current work, the reader should be made to the following handbooks: Alabama State University Faculty Handbook, Alabama State University Staff Handbook, and Alabama State University Student Handbook: The Pilot. In addition to these materials, specific operating guidelines may be obtained by referring to program and departmental documents (i.e., Field and Clinical Experiences, etc.).

College of Education Mission Statement

The College of Education (COE) seeks to prepare teachers, instructional support personnel, and other professionals to be decision makers who are equipped with the knowledge, skills, and dispositions necessary to ethically and effectively integrate theory and practice in carrying out their professions. These professionals will possess the understanding of our diverse culture, the technological capabilities, the intellectual rigor, and the critical thinking and problem solving skills required to make informed and responsible decisions, to engage in reflective assessment, to implement positive change, and to pursue learning as a lifetime endeavor.

As an integral part of the total university, the COE is committed to serving the communities in Alabama through assistance to their educational programs and related activities. As it works to carry out its mission, the COE is careful to ensure that initial and advanced programs for the preparation of teachers and other professional education personnel are aligned with the expectations of national, state, professional, and institutional standards.

College of Education Conceptual Framework



EDUCATOR AS DECISION MAKER

Description of the Conceptual Model

The Conceptual Framework of the College of Education, Educator as Decision Maker, provides coherence for the college's professional education programs. It guides the systematic design and delivery of curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. The Conceptual Model presents a graphic illustration of the development of decision makers through these multiple dimensions of the college's professional education programs.

The model consists of four interdependent, interrelated, and interacting components which the college faculty view as essential contexts for the shaping of informed, skilled, and responsible decision makers. The **first component**, the outer circle, represents the assumption that candidates bring to the university a **prior context** consisting of their own **values and vision, knowledge and skills, and cultural and societal influences**. This prior context serves as the foundation for the learning that takes place in the university's educational programs.

The **second component**, the large inner circle, represents the setting in which the university and the college provide the education and training of prospective professional educators. This setting is the **interactive context**. It encompasses the general and professional areas in which the development of competence is necessary for informed and effective decision making. These areas are **knowledge and ability, application through experience, and professional values and dispositions**. This component provides opportunities for the candidates to weave new learning into their existing knowledge base and thereby to broaden and deepen their understanding and experience.

The **third component**, indicated by the rotating arrows within the large inner circle, represents the **decision making context** which, in simplified terms, embraces a continuous cycle of planning, predicting, implementing, reflecting, evaluating, and revising. The candidates develop and refine their decision making ability within the context of their interactions with curricula, faculty, and other professionals.

The **fourth component** of the model, the center circle, represents the **outcomes context**. All of the other components lead to the achievement of this one goal—the development of the educator who is an informed and responsible decision maker. **The Educator as Decision Maker is a Reflective Practitioner, a Change Agent, and a Lifelong Learner.**

COLLEGE OF EDUCATION

POLICIES AND PROCEDURES MANUAL

Policy Number: 00—01

Section: Preface

Subject: Procedures for Changing Policies and Procedures Manual

Procedure for Changing Policies and Procedures Manual

Changes to the COE Policies and Procedures Manual can be made at anytime by the dean's office to insure the college's policies and procedures conform to the university's policies and procedures. The Administrative Council will review the manual every two years and make recommendations for revision. Changes can be proposed at any time by any full-time faculty or staff member of the College of Education.

Proposed changes will be presented to the Administrative Council for discussion. This can be done by the person initiating the proposed change, a council member, or the dean. Whoever presents the proposal should contact the dean's office to have the item placed on the agenda.

Depending on the type of change proposed, (whether by the Administrative Council, faculty member, or staff member) the Administrative Council will vote to recommend, not recommend, or return the proposal to the originator for suggested changes. Or the Administrative Council can send the resolution to the faculty and staff for their vote to recommend, or not recommend to the dean. Once the dean receives the results, the dean decides whether to accept, not accept, or send back for revision.

COLLEGE OF EDUCATION
POLICIES AND PROCEDURES MANUAL

Administration

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COLLEGE OF EDUCATION

POLICIES AND PROCEDURES MANUAL

Policy Number: 01—01

Section: Administration

Subject: Administration Organization Chart, Alabama State University

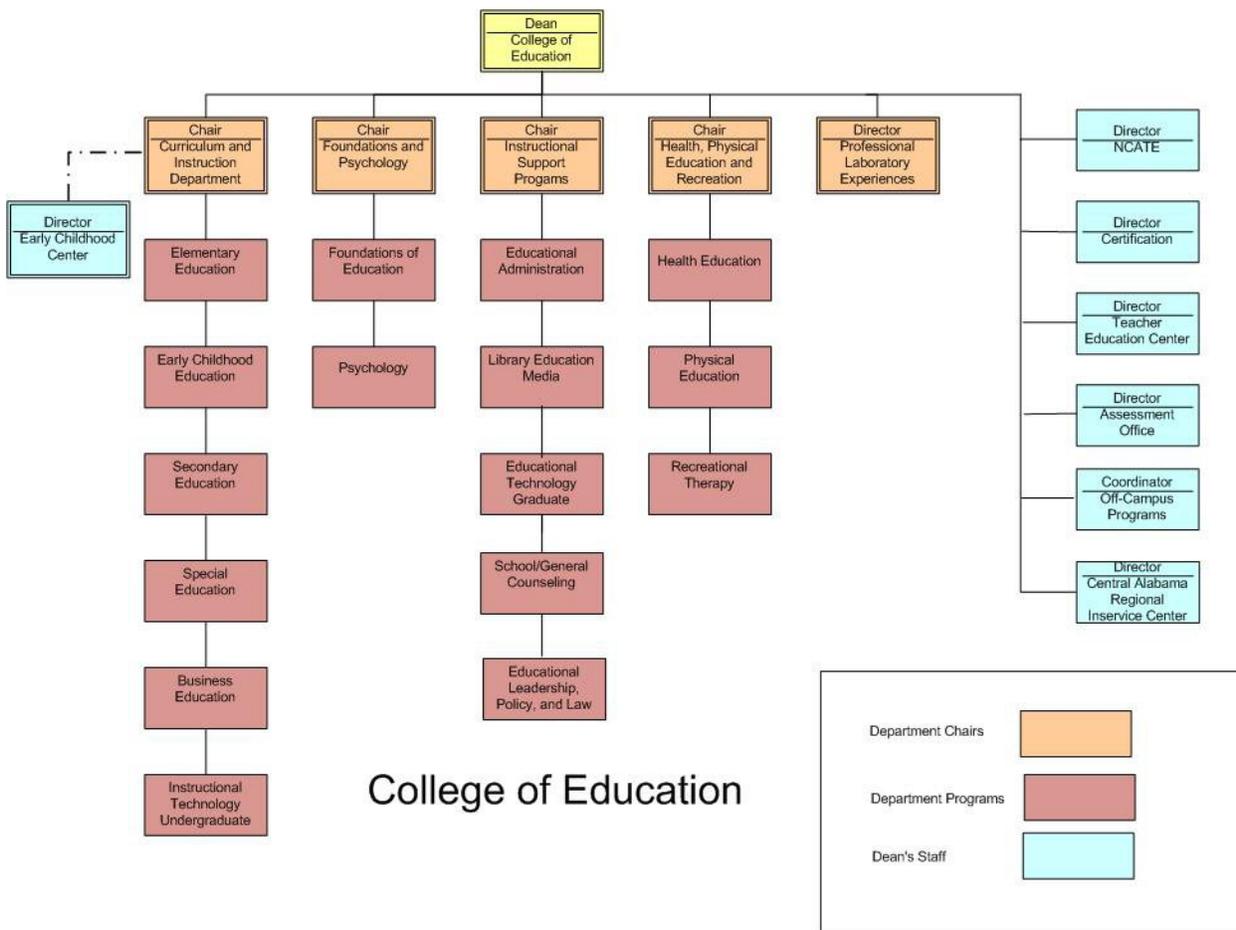
COLLEGE OF EDUCATION

POLICIES AND PROCEDURES MANUAL

Policy Number: 01—02

Section: Administration

Subject: Administration Organization Chart, College of Education



POLICIES AND PROCEDURES MANUAL

Policy Number: 01—03
Section: Administration
Subject: Administrative Processes

The College of Education contains the following academic areas: Administration and Supervision, Business Education, Counseling/School Counseling, Early Childhood Education, Elementary Education, Health Education, Library Media, Physical Education, Psychology, Reading, Recreation, Secondary Education, and Special Education. The number and size are determined by requirements necessary to provide quality education programs at the undergraduate and graduate level.

The Dean of the College of Education is the official administrator of the College of Education. The Dean of the College of Education is also the designated professional educator who serves as Head of Unit for the professional education unit and the Council on Professional Education. The Dean meets regularly with the department chairs and other administrators to plan, coordinate, and carry out the mission of the College of Education. Faculty committees are established and maintained to facilitate planning, execution, and attainment of quality educational programs and affirmative action guidelines.

All budgetary expenditures must follow prescribed university and state accounting procedures. The College of Education and its departments are budgeted annually for faculty, support staff, supplies, operations, library acquisitions, and specialized activities:

1. Travel is budgeted through the departments and within the Dean's budget.
2. Instructional supplies are budgeted within the departments.

Professional Development funds are received annually and budgeted separately through available funds provided to the University. Building maintenance, alterations, and repairs are the responsibility of Facilities Management. Requests for building changes are directed to the University Space Committee and directly to Facilities Management. Additionally, the College of Education and its departments maintain auxiliary foundation accounts to receive gifts and contributions from alumni and private donors.

COLLEGE OF EDUCATION

POLICIES AND PROCEDURES MANUAL

Policy Number: 01—04
Section: Administration
Subject: Administrative Council

Administrative Council

The Administrative Council assists the Dean in the operations of the College of Education. The Council consists of the following: Dean of the College of Education, Department Chairs, and Directors.

Guiding Principles of the Administrative Council

We will be mindful of spending more of our energies on leadership concerns of the organization than on routine management duties. We will make every effort to incorporate the Conceptual Framework into our everyday conversations. We believe in and hereby commit to use the following principles to guide our actions and decision-making on behalf of the College of Education:

Clarity of Purpose. We will talk with each other to the extent necessary to establish and maintain a clear sense of purpose in regard to whatever activity we may be engaged in at the moment.

Commitment to the Common Good. We will work to develop trust, teamwork, respect, cooperation, collaboration, mutual support, and a genuine concern for the welfare of the total organization.

Openness. We will work together in an environment where honesty, full discussion of ideas, self-expression, listening, shared information, and understanding are prized and affirmed.

Learning. We will nurture our curiosity, wonder, creativity, and insight by “What If” questions and by reflecting on our individual and collective actions.

Courage. We will display the necessary energy, tenacity, and fortitude to achieve our agreed upon purposes.

Integrity. We will hold ourselves accountable for living out these guiding principles in our everyday interpersonal relations, actions, and decision-making.

COLLEGE OF EDUCATION

POLICIES AND PROCEDURES MANUAL

Policy Number: 01—05
Section: Administration
Subject: Administrative Job Descriptions--

Position Title: Dean, College of Education

Unit: Academic Affairs

Duties and Responsibilities

1. Directs and coordinates activities of chairperson in the College of Arts and Sciences
2. Advises the Vice-President for Academic Affairs on personnel matters
3. Recommends collegiate faculty and staff
4. Determines scheduling of courses and recommends implementation of additional courses
5. Coordinate activities of student advisors
6. Participates in activities of faculty committees
7. Coordinates the development of the collegiate budget
8. Advises the Vice-President for Academic Affairs on academic matters
9. Serves as liaison officer with accrediting agencies and evaluate academic programs
10. Coordinates the scheduling of classes and the assignment of teaching loads
11. Assigns office space, classrooms and other university facilities as required
12. Establishes daily office hours for faculty members
13. Supervises department chairpersons in the preparation of evaluations and recommendations concerning members of their faculty
14. Performs all other job related duties as directed by the Vice-President for Academic Affairs

Required Knowledge, Skills, and Abilities

1. Working knowledge of principles and practices of curriculum development, instructional development and faculty development
2. Some knowledge of proposal writing and grants administration
3. Ability to teach well and to supervise programs of instructional improvement
4. Ability to supervise and motivate faculty and to be sensitive to the needs of students
5. Ability to communicate effectively both orally and in writing

Minimum Training and Experience

A doctorate degree in any academic area administered by the department and three years of experience in college or university teaching and/or academic administration

College of Education Policies and Procedures Manual

Policy Number: 01 - 06

Section: Administration

Subject: Administrative Job Descriptions - Director of the Field and Clinical Experiences

Position Title: Director of the Field and Clinical Experiences

Unit: Academic Affairs

Duties and Responsibilities

The Director of the Field and Clinical Experiences is responsible to the Dean of the College of Education. Principal duties and responsibilities are to:

1. Placement of all teacher education candidates in field and teacher internship experiences in the public and private schools.
2. Maintain cooperative liaison between the university and the cooperating teachers to provide systematic development activities.
3. Provide leadership in the development, monitoring, evaluation, and administration of the field and clinical experiences including internship.
4. Represent the field and clinical experiences to both the internal and external constituencies.
5. Supervise the recruitment, admissions, and academic advisement of interns.
6. Recommend faculty members to the Dean of the College of Education for employment, retention, promotion, tenure, and dismissal.
7. Supervise faculty and other personnel affiliated with the field and clinical experiences and support their professional development.
8. Provide training activities for university supervisors and the coordination of university supervisors in all phases of student teaching.
9. Teach one three-hour credit activity to clinical supervisors each year.
10. Monitor and validate all applications for admission to teacher internship.
11. Develop and publish the annual teacher education report and distribute to deans and various departments.
12. Edit and update the Field and Clinical Experiences Handbook as needed.

COLLEGE OF EDUCATION

POLICIES AND PROCEDURES MANUAL

Policy Number: 01—07
Section: Administration
Subject: Administrative Job Descriptions--

Position Title: Coordinator of Off-Campus Sites

Unit: Academic Affairs

Function: Under direct supervision of the Director of Off-Campus Sites; directs the day-to-day operation of ASU's Off-Campus Sites.

Specific Duties and Responsibilities:

Reports to the Director of Off-Campus Sites and supervises the work of clerk typists and monitors the day-by-day operation of Off-Campus sites.

- In conjunction with the Director, conducts surveys in an effort to determine students' and faculty needs and concerns.
- Monitors faculty adherence to class schedules, i.e., class attendance, duration of class time, etc.
- Serves as liaison person between students, faculty and staff at off-campus site and the Director of Off-Campus Sites.
- Conducts recruitment campaigns on an ongoing and continuous basis.
- Conducts, in conjunction with the Director of Off-Campus Sites, the evaluative process.
- Performs any other duties that may be assigned by the immediate supervisor.

Required Knowledge, Skills, and Abilities

- Working knowledge of the practices and procedures, with respect to higher education offerings and programs.
- Ability to compose and prepare accurate reports, records, and correspondence.
- Ability to deal effectively with the public in giving and obtaining information.

Minimum Training and Experience

- A Bachelor's Degree in Computer Science or related area.
- At least two or more years working on a college or university campus.
- Worked at the college and/or university level in the area of public relations and/or in the area of faculty and institutional development.

COLLEGE OF EDUCATION
POLICIES AND PROCEDURES MANUAL

Policy Number: 01—08
Section: Administration
Subject: Administrative Job Descriptions--

Position Title: Director, Teacher Education Center

Unit: Academic Affairs

Function: Under general Supervision of the Title III Director and the Dean of the College of Education, plans, directs, and evaluates all activities of the Teacher Education Center.

Duties and Responsibilities

- Reports to the Director of Title III as the Director of the Teacher Education Center
- Reports to the Chairperson of the Department of Foundations and Psychology as designee of the Dean of the College of Education
- Supervises the administrative office of the Center
- Plans and directs activities of the resource library and the computer laboratory
- Assesses staff needs
- Selects and supervises the Center's 20 hour students, work study, and graduate assistants
- Monitors all work done by the Center's staff
- Advises the dean of the College of Education of needed changes in requirements indicated by student deficiencies
- Maintains a database on Center's participants
- Serves as liaison between the faculty of the University and the Center
- Purchases equipment and supplies
- Prepare monthly time and efforts reports, quarterly progress, and annual performance reports for the Title III office

Required Knowledge, Skills and Abilities

- Ability to relate to students and motivate study
- Ability to work effectively with faculty, staff and students
- Ability to teach mathematics and related subjects for the Basic Skills Test
- Ability to teach students to write effectively and creatively
- Ability to compose and prepare accurate reports, records, and correspondence

Minimum Training and Experience

- Master's degree required
- Training and experience with computers
- Teaching experience at the secondary and college levels

POLICIES AND PROCEDURES MANUAL

Policy Number: 01—09
Section: Administration
Subject: Administrative Job Descriptions

Position Title: Director, Student Services and Certification

Unit: Academic Affairs/College of Education

Function

Under general supervision managing all aspects of student services which include advisement, certification, and clinical experiences

Duties and Responsibilities

- Manages all aspects of student services
- Works with other student services areas to develop centralized/electronic data management systems that are compatible with compliance relative to state licensing, state program approval and accreditation standards
- Manages all aspects of faculty/staff training related to online services
- Identifying performance standards for delivering student services throughout the College of Education
- Serving as Dean's representative in the improvement of unit operations regarding advisement, certification and field experiences
- Communicating with external agencies
- Addressing accreditation concerns with impact advisement, certification and field experiences
- Developing and implementing procedures to ensure reliability of unit certification responses to Alabama State Department of Education
- Communicating with state technical support about certification and compliance issues
- Developing and driving unit strategy regarding customer service and student services
- Conducting and communicating needs assistance as related to unit operations

Required Knowledge, Skills and Abilities

- Demonstrates a strong understanding of and ability to implement adult learner theories
- Strong analytic, interpersonal, organizational development and planning skills
- Professional written and oral communication skills as it relates to consensus building
Strong technical and computer skills
- Evidence of experience in training and development
- Ability to travel

Minimum Training and Experience

- Master's degree required in education or related field
- Five or more years of experience in higher education
- Supervisory and management experience demonstrating ability to lead others

COLLEGE OF EDUCATION

POLICIES AND PROCEDURES MANUAL

Policy Number: 01—10
Section: Administration
Subject: Administrative Job Descriptions--

Position Title: College of Education Assessment Officer

Unit: Academic Affairs/College of Education

Function: Under general supervision of the Dean for the College of Education, the Assessment Officer Director will manage and develop a data system that will provide information for the continued enhancement and improvement of teacher candidates.

Duties and Responsibilities

- Continuing the development of a data system to serve the College of Education—this includes establishing and reviewing policies and procedures for the gathering, use, storage, and reporting of candidate data.
- Collecting information from external sources including clinical and field experiences, follow-up surveys of cooperating teachers, field supervisors, and employers, and national testing results
- Collection of data involves sampling, analyzing, summarizing, and reporting results to ultimately improve programs, the performance of candidates, and student learning
- Summarizing and reporting aggregated results
- Synthesizing the results of follow-up studies, use national tests results, and analyzing performance at critical points in the program to gain a better understanding of candidates' performance over time.
- Developing a system of reporting and disseminating information to provide the basis for needed changes within the College of Education.

Required Knowledge, Skills and Abilities

- Ability to use SPSS (Statistical Package for the Social Sciences) and analyze its results
- Working knowledge of database construction and application

Minimum Training and Experience

Master's degree preferred. Bachelor's degree required with related experience.

COLLEGE OF EDUCATION
POLICIES AND PROCEDURES MANUAL

Policy Number: 01—11
Section: Administration
Subject: Administrative Job Descriptions—

Position Title: Director of the Zelia Stephens Early Childhood Center

Unit: Academic Affairs/College of Education

Function: Under general supervision of the chairperson of the Department of Curriculum and Instruction, the director is responsible for all aspects of the daily operation and maintenance of the Early Childhood Center, so as to present an environment conducive to learning.

Duties and Responsibilities

- Assists in program planning
- Assists in provisions of materials and supplies needed for program activities
- Monitors execution and evaluation of program activities
- Plans teacher meetings and makes arrangement for in-service training
- Disseminates information from the College of Education
- Provides assistance to University students involved in coursework requiring their presence in the Center
- Monitors upkeep of the physical plant, indoor and outdoor
- Provides assistance to PTA so as to develop a good rapport between the two parties

Required Knowledge, Skills, and Abilities

- Knowledge of guidelines and concepts dealing with early childhood education
- Ability to work effectively with faculty, staff and students
- Ability to prepare reports, records and correspondence
- Ability to work effectively with faculty, staff, and students
- Ability to develop budgets for school operation
- Ability to do scheduling and evaluation of faculty and programs

Minimum Training and Experience

- Master's Degree in Early Childhood Education and at least three years of teaching experience
- Administrative experience in curriculum planning in Grades K-3.

COLLEGE OF EDUCATION
POLICIES AND PROCEDURES MANUAL

Policy Number: 01—12
Section: Administration
Subject: Administrative Job Descriptions—

Position Title: Academic Department Chairperson

Unit: Academic Affairs/College of Education

Function: Under general supervision serves as chief administrator of the academic department; directs, plans, and coordinates all activities within that department; and teachers appropriate departmental courses.

Duties and Responsibilities

- Reports to the Dean of the College of Education and supervises the work of all faculty members and secretaries assigned to the department
- Assists the Dean in formulating and administering instructional and curriculum policies
- Develops and revises courses, ensures that current course syllabi have been prepared, and incorporates methods for improving instruction
- Transmits course objectives and departmental reports to the appropriate dean
- Promotes the preparation of grant proposals to fund departmental programs
- Supervises the preparation of materials for the department published in the university catalog
- Identifies the need for new positions or replacements in the departmental faculty, and recommends the appointment of persons to fill these vacancies
- Evaluates the performance of faculty members in the department, and recommends their renewal, nonrenewal, promotion and tenure
- Prepares class schedules, makes faculty assignments, and ensures an equitable distribution of faculty work load within the department
- Coordinates the development of student competencies relevant to the objectives of the department
- Ensures that all students are receiving proper academic advising
- Determines the need for departmental supplies, equipment and library materials, and ensures that these materials are obtained
- Prepares the departmental budget in consultation with the Dean of the school and university financial planners, and ensures that the approved budget is properly administered
- Teaches courses that do not exceed the number of credit hours for department chairs
- Performs any other duties that may be assigned by the immediate supervisor.

Required Knowledge, Skills, and Abilities

- Working knowledge of principles and practices of curriculum development, instructional development and faculty development
- Some knowledge of proposal writing and grants administration
- Ability to teach well and to supervise programs of instructional improvement
- Ability to supervise and motivate faculty and to be sensitive to the needs of students
- Ability to communicate effectively both orally and in writing.

Minimum Training and Experience

- A doctorate degree in any academic area administered by the department
- Three years of experience in college or university teaching and/or academic administration.

College of Education Policies and Procedures Manual

Faculty

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College of Education Policies and Procedures Manual

Policy Number: 02 - 01

Section: Faculty

Subject: College of Education Promotion, Retention, and Tenure Criteria

Equal Opportunity

It is the policy and practice of Alabama State University to recruit, hire, train, and promote employees without discrimination because of race, religion, color, physical disability, national origin, sex, or age; except where physical disability, sex, or age constitutes a bona fide occupational disqualification. Further, it is the policy and practice of the university to take affirmative action to ensure no discrimination because of race, religion, color, national origin, physical disability, sex or age. The policy applies to all levels and phases of personnel administration such as recruitment, advertising activities, testing, hiring, training, promotion, transfer leave practice, rates or pay, and selection for supervisory positions.

Applicants and employees who have reason to believe their treatment is in violation of this Equal Employment Opportunity policy should promptly report the circumstances in writing to the Compliance Officer for the University Affirmation Action Plan, and to the university officer directly responsible for the alleged violation.

College of Education

Policies and Procedures Manual

Policy Number: 02 - 01

Section: Faculty

Subject: College of Education Promotion, Retention, and Tenure Criteria

COE Appointment Criteria

Types of Appointment

Appointments to the faculty of Alabama State University are made by the Board of Trustees. All persons employed as a laboratory instructor must, within three years of employment, hold a master's or higher degree if they are to be retained. Persons in the employ of the University at the time of the adoption of this policy will have a maximum of three years to meet this earned degree requirement. Regular appointments to the faculty include probationary and tenured appointments. In addition to these two types of appointments, the University may make temporary appointments. Each of these three types of appointments is subject to contract cancellation for adequate cause or medical disability as set forth in Sections 2.7, 2.7.1, and 2.7.3. and subject to layoff due to a bona fide financial exigency or discontinuance or curtailment of a department or program as set forth in Sections 2.8, 2.8.1, and 2.8.2.

PROBATIONARY APPOINTMENT: An appointment for one year (nine or ten months at a time) until a faculty member is granted tenure or non-reappointment.

TENURED APPOINTMENT: An appointment with automatic annual renewal of employment until retirement.

TEMPORARY APPOINTMENT: An appointment for a specifically limited term in a full-time or part-time position, in connection with a special program, an emergency situation, as a replacement for a regular faculty member on leave, or to meet other instructional needs. In general, the appointee must have substantial academic training in the assigned teaching field and meet minimum requirements for the respective rank.

The term of each temporary appointment is clearly stated in the employment contract. The rank of the faculty member holding temporary appointment will be qualified by the descriptive word "temporary." Being temporary in nature, this type of appointment automatically terminates and the faculty member is separated at the end of the specified contractual period unless specific action is taken to extend or renew the appointment.

No person will be placed on probationary status whose compensation is dependent upon temporary funding from state, federal, or private sources, and all persons so compensated will serve only with the temporary appointments not to exceed the period of the available funding.

College of Education

Policies and Procedures Manual

Policy Number: 02 - 02

Section: Faculty

Subject: College of Education Promotion, Retention, and Tenure Criteria

General Criteria for Appointment, Tenure and Promotion

It is not expected that every individual will excel in all of the general criteria; neither is it expected that a member of Alabama State University faculty will have a complete void in any of the four areas. General criteria for appointment, tenure and promotion are established in the following four (4) areas:

A. TEACHING EFFECTIVENESS

The individual will be judged on the following criteria:

- a. Academic preparation in and knowledge of the subject matter in the teaching field.
- b. Organization of classroom instruction in accordance with syllabus.
- c. Use of appropriate instructional resource materials.
- d. Enthusiasm in the presentation of course material.
- e. Effective oral and written communication skills.
- f. Employment of effective teaching methodologies and techniques.
- g. Development of course assignments appropriate for achieving course objectives.
- h. Respect for the expression of student opinions and encouragement of class discussion.
- i. Ability to attract and maintain the attention of the students.
- j. Awareness of differing levels of student understanding of the subject matter.

B. RESEARCH AND CREATIVE ACTIVITY

The individual will be judged on the following criteria:

- a. Contribution to and discovery of new knowledge.
- b. Synthesis and/or critical evaluation of existing knowledge.
- c. Creation, performance and/or exhibition of artistic works.
- d. Performance in acquiring internal/external funding for research.
- e. Recognition by respective professions of research and creative activities.

C. ACADEMIC CITIZENSHIP

The individual will be judged on the following criteria

- a. Activity in giving guidance and direction to students and student organizations and committees.
- b. Contribution to the enhancement of academic programs, standards, and policies.

- c. Contribution to own professional growth and stature within the discipline and the advancement of the discipline itself.
- d. Contribution to total University development and growth.

D. COMMUNITY SERVICE

The individual will be judged on the following criteria:

- a. Service on commissions or boards of community agencies and/or organizations.
- b. Consultation with businesses, cultural, educational, or governmental activities, social services and industrial organizations
- c. Participation in the development and implementation of public service programs, courses, workshops, and seminars.
- d. Formal presentations, performances, exhibitions, and demonstrations for community groups.
- e. Participation and/or leadership in other activities designed to enhance the social cultural and economic development of the community

College of Education

Policies and Procedures Manual

Policy Number: 02 – 02.01

Section: Faculty

Subject: College of Education Promotion, Retention, and Tenure Criteria

Maintenance of Tenure and Probationary Status of Faculty and Staff who Assume Administrative Positions

Any academic administrator, except the Vice-President for Academic Affairs, and the Library Staff, who hold academic tenure must teach at least six semester hours each academic year (including the summer session) if the tenure status is to be retained. Tenured persons already in an administrative assignment will be given one year from the date of adoption of this policy to meet the minimum teaching requirements or relinquish the academic tenure status.

Upon recommendation of the President, new hires or any other faculty member may be voluntarily transferred from a faculty position to a non-academic administrative position for a period of up to two (2) years by the Board without the impairment of tenure. After serving in the non-academic administrative position for two years, the faculty member shall be required (allowed) to either return to the faculty position or relinquish tenure.

College of Education

Policies and Procedures Manual

Policy Number: 02 – 02.02

Section: Faculty

Subject: College of Education Promotion, Retention, and Tenure Criteria

Special Criteria by Rank

Rank is awarded through formal action of the Board of Trustees pursuant to the procedures set forth in Section 02-02.3 (appointments) or in Section 02-02.6 (promotions). Once awarded, rank normally is retained until separation from the instructional, research, or library faculty. The Vice-President for Academic Affairs is responsible for monitoring the rank system, to the extent feasible, for equitable distribution among the instructional, research, and library units.

The following criteria have been established with respect to rank, subject to the exceptions and modifications specified in the last subsection of this section, and subject to the special criteria for rank of library faculty set forth in Section 02-02.2.5.

INSTRUCTOR

The instructor must have the master's degree in the assigned teaching field from an accredited college or university.

ASSISTANT PROFESSOR

The assistant professor must have an earned doctorate (*or terminal degree) in the assigned teaching field from an accredited college or university;

OR

The assistant professor must have a master's degree in the assigned teaching field plus three (3) academic years of successful teaching experience in an accredited college or university, excluding teaching experience as a graduate assistant (the three-years must have been completed by the time the appointment becomes effective); AND forty-eight (48) semester hours in a doctoral program at a regionally accredited university. The doctoral program must be in the assigned teaching field;

In addition, if the appointment constitutes a promotion in rank at the University, the assistant professor must have completed within the previous year the Alabama State University Promotion Review with an overall performance rating score of at least 2.0.

ASSOCIATE PROFESSOR

The associate professor must have an earned doctorate (* or terminal degree) in the teaching field from a regionally accredited university;

AND

Five academic years of successful teaching experience at an accredited college/university, excluding the teaching experience as a graduate assistant. Three (3) of the years of experience

must have been at the rank of assistant professor, completed by the time the appointment/promotion becomes effective;

In addition, if the appointment constitutes a promotion in rank at the University, the associate professor must have completed within the previous year the Alabama State University Promotion Review with an overall performance rating score of at least 3.0; AND the candidate must have received a score of at least 2.0 on any one of items 5, 6, 7 or 8 in the Research and Creativity Assessment Forms on pages 70-71 in A System of Faculty Evaluation for the Improvement of Faculty Performance, August 1986.**

PROFESSOR

The full professor must have an earned doctorate (*or terminal degree) in the assigned teaching field from a regionally accredited university;

AND

Ten (10) academic years of successful teaching experience at an accredited college/university, excluding the teaching experience as a graduate assistant. Three (3) of the years of experience must have been at the rank of associate professor, completed by the time the appointment becomes effective.

In addition, if the appointment constitutes a promotion in rank at the University, the full professor must have completed within the previous year the Alabama State University Promotion Review with an overall performance rating score of at least 3.0; AND since attaining the rank of associate professor, the candidate must have published scholarly work in a refereed journal or book and received a minimum score of 2.0 on any one of items 5, 6, 7, or 8 in the Research and Creativity Assessment Forms on pages 70-71 in A System of Faculty Evaluation for the Improvement of Faculty Performance, August 1986.**

EXCEPTIONS TO SPECIAL CRITERIA BY RANK

1. Time spent in full-time research appointments, on approval of the Vice President for Academic Affairs, the President may recommend to the board of Trustees that time spent in full-time research appointments be accepted as the equivalent of teaching experience.
2. Upon recommendation of the Vice President for Academic Affairs, the President may recommend to the Board of Trustees the assignment academic rank for a new member of the faculty who serves in a combination of teaching and administrative roles.
3. Upon recommendation of the Dean of the College of Education and the Vice President for Academic Affairs, the President may recommend to the Board of Trustees the assignment of academic rank for a new member of the faculty solely on the basis of extraordinary and distinguished national service to the teaching field.
4. No faculty member teaching at the University shall be prevented from retaining his or her current rank solely because he or she fails to meet criteria established with respect to such rank after the faculty member had been assigned to said rank.

College of Education

Policies and Procedures Manual

Policy Number: 02 – 02.03

Section: Faculty

Subject: College of Education Promotion, Retention, and Tenure Criteria

Procedures for Certifying Teaching Field

The promotion and tenure process, as well as the salary computation worksheet, require that earned credit hours above the rank minimum and earned degrees be in the assigned teaching field. This section outlines the procedure for making such a determination.

Any assessment of whether a degree or credit hours are in the assigned teaching field will be made initially by the chair of the department in which the faculty member is assigned. The department chair's decision should be forwarded, along with supporting documentation, to the dean of the appropriate college or school. The dean or director shall review the recommendation and, if he or she concurs, forward that recommendation to the Vice President for Academic Affairs of the appropriate teaching field for his or her approval. If the dean or director disagrees with the recommendation of the department chair, the dean or director should so inform the Vice President for Academic Affairs and make the findings at each level available to the Vice President. The Vice President then will resolve the issue after conferring with the faculty members, the department chair, and the dean or director.

Only credit hours that are part of a program of study toward an advanced degree in the assigned teaching field shall normally be considered.

*Upon the recommendation of the dean or director of the appropriate college, the Vice-President for Academic Affairs, and the President, the University will recognize as the equivalent of the doctorate an earned terminal degree in a teaching field that is recognized nationally as the highest degree in the academic area.

For further information regarding the tenure procedure at Alabama State University, please refer to the Faculty Handbook, Chapter 3, beginning on page 21.

College of Education

Policies and Procedures Manual

Policy Number: 03 - 00
Section: Drug and Alcohol Policy
Subject: Drug and Alcohol Policy

ALCOHOL AND DRUG ABUSE POLICY

Adopted by the Board of Trustees at its May, 2007 Meeting

Effective October 1, 2007, Alabama State University will implement its Alcohol and Drug Abuse Policy.

PURPOSE: The purpose of this policy is to ensure that no employee under any circumstances comes to work under the influence of drugs/alcohol and to ensure all employees abide by the laws pertaining to alcohol and drug use while at work. No person may consume or be under the influence of alcohol while attending classes, at any official meetings, or while fulfilling employment responsibilities. Employees must conduct themselves in a responsible and professional manner at all times.

Any violation of the drug/alcohol policy can result in disciplinary action up to and including termination.

Alabama State University (ASU) requires that university employees report to work in a condition to perform their duties safely and efficiently in the interest of their co-workers and students, as well as themselves. For these reasons, the use of illegal drugs and alcohol is prohibited during work hours at the university workplace, while occupying university vehicles, while on university business, during class time, on field trips and during other educational activities.

All state, federal, and local laws, and campus regulations pertaining to alcohol and other drugs apply to all members of the university community including employees, organizations/groups, and guests. Violators will be subject to disciplinary action and subject to prosecution under the laws of the State of Alabama, as well as the university policy. These laws and regulations include, but are not limited to, the following:

ALCOHOL POLICY

Alcoholic beverages may not be sold or consumed on property owned or controlled by Alabama State University except where permitted by the University in compliance with applicable laws.

On-campus possession or consumption of alcoholic beverages by those of legal age (the State of Alabama has established twenty-one as the legal age for consumption of alcohol) will be allowed only in areas previously designated by the University and in compliance with applicable laws.

No person shall sell or give away any alcoholic beverages to anyone under the age of twenty-one or to an intoxicated person.

University employees conducting and participating in meetings or gatherings on behalf of the University in which alcohol is served are strongly advised to seek consultation with appropriate personnel prior to such events due to liability and risk related concerns. It is not the intent of this policy to ban or prohibit the consumption of alcohol at such events; however, it is imperative such events are conducted in a responsible manner.

The sale of alcohol at any university or campus event must adhere to local, state, federal, and campus regulations. This may include obtaining an appropriate liquor license.

No person may consume or be under the influence of alcohol while attending classes, at any official meetings, or while fulfilling employment responsibilities. Employees must conduct themselves in a responsible and professional manner at all times.

Any university employee who maintains university responsibilities that require a valid driver's license must report to his/her immediate and departmental supervisor if and when his/her driver's license has been invalidated or surrendered. This reporting procedure must be followed when violations of State of Alabama Statutes occur including, but not limited to, alcohol related violations. The University reserves the right to request pertinent reports from the Department of Public Safety to enforce this policy.

DRUG POLICY

The possession, use, sale, manufacture, transfer or cultivation of any types of controlled substances (to include, but not limited to, barbiturates, opiates, marijuana, amphetamines, or hallucinogens) or aiding in the use of such, violates the laws of the State of Alabama.

The use of illegal drugs or the misuse of prescription medication or over the counter drugs is dangerous and unacceptable behavior in the university community and is prohibited.

Use or possession of any controlled substance or illegal drug or paraphernalia for illegal drug use, and the unauthorized distribution or possession for the purpose of distribution of any controlled substance or illegal drug is prohibited.

University employees must report to the Director of the Human Resources Department any criminal drug statute conviction for a violation occurring in the workplace no later than five working days after such conviction.

Alcohol/Drug Commercial Driver's License Testing the University policy for Commercial Driver's License Drug/Alcohol Testing

REPORTING VIOLATIONS OF THE ALCOHOL/DRUG POLICY

Complaints made by university employees and/or guests about a university employee should be reported to the employee's immediate supervisor (i.e., supervisor, department head), and then the supervisor will contact the Human Resources Department.

ALCOHOL/DRUG TESTING

PURPOSE: This policy has been established to ensure that Alabama State University meets the requirements of the U.S. Department of Transportation under the authority of the Omnibus Employee Testing Act of 1991, which mandates alcohol and controlled substance testing of commercial driver licensed employees. Additionally, Alabama State University seeks to ensure that all personnel who are in safety-sensitive positions are free from alcohol and controlled substances. Furthermore, those who are reasonably suspected of drug and alcohol use will be subjected to drug testing. All testing shall be coordinated by the Officer of Human Resources.

REASONABLE SUSPICION TESTING

Supervisors who have a reasonable suspicion that an employee is under the influence of alcohol or drugs may require the employee to take a drug or alcohol test through the Office of University Police and Campus Security. Refusal to take this test or failure to pass the test may result in an immediate administrative leave and/or disciplinary action, up to and including termination. Reasonable suspicion is defined as a belief based upon specific and objective facts and drawn from reasonable inferences based upon the facts in light of experience.

EMPLOYMENT SCREENING TESTING

All applicants for safety-sensitive positions or positions requiring a CDL or positions where operating a University-owned vehicle is a job requirement will be asked to submit to drug and alcohol testing. This request will not be made until the applicant is extended a conditional offer. The refusal to submit to testing may result in disqualification from hire.

POST-ACCIDENT TESTING

Any employee who is involved in a vehicular or equipment-related accident while on or conducting official business of the University will be subject to drug and alcohol testing. Refusal to take this test or failure to pass the test may result in an immediate administrative leave and/or disciplinary action, up to and including termination.

RANDOM DRUG TESTING

Any university employee (regular full-time or part-time, and/or temporary employee) whose job description involves a safety-sensitive function ; requires possession of a commercial driver's license (CDL) for employment purposes; or operates a University-owned vehicle to fulfill his/her job description may be subject to random drug and/or alcohol testing. Some examples of these job descriptions include: bus driver, heavy equipment operator, and groundskeeper, etc. Refusal to take this test or failure to pass the test may result in an immediate administrative leave and/or disciplinary action, up to and including termination.

RETURN-TO-DUTY TESTING

Any employee who has been suspended, disciplined or referred to rehabilitation counseling by the University in accordance with the Alcohol/Drug Policy cannot return to work until a negative result is obtained from a drug test. Once the employee returns to duty, the employee may be subject to random drug and/or alcohol testing for a period not less than twelve (12) months and not greater than twenty-four

(24) months. Refusal to take this test or failure to pass the test may result in an immediate administrative leave and/or disciplinary action, up to and including termination.

SUBSTANCES TO BE TESTED

Substances to be tested for under this policy are:

- 1) Breath alcohol concentration (BAC)
- 2) Controlled substances (to include but not limited to) cocaine, marijuana, opiates (including heroin) amphetamines, and phencyclidine (PCP).

In accordance with the federal regulations:

No employee shall be on duty while possessing or consuming alcohol.

No employee shall be on duty while possessing, using, or exhibiting any trace of controlled substances in the body.

No employee shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having a breath alcohol concentration (BAC) of 0.08 or greater. Safety-sensitive functions are defined as those which could endanger the life of the employee, other employees, students, or members of the public.

No employee shall report to duty within a minimum of eight hours after consuming alcohol.

No employee required to take a post accident alcohol test shall consume alcohol for a minimum of eight hours following the accident, or until he/she undergoes a post-accident test, whichever occurs first.

Medicine which may contain alcohol or controlled substances may be used while operating a vehicle pursuant to the instructions of a physician who has informed the employee that the substance will not adversely affect the employee's ability for safe operation. An employee is required to inform his/her supervisor of such instances and may be required to provide appropriate medical documentation prior to performing safety sensitive functions. Failure to notify the supervisor of such instances may result in disciplinary action, up to and including termination.

An employee must notify his/her supervisor if controlled substances are used during participation in religious ceremonies. The employee may be required to provide documentation to the supervisor from a physician confirming the substance will not adversely affect the employee's ability for safe operation. This is to be provided prior to the performance of safety sensitive functions. Failure to notify the supervisor of such use of controlled substances may result in disciplinary action, up to and including termination.

RANDOM TESTING POOL AND FREQUENCY

A minimum of 50% of the eligible employee pool will be tested each calendar year for controlled substances.

A minimum of 25% of the eligible employee pool will be tested each calendar year for random alcohol testing.

The names of all eligible employees will remain in the selection pool until they are no longer required to possess a commercial driver's license.

Those employees selected from the pool and tested for any reason are not exempt from future drawings. Therefore, it is possible for any one employee to be drawn for any or all tests listed above throughout the calendar year.

SELF-IDENTIFICATION

An employee may voluntarily admit that he/she may be impaired due to drug or alcohol use.

Discipline will not be initiated because an employee self-identifies. The employee will be referred to a substance abuse professional (SAP) for evaluation and testing. An employee will not be permitted to drive until the substance abuse professional (SAP) has released the employee for driving. The employee will be subject to return to work/follow-up testing. An employee involved in rehabilitation may be accommodated within the employee's department by being placed in a non-safety-sensitive position if appropriate and available. If a non-safety-sensitive position is not available, the employee will be placed on leave (paid and unpaid as available) until completion of the rehabilitation program.

Self-identification must be totally voluntary and is not allowed after an employee has been notified to report for a random, post-accident, or reasonable cause test. The employee will still be required to report for the tests stated above.

THE FOLLOWING BEHAVIORS CONSTITUTE REFUSAL

Failure to appear for scheduled testing or failure to proceed to the testing site within one hour of being notified to report unless documentation of a medical reason is provided to the supervisor.

Conduct that impedes the testing process including but not limited to tampering with urine, hair specimens or testing devices.

Failure to provide adequate breath, urine or hair for testing without documentation of a medical reason to the supervisor.

CONSEQUENCES OF TESTING REFUSAL

New hires that refuse pre-employment testing, or fail to appear for testing will have the job offer withdrawn unless valid medical documentation is presented to the supervisor in advance or no later than one working day following the scheduled test.

Employees, who refuse testing, unless valid medical documentation is presented to the supervisor, will receive disciplinary action up to and including termination.

Promotion/transfer - refusal will result in the offer being withdrawn unless medical documentation is provided to the supervisor in advance or within one working day following the scheduled test.

Demotion, reclassification, or change in job description - refusal will result in disciplinary action up to and including termination unless medical documentation is provided to the supervisor.

CONSEQUENCES OF POSITIVE BREATH ALCOHOL CONTENT (BAC)

Employees who have a (BAC) greater than .02 but less than 0.04 when tested shall be suspended from performing the employee's duties for a minimum of twenty-four hours. Disciplinary action may be taken and a breath alcohol concentration test will be required before resuming the performance of safety sensitive functions.

Employees who have a (BAC) of 0.04 or greater when tested shall be removed from performing such duties for a minimum of twenty-four hours and disciplinary action may be taken up to and including termination. If it is determined that the employee may return to the safety sensitive position, the following conditions shall apply:

1. Referral within one working day of receipt of positive test results will be made from ASU to a substance abuse professional (SAP) for evaluation.
2. Successful completion of an approved rehabilitation program if recommended by a substance abuse professional (SAP) will be required. The university shall assume the cost for the initial evaluation by a substance abuse professional (SAP) to determine if the employee is to be considered for continued employment.
3. Participation in a return to duty alcohol test with a result less than 0.02. Employee is subject to unannounced periodic follow-up tests during the first twelve months following an employee's return to duty. The number and frequency will be determined by the substance abuse professional (SAP). Follow-up testing may be extended for up to sixty months following an employee's return to duty.

If an employee's behavior suggests alcohol misuse, a reasonable suspicion alcohol test must be conducted.

CONSEQUENCES OF A POSITIVE DRUG TEST

An employee who has a positive drug test shall be suspended from performing safety sensitive functions within a minimum of twenty-four hours of receipt of the positive test and disciplinary action may be taken up to and including termination. If it is determined that the employee may return to the safety sensitive position, the following conditions shall apply:

1. Referral and completion of appointment with a substance abuse professional (SAP) for evaluation shall occur within one working day of receipt of a positive drug screen.
2. Successful completion of an approved rehabilitation program if recommended by a substance abuse professional (SAP).
 - a) The University shall assume the cost for the initial evaluation by a substance abuse professional (SAP) to determine if the employee is to be considered for continued employment.

3. Participation in unannounced periodic testing, during the first twelve months following an employee's return to duty. The number and frequency will be determined by the substance abuse professional (SAP). Follow-up testing may be extended for up to sixty months following an employee's return to duty.

If an employee's behavior suggests drug abuse, a "reasonable suspicion" drug screen test must be conducted. The employee will be suspended from performing safety sensitive duties for a minimum of twenty-four hours pending test results.

College of Education

Policies and Procedures Manual

Policy Number: 03 - 00
Section: Background Check Policy
Subject: Background Check Policy

Background Check Policy

Adopted by the Board of Trustees at its May 2007 Meeting

Effective immediately, Alabama State University will conduct background checks on all non-academic and academic job candidates post-offer. The University may also use a third party administrator to conduct background checks. The type of information that can be collected by this agency includes, but is not limited to, a criminal background check, education, employment history, credit, and professional and personal references. This process is conducted to verify the accuracy of the information provided by the candidate and determine his/her suitability for employment. As such, all offers of employment are contingent upon the successful results of a background check. The University will make the sole determination of an employment decision based upon a background check.

Circumstances may also arise for which background checks of current employees will be necessary in order to ensure that individuals are selected or retained who possess the qualifications to perform the duties of the position most effectively and who are best able to serve the institution. The Director of Human Resources shall designate what checks are necessary based upon the position involved. This policy will affect current employees if a reason of suspicion exists, thereby requiring the University to conduct a background check.

The University will ensure that all background checks are held in compliance with applicable federal and state statutes, such as the Fair Credit Reporting Act. As part of Title VII of the Civil Rights Act, this information cannot be used as a basis for denying employment, unless it is determined to be job-related.

Any adverse findings as a result of a background check will be considered on a case by case basis. If necessary, appropriate disciplinary action will be taken pursuant to current policy, up to and including termination. Failure to consent to the background check is grounds for termination.

The Office of Human Resources will serve as the custodian of the records for background investigation results. All information received in the background investigation process will be maintained in confidential, secure files, separate from employee personnel files, with access allowed only to those who have a need to know.

College of Education

Policies and Procedures Manual

Policy Number: **04 - 00**

Section: **Course Syllabi**

Subject: **Course Syllabi**

The Alabama State University Quality Control Plan requires the following items to be included in all course syllabi: measurable objectives, evaluation and minimum standards, and grading criteria. All syllabi for the College of Education should include the following information:

- Clearly defined objectives (They must be measurable.)
- Links to the Conceptual Framework
- Links to the State Department of Education knowledge and/or ability standards, and specific standards for that discipline
- Evaluation and minimum standards (These must specify how the information from the Conceptual Framework and the State Department of Education knowledge and ability standards will be assessed.)
- Grading Criteria
- A disclaimer statement for students with disabilities

For more general information regarding course syllabi, please refer to the Quality Control Plan, Requirements for Course Syllabi.